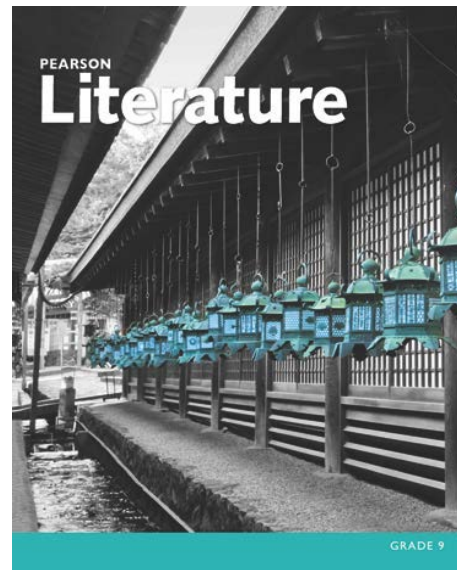


A Correlation of  
**Pearson Literature**  
Grade 9, ©2015



To the  
**ACT College and Career Readiness Standards  
for English, Reading, and Writing**

# A Correlation of Pearson Literature ©2015, Grade 9, to the ACT College and Career Readiness Standards for English, Reading, and Writing

## Introduction

This document demonstrates how *Pearson Literature ©2015* meets the objectives of the ACT College and Career Readiness Standards for English, Reading, and Writing. Correlation references are to the Student Edition and Teacher's Edition and are cited by activity and page number.

*Pearson Literature* is an exciting new literature program with a unique Instructional Model that supports the critical shifts in literacy. The gradual-release-model emphasizes building knowledge through content-rich nonfiction, reading and writing activities that are grounded in evidence, and providing texts that are appropriately complex and focus on academic vocabulary.

### Instructional Model

The heart of the gradual-release Instructional Model is a focus on Text Sets. These Text Sets consist of an Anchor Text with Related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis.

The Instructional Model reflects the learning process as it addresses the instructional shifts in literacy:

- Part 1 models expectations and strategies for the Close Reading Activities students will perform in the unit;
- Part 2 provides scaffolded support for reading complex texts, including support for grammar and vocabulary acquisition and for citing text evidence;
- Part 3 enables students to demonstrate learning without scaffolds. In this section, students build knowledge of a topic through analysis of multiple-genre texts and media in a Text Set;
- Part 4 presents wholly independent reading opportunities.

### Close Reading. Personalized Learning

Additionally, an instructional focus is paid to developing students' close reading abilities to prepare them for the rigorous tasks they will encounter in upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

**Table of Contents**

<b>English</b> .....	<b>4</b>
<b>Reading</b> .....	<b>11</b>
<b>Writing</b> .....	<b>18</b>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

**ACT College and Career Readiness Standards  
English**

**• Production of Writing**

	<b>Score Range 13–15</b>	<b>Score Range 16–19</b>	<b>Score Range 20–23</b>	<b>Score Range 24–27</b>	<b>Score Range 28–32</b>	<b>Score Range 33–36</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Topic Development in Terms of Purpose and Focus (TOD)</b>	<b>TOD 201.</b> Delete material because it is obviously irrelevant in terms of the topic of the essay	<b>TOD 301.</b> Delete material because it is obviously irrelevant in terms of the focus of the essay <b>TOD 302.</b> Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives) <b>TOD 303.</b> Determine whether a simple essay has met a straightforward goal	<b>TOD 401.</b> Determine relevance of material in terms of the focus of the essay <b>TOD 402.</b> Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) <b>TOD 403.</b> Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)	<b>TOD 501.</b> Determine relevance of material in terms of the focus of the paragraph <b>TOD 502.</b> Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations) <b>TOD 503.</b> Determine whether an essay has met a specified goal <b>TOD 504.</b> Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an	<b>TOD 601.</b> Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay <b>TOD 602.</b> Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question <b>TOD 603.</b> Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or	<b>TOD 701.</b> Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader’s need for background information) or requires a thorough understanding of the paragraph and essay <b>TOD 702.</b> Determine whether a complex essay has met a specified goal <b>TOD 703.</b> Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay	<b>SE/TE:</b> Writing Process: 112-116 Evaluate your vocabulary: 420 Prewriting/ Planning Strategies: 659

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

				essay's focus, illustrating a given statement)	supporting detail, expressing meaning through connotation)		
<b>Organization, Unity, and Cohesion (ORG)</b>	<p><b>ORG 201.</b> Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then, this time</i>)</p>	<p><b>ORG 301.</b> Determine the most logical place for a sentence in a paragraph <b>ORG 302.</b> Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)</p>	<p><b>ORG 401.</b>Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., <i>first, afterward, in response</i>) <b>ORG 402.</b>Determine the most logical place for a sentence in a straightforward essay <b>ORG 403.</b> Provide an introduction to a straightforward paragraph <b>ORG 404.</b> Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas) <b>ORG</b></p>	<p><b>ORG 501.</b>Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., <i>therefore, however, in addition</i>) <b>ORG 502.</b> Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea) <b>ORG 503.</b>Rearrange the sentences in a fairly straightforward paragraph for the sake of logic <b>ORG</b></p>	<p><b>ORG 601.</b>Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs <b>ORG 602.</b>Determine the most logical place for a sentence in a fairly complex essay <b>ORG 603.</b> Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay's theme or restating the main argument) <b>ORG 604.</b>Rearrange the sentences in a</p>	<p><b>ORG 701.</b>Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay <b>ORG 702.</b> Provide a sophisticated introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)</p>	<p><b>SE/TE:</b> Revising: 142, 292 Frame and connect ideas: 183 Writing to Sources: 251, 701 Revising Strategies: 272 Address readers' concerns: 418 Clarify connections: 420 Create a cohesive structure: 475 Add transitions: 660 Concluding: 661 Drafting: 866</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

			<p><b>405.</b>Rearrange the sentences in a straightforward paragraph for the sake of logic</p>	<p><b>504.</b>Determine the best place to divide a paragraph to meet a particular rhetorical goal <b>ORG</b> <b>505.</b>Rearrange the paragraphs in an essay for the sake of logic</p>	<p>fairly complex paragraph for the sake of logic and coherence</p>		
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**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

• Knowledge of Language							
	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36	Pearson Literature ©2015 Grade 9
<b>Knowledge of Language (KLA)</b>	<b>KLA 201.</b> Revise vague, clumsy, and confusing writing that creates obvious logic problems	<b>KLA 301.</b> Delete obviously redundant and wordy material <b>KLA 302.</b> Revise expressions that deviate markedly from the style and tone of the essay	<b>KLA 401.</b> Delete redundant and wordy material when the problem is contained within a single phrase (e.g., “alarmingly startled,” “started by reaching the point of beginning”) <b>KLA 402.</b> Revise expressions that deviate from the style and tone of the essay <b>KLA 403.</b> Determine the need for conjunctions to create straightforward logical links between clauses <b>KLA 404.</b> Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is	<b>KLA 501.</b> Revise vague, clumsy, and confusing writing <b>KLA 502.</b> Delete redundant and wordy material when the meaning of the entire sentence must be considered <b>KLA 503.</b> Revise expressions that deviate in subtle ways from the style and tone of the essay <b>KLA 504.</b> Determine the need for conjunctions to create logical links between clauses <b>KLA 505.</b> Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is uncommon	<b>KLA 601.</b> Revise vague, clumsy, and confusing writing involving sophisticated language <b>KLA 602.</b> Delete redundant and wordy material that involves fairly sophisticated language (e.g., “the outlook of an aesthetic viewpoint”) or that sounds acceptable as conversational English <b>KLA 603.</b> Determine the need for conjunctions to create subtle logical links between clauses <b>KLA 604.</b> Use the word or phrase most appropriate in terms of the content of the sentence when the	<b>KLA 701.</b> Delete redundant and wordy material that involves sophisticated language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole <b>KLA 702.</b> Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is sophisticated	<b>SE/TE:</b> Perfecting Your Word Choice: 115 Check words of praise or criticism: 116 Review style: 183 Setting Your Tone: 271 Peer Review: 420, 662 Revising to Combine Choppy Sentences: 421 Evaluate style: 475 Revising: 684

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

			relatively common		vocabulary is fairly sophisticated		
<b>• Conventions of Standard English Grammar, Usage, and Punctuation</b>							
	<b>Score Range 13–15</b>	<b>Score Range 16–19</b>	<b>Score Range 20–23</b>	<b>Score Range 24–27</b>	<b>Score Range 28–32</b>	<b>Score Range 33–36</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Sentence Structure and Formation (SST)</b>	<p><b>SST 201.</b> Determine the need for punctuation or conjunctions to join simple clauses</p> <p><b>SST 202.</b> Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</p>	<p><b>SST 301.</b> Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses</p> <p><b>SST 302.</b> Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered</p>	<p><b>SST 401.</b> Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)</p>	<p><b>SST 501.</b> Recognize and correct disturbances in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases)</p> <p><b>SST 502.</b> Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence</p>	<p><b>SST 601.</b> Recognize and correct subtle disturbances in sentence structure (e.g., danglers where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences)</p> <p><b>SST 602.</b> Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole</p>	<p><b>SST 701.</b> Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)</p>	<p><b>SE/TE:</b> Combine short sentences: 272 Focus on sentence clarity: 275 Revising to Combine Choppy Sentences: 421 Conventions: 634, 682 Revising to Combine Sentences With Phrases: 663 Revising: 684 Revising to Combine Sentences Using Adverb Clauses: 847 Varying Sentence Structure and Length: 849</p>



**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<p><b>Usage Conventions (USG)</b></p>	<p><b>USG 201.</b> Form the past tense and past participle of irregular but commonly used verbs <b>USG 202.</b> Form comparative and superlative adjectives</p>	<p><b>USG 301.</b> Determine whether an adjective form or an adverb form is called for in a given situation <b>USG 302.</b> Ensure straightforward subject-verb agreement <b>USG 303.</b> Ensure straightforward pronoun-antecedent agreement <b>USG 304.</b> Use idiomatically appropriate prepositions in simple contexts <b>USG 305.</b> Use the appropriate word in frequently confused pairs (e.g., <i>there</i> and <i>the</i>, <i>ir, past</i> and <i>passed, led</i> and <i>lead</i>)</p>	<p><b>USG 401.</b> Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”) <b>USG 402.</b> Ensure subject-verb agreement when there is some text between the subject and verb <b>USG 403.</b> Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for, appeal to</i>) <b>USG 404.</b> Recognize and correct expressions that deviate from idiomatic English</p>	<p><b>USG 501.</b> Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone</i>, not <i>would of gone</i>) <b>USG 502.</b> Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences <b>USG 503.</b> Recognize and correct vague and ambiguous pronouns</p>	<p><b>USG 601.</b> Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) <b>USG 602.</b> Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>yo ur</i>, and the relative pronouns <i>who</i> and <i>whom</i> <b>USG 603.</b> Use the appropriate word in less-common confused pairs (e.g. <i>allude</i> and <i>elude</i>)</p>	<p><b>USG 701.</b> Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb <b>USG 702.</b> Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts</p>	<p><b>SE/TE:</b> Revising to Correct Faulty Subject-Verb Agreement: 273 Conventions: 354, 436 Vary Sentence Structure and Length: 849</p> <p>Also see: Adjectives/ Adverbs: 48, 116, R26 Antecedent: R26 Verbs: R26</p>
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**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<p><b>Punctuation Conventions (PUN)</b></p>	<p><b>PUN 201.</b> Delete commas that create basic sense problems (e.g., between verb and direct object)</p>	<p><b>PUN 301.</b> Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element) <b>PUN 302.</b> Use appropriate punctuation in straightforward situations (e.g., simple items in a series)</p>	<p><b>PUN 401.</b> Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) <b>PUN 402.</b> Delete apostrophes used incorrectly to form plural nouns <b>PUN 403.</b> Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) <b>PUN 404.</b> Use commas to set off simple parenthetical elements</p>	<p><b>PUN 501.</b> Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>) <b>PUN 502.</b> Recognize and correct inappropriate uses of colons and semicolons <b>PUN 503.</b> Use punctuation to set off complex parenthetical elements <b>PUN 504.</b> Use apostrophes to form simple possessive nouns</p>	<p><b>PUN 601.</b> Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items) <b>PUN 602.</b> Use punctuation to set off a nonessential/nonrestrictive appositive or clause <b>PUN 603.</b> Use apostrophes to form possessives, including irregular plural nouns <b>PUN 604.</b> Use a semicolon to link closely related independent clauses</p>	<p><b>PUN 701.</b> Delete punctuation around essential/restrictive appositives or clauses <b>PUN 702.</b> Use a colon to introduce an example or an elaboration</p>	<p><b>SE/TE:</b> Conventions: 238, 388 Grammar Application: 389 Revising: 438</p>
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**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

**Reading**

**• Key Ideas and Details**

	<b>Score Range 13–15</b>	<b>Score Range 16–19</b>	<b>Score Range 20–23</b>	<b>Score Range 24–27</b>	<b>Score Range 28–32</b>	<b>Score Range 33–36</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Close Reading (CLR)</b>	<p><b>CLR 201.</b> Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p><b>CLR 202.</b> Draw simple logical conclusions about the main characters in somewhat challenging literary narratives</p>	<p><b>CLR 301.</b> Locate simple details at the sentence and paragraph level in somewhat challenging passages</p> <p><b>CLR 302.</b> Draw simple logical conclusions in somewhat challenging passages</p>	<p><b>CLR 401.</b> Locate important details in somewhat challenging passages</p> <p><b>CLR 402.</b> Draw logical conclusions in somewhat challenging passages</p> <p><b>CLR 403.</b> Draw simple logical conclusions in more challenging passages</p> <p><b>CLR 404.</b> Paraphrase some statements as they are used in somewhat challenging passages</p>	<p><b>CLR 501.</b> Locate and interpret minor or subtly stated details in somewhat challenging passages</p> <p><b>CLR 502.</b> Locate important details in more challenging passages</p> <p><b>CLR 503.</b> Draw subtle logical conclusions in somewhat challenging passages</p> <p><b>CLR 504.</b> Draw logical conclusions in more challenging passages</p> <p><b>CLR 505.</b> Paraphrase virtually any statement as it is used in somewhat challenging</p>	<p><b>CLR 601.</b> Locate and interpret minor or subtly stated details in more challenging passages</p> <p><b>CLR 602.</b> Locate important details in complex passages</p> <p><b>CLR 603.</b> Draw subtle logical conclusions in more challenging passages</p> <p><b>CLR 604.</b> Draw simple logical conclusions in complex passages</p> <p><b>CLR 605.</b> Paraphrase virtually any statement as it is used in more challenging passages</p>	<p><b>CLR 701.</b> Locate and interpret minor or subtly stated details in complex passages</p> <p><b>CLR 702.</b> Locate important details in highly complex passages</p> <p><b>CLR 703.</b> Draw logical conclusions in complex passages</p> <p><b>CLR 704.</b> Draw simple logical conclusions in highly complex passages</p> <p><b>CLR 705.</b> Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage</p> <p><b>CLR 706.</b> Paraphrase statements as</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>SE/TE:</b> Comprehension: 15, 185, 190, 325, 728, 911 Literary Analysis: 47, 213, 227, 387, 401 Draw Conclusions: 91, 446, 471, 491, 613, 633, 739, 902 Key Ideas and Details: Paraphrase: 374, 390, 562</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

				<p>passages <b>CLR 506.</b>Paraphrase some statements as they are used in more challenging passages</p>		<p>they are used in complex passages</p>	
<p><b>Central Ideas, Themes, and Summaries (IDT)</b></p>	<p><b>IDT 201.</b> Identify the topic of passages and distinguish the topic from the central idea or theme</p>	<p><b>IDT 301.</b> Identify a clear central idea in straightforward paragraphs in somewhat challenging literary narratives</p>	<p><b>IDT 401.</b> Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives <b>IDT 402.</b> Identify a clear central idea or theme in somewhat challenging passages or their paragraphs <b>IDT 403.</b> Summarize key supporting ideas and details in somewhat challenging passages</p>	<p><b>IDT 501.</b> Infer a central idea or theme in somewhat challenging passages or their paragraphs <b>IDT 502.</b> Identify a clear central idea or theme in more challenging passages or their paragraphs <b>IDT 503.</b> Summarize key supporting ideas and details in more challenging passages</p>	<p><b>IDT 601.</b> Infer a central idea or theme in more challenging passages or their paragraphs <b>IDT 602.</b> Summarize key supporting ideas and details in complex passages</p>	<p><b>IDT 701.</b> Identify or infer a central idea or theme in complex passages or their paragraphs <b>IDT 702.</b> Summarize key supporting ideas and details in highly complex passages</p>	<p><b>SE/TE:</b> Summarize: 199, 511, 513, 518, 522, 526, 739 Key Ideas and Details: 206, 216, 506 Main Idea: 210, 221, 227 Comparing Themes: 253</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<p><b>Relationships (REL)</b></p>	<p><b>REL 201.</b> Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages <b>REL 202.</b> Identify simple cause-effect relationships within a single sentence in a passage</p>	<p><b>REL 301.</b> Identify clear comparative relationships between main characters in somewhat challenging literary narratives <b>REL 302.</b> Identify simple cause-effect relationships within a single paragraph in somewhat challenging literary narratives</p>	<p><b>REL 401.</b> Order simple sequences of events in somewhat challenging literary narratives <b>REL 402.</b> Identify clear comparative relationships in somewhat challenging passages <b>REL 403.</b> Identify clear cause-effect relationships in somewhat challenging passages</p>	<p><b>REL 501.</b> Order sequences of events in somewhat challenging passages <b>REL 502.</b> Understand implied or subtly stated comparative relationships in somewhat challenging passages <b>REL 503.</b> Identify clear comparative relationships in more challenging passages <b>REL 504.</b> Understand implied or subtly stated cause-effect relationships in somewhat challenging passages <b>REL 505.</b> Identify clear cause-effect relationships in more challenging passages</p>	<p><b>REL 601.</b> Order sequences of events in more challenging passages <b>REL 602.</b> Understand implied or subtly stated comparative relationships in more challenging passages <b>REL 603.</b> Identify clear comparative relationships in complex passages <b>REL 604.</b> Understand implied or subtly stated cause-effect relationships in more challenging passages <b>REL 605.</b> Identify clear cause-effect relationships in complex passages</p>	<p><b>REL 701.</b> Order sequences of events in complex passages <b>REL 702.</b> Understand implied or subtly stated comparative relationships in complex passages <b>REL 703.</b> Identify clear comparative relationships in highly complex passages <b>REL 704.</b> Understand implied or subtly stated cause-effect relationships in complex passages <b>REL 705.</b> Identify clear cause-effect relationships in highly complex passages</p>	<p><b>SE/TE:</b> Plot Structure in a Short Story: 19 Structuring a Text for Effect: 21 Overall Organizational Structures: 204 Analyze Cause and Effect: 227, 316, 387 Compare and Contrast: 257 Sequence of events: 468, 471</p>
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**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<b>• Craft and Structure</b>							
	<b>Score Range 13–15</b>	<b>Score Range 16–19</b>	<b>Score Range 20–23</b>	<b>Score Range 24–27</b>	<b>Score Range 28–32</b>	<b>Score Range 33–36</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Word Meanings and Word Choice (WME)</b>	<p><b>WME 201.</b> Understand the implication of a familiar word or phrase and of simple descriptive language</p>	<p><b>WME 301.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple</p> <p><b>WME 302.</b> Interpret basic figurative language as it is used in a passage</p>	<p><b>WME 401.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages</p> <p><b>WME 402.</b> Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings</p>	<p><b>WME 501.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle</p> <p><b>WME 502.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages</p> <p><b>WME 503.</b> Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings</p>	<p><b>WME 601.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages</p> <p><b>WME 602.</b> Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings</p> <p><b>WME 603.</b> Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language</p>	<p><b>WME 701.</b> Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex</p> <p><b>WME 702.</b> Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings</p> <p><b>WME 703.</b> Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language</p>	<p><b>SE/TE:</b> Voice: 154 Diction: 166 Author’s Style: 209, 210, 212 Figurative Language: 351, 353, 359, 365 Connotation and Denotation: 654-655 Connotations: 714 Idioms, Technical Terms, and Jargon: 840-841</p>

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ACT College and Career Readiness Standards for English, Reading, and Writing**

				<p><b>WME</b> <b>504.</b> Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings</p>			
<p><b>Text Structure (TST)</b></p>	<p><b>TST 201.</b> Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated</p>	<p><b>TST 301.</b> Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple <b>TST 302.</b> Identify a clear function of straightforward paragraphs in somewhat challenging literary narratives</p>	<p><b>TST 401.</b> Analyze how one or more sentences in somewhat challenging passages relate to the whole passage <b>TST 402.</b> Infer the function of straightforward paragraphs in somewhat challenging literary narratives <b>TST 403.</b> Identify a clear function of paragraphs in somewhat challenging passages <b>TST 404.</b> Analyze</p>	<p><b>TST 501.</b> Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle <b>TST 502.</b> Analyze how one or more sentences in more challenging passages relate to the whole passage <b>TST 503.</b> Infer the function of paragraphs in somewhat challenging passages</p>	<p><b>TST 601.</b> Analyze how one or more sentences in complex passages relate to the whole passage <b>TST 602.</b> Infer the function of paragraphs in more challenging passages <b>TST 603.</b> Analyze the overall structure of complex passages</p>	<p><b>TST 701.</b> Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex <b>TST 702.</b> Identify or infer the function of paragraphs in complex passages <b>TST 703.</b> Analyze the overall structure of highly complex passages</p>	<p><b>SE/TE:</b> Overall Organizational Structures: 204 Main Idea: 221, 227 Read Fluently: 345, 348, 349, 352, 353, 364, 371 Structure: 902</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

			the overall structure of somewhat challenging passages	<p><b>TST 504.</b> Identify a clear function of paragraphs in more challenging passages</p> <p><b>TST 505.</b> Analyze the overall structure of more challenging passages</p>			
<b>Purpose and Point of View (PPV)</b>	<p><b>PPV 201.</b> Recognize a clear intent of an author or narrator in somewhat challenging literary narratives</p>	<p><b>PPV 301.</b> Recognize a clear intent of an author or narrator in somewhat challenging passages</p>	<p><b>PPV 401.</b> Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style</p> <p><b>PPV 402.</b> Understand point of view in somewhat challenging passages</p>	<p><b>PPV 501.</b> Infer a purpose in somewhat challenging passages and how that purpose shapes content and style</p> <p><b>PPV 502.</b> Identify a clear purpose of more challenging passages and how that purpose shapes content and style</p> <p><b>PPV 503.</b> Understand point of view in more challenging passages</p>	<p><b>PPV 601.</b> Infer a purpose in more challenging passages and how that purpose shapes content and style</p> <p><b>PPV 602.</b> Understand point of view in complex passages</p>	<p><b>PPV 701.</b> Identify or infer a purpose in complex passages and how that purpose shapes content and style</p> <p><b>PPV 702.</b> Understand point of view in highly complex passages</p>	<p><b>SE/TE:</b> Comparing Point of View: 95, 107 Point of View: 96, 97, 98, 99, 101, 103, 745 Author's Point of View: 210 Author's Perspective: 306</p>



**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<b>• Integration of Knowledge and Ideas</b>							
	<b>Score Range 13–15</b>	<b>Score Range 16–19</b>	<b>Score Range 20–23</b>	<b>Score Range 24–27</b>	<b>Score Range 28–32</b>	<b>Score Range 33–36</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Arguments (ARG)</b>	<b>ARG 201.</b> Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated	<b>ARG 301.</b> Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple	<b>ARG 401.</b> Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim <b>ARG 402.</b> Identify a clear central claim in somewhat challenging passages	<b>ARG 501.</b> Analyze how one or more sentences in more challenging passages offer reasons for or support a claim <b>ARG 502.</b> Infer a central claim in somewhat challenging passages <b>ARG 503.</b> Identify a clear central claim in more challenging passages	<b>ARG 601.</b> Analyze how one or more sentences in complex passages offer reasons for or support a claim <b>ARG 602.</b> Infer a central claim in more challenging passages	<b>ARG 701.</b> Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex <b>ARG 702.</b> Identify or infer a central claim in complex passages <b>ARG 703.</b> Identify a clear central claim in highly complex passages	<b>SE/TE:</b> Close Reading Model: 231, 241 Persuasive Essay: 233 Literary Analysis: 237 Persuasive Speech: 243, 244, 245, 246 Persuasive Appeals: 291
<b>Multiple Texts (SYN)</b>	<b>SYN 201.</b> Make simple comparisons between two passages	<b>SYN 301.</b> Make straightforward comparisons between two passages	<b>SYN 401.</b> Draw logical conclusions using information from two literary narratives	<b>SYN 501.</b> Draw logical conclusions using information from two informational texts	<b>SYN 601.</b> Draw logical conclusions using information from multiple portions of two literary narratives	<b>SYN 701.</b> Draw logical conclusions using information from multiple portions of two informational texts	<b>SE/TE:</b> Synthesize Multiple Sources: 143, 293, 439, 685, 867

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

**Writing**

	<b>Score Range 3–4</b>	<b>Score Range 5–6</b>	<b>Score Range 7–8</b>	<b>Score Range 9–10</b>	<b>Score Range 11–12</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Expressing Judgments (EXJ)</b>	<p><b>EXJ 201.</b> Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt</p> <p><b>EXJ 202.</b> Generate reasons for a position that are irrelevant or unclear</p>	<p><b>EXJ 301.</b> Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p><b>EXJ 302.</b> Generate reasons for a position that are vague or simplistic; show a little recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• briefly noting implications and/or complications of the issue, and/or</li> <li>• briefly or unclearly responding to counterarguments to the writer’s position</li> </ul>	<p><b>EXJ 401.</b> Show clear understanding of the persuasive purpose of the task by taking a position on the issue in the prompt and offering some context for discussion</p> <p><b>EXJ 402.</b> Generate reasons for a position that are relevant and clear; show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• acknowledging implications and/or complications of the issue, and/or</li> <li>• providing some response to counterarguments to the writer’s position</li> </ul>	<p><b>EXJ 501.</b> Show strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p><b>EXJ 502.</b> Generate thoughtful reasons for a position; show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• partially evaluating implications and/or complications of the issue, and/or</li> <li>• anticipating and responding to counterarguments to the writer’s position</li> </ul>	<p><b>EXJ 601.</b> Show advanced understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion</p> <p><b>EXJ 602.</b> Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> <li>• examining different perspectives, and/or</li> <li>• evaluating implications and/or complications of the issue, and/or</li> <li>• anticipating and fully responding to counterarguments to the writer’s position</li> </ul>	<p><b>SE/TE:</b> Writing Process: 112-119, 416-423 Writing to Sources: 161, 182-183, 251, 292, 297, 474-475, 715, 877, 891, 908-909</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

<p><b>Focusing on the Topic (FOC)</b></p>	<p><b>FOC 201.</b> Maintain a focus on the general topic in the prompt throughout most of the essay</p>	<p><b>FOC 301.</b> Maintain a focus on the general topic in the prompt throughout the essay</p>	<p><b>FOC 401.</b> Maintain a focus on the specific issue in the prompt throughout most of the essay <b>FOC 402.</b> Present a thesis that establishes focus on the topic</p>	<p><b>FOC 501.</b> Maintain a focus on discussing the specific issue in the prompt throughout the essay <b>FOC 502.</b> Present a thesis that establishes a focus on the writer’s position on the issue</p>	<p><b>FOC 601.</b> Maintain a precise focus on discussing the specific issue in the prompt throughout the essay <b>FOC 602.</b> Present a critical thesis that clearly establishes the focus on the writer’s position on the issue</p>	<p><b>SE/TE:</b> Clarify your purpose and focus: 113 State your thesis or claim: 114 Gather details and craft a working thesis, or claim: 182 Writing to Sources: 297, 474, 720, 897, 908</p>
	<p align="center"><b>Score Range 3–4</b></p>	<p align="center"><b>Score Range 5–6</b></p>	<p align="center"><b>Score Range 7–8</b></p>	<p align="center"><b>Score Range 9–10</b></p>	<p align="center"><b>Score Range 11–12</b></p>	<p align="center"><b>Pearson Literature ©2015 Grade 9</b></p>
<p><b>Developing Ideas (DEV)</b></p>	<p><b>DEV 201.</b> Offer little development in support of ideas; attempt to clarify ideas by merely restating them or by using general examples that may not be clearly relevant <b>DEV 202.</b> Show little or no movement between general and specific ideas and examples</p>	<p><b>DEV 301.</b> Offer limited development in support of ideas; clarify ideas somewhat with vague explanation and the use of general examples <b>DEV 302.</b> Show little movement between general and specific ideas and examples</p>	<p><b>DEV 401.</b> Provide adequate development in support of ideas; clarify ideas by using some specific reasons, details, and examples <b>DEV 402.</b> Show some movement between general and specific ideas and examples</p>	<p><b>DEV 501.</b> Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples <b>DEV 502.</b> Show clear movement between general and specific ideas and examples</p>	<p><b>DEV 601.</b> Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples <b>DEV 602.</b> Show effective movement between general and specific ideas and examples</p>	<p><b>SE/TE:</b> Find supporting evidence: 113 Provide supporting details: 114 Sequence your ideas and evidence: 183 Use logical evidence and objective tone: 270 Select convincing details: 418 Support your generalizations: 420 Prewriting and Planning: 474 Support your claims: 475 Support generalizations with</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

						<p>specifics: 660 Revise to add specifics: 662 Writing to Sources: 709</p>
<p><b>Organizing Ideas (ORI)</b></p>	<p><b>ORI 201.</b> Provide a discernible organizational structure by grouping together a few ideas <b>ORI 202.</b> Use transitional words and phrases that are simple and obvious, or occasionally misleading <b>ORI 203.</b> Present a minimal introduction and conclusion</p>	<p><b>ORI 301.</b> Provide a simple organizational structure by logically grouping some ideas <b>ORI 302.</b> Use simple and obvious transitional words and phrases <b>ORI 303.</b> Present an underdeveloped introduction and conclusion</p>	<p><b>ORI 401.</b> Provide an adequate but simple organizational structure by logically grouping most ideas <b>ORI 402.</b> Use some appropriate transitional words and phrases <b>ORI 403.</b> Present a somewhat developed introduction and conclusion</p>	<p><b>ORI 501.</b> Provide a coherent organizational structure with some logical sequencing of ideas <b>ORI 502.</b> Use accurate and clear transitional words and phrases to convey logical relationships between ideas <b>ORI 503.</b> Present a generally well-developed introduction and conclusion</p>	<p><b>ORI 601.</b> Provide a unified, coherent organizational structure that presents a logical progression of ideas <b>ORI 602.</b> Use precise transitional words, phrases, and sentences to convey logical relationships between ideas <b>ORI 603.</b> Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present a well-developed conclusion that extends the essay's ideas</p>	<p><b>SE/TE:</b> Organize your ideas: 114 Writing to Sources: 142, 251, 701, 866 Drafting: 183, 292, 475, 721, 909 Chart causes and effects: 269 Choose a structure: 270 Clarify cause and effect relationships: 272 Outline the problem clearly: 418 Expressing Your Ideas: 419 Clarify connections: 420 Drafting Strategies: 660 Getting Organized: 661 Establish a clear organization: 720</p>

**A Correlation of Pearson Literature ©2015, Grade 9, to the  
ACT College and Career Readiness Standards for English, Reading, and Writing**

	<b>Score Range 3–4</b>	<b>Score Range 5–6</b>	<b>Score Range 7–8</b>	<b>Score Range 9–10</b>	<b>Score Range 11–12</b>	<b>Pearson Literature ©2015 Grade 9</b>
<b>Using Language (USL)</b>	<p><b>USL 201.</b> Show limited control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes significantly impede understanding</li> <li>• choosing words that are simplistic or vague</li> <li>• using only simple sentence structure</li> </ul>	<p><b>USL 301.</b> Show a basic control of language by</p> <ul style="list-style-type: none"> <li>• correctly employing some of the conventions of standard English grammar, usage, and mechanics, but with distracting errors that sometimes impede understanding</li> <li>• choosing words that are simple but generally appropriate</li> <li>• using a little sentence variety</li> </ul>	<p><b>USL 401.</b> Show adequate use of language to communicate by</p> <ul style="list-style-type: none"> <li>• correctly employing many of the conventions of standard English grammar, usage, and mechanics, but with some distracting errors that may occasionally impede understanding</li> <li>• choosing words that are appropriate</li> <li>• using some varied kinds of sentence structures to vary pace</li> </ul>	<p><b>USL 501.</b> Show competent use of language to communicate ideas by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but none that impede understanding</li> <li>• generally choosing words that are precise and varied</li> <li>• using several kinds of sentence structures to vary pace and to support meaning</li> </ul>	<p><b>USL 601.</b> Show effective use of language to communicate ideas clearly by</p> <ul style="list-style-type: none"> <li>• correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors</li> <li>• consistently choosing words that are precise and varied</li> <li>• using a variety of kinds of sentence structures to vary pace and to support meaning</li> </ul>	<p><b>SE/TE:</b> Perfecting Your Word Choice: 115 Revising Strategies: 116, 272 Review style: 183 Combine short sentences: 272 Editing and Proofreading: 275 Grammar Application: 403 Evaluate your Vocabulary: 420 Revising Choppy Sentences: 421 Revise to add specifics: 662 Revising Sentences with Phrases: 663 Revising: 684 Review word choice: 721 Revising to Combine Sentences Using Adverb Clauses: 847 Choose vivid words: 848 Varying Sentence Structure and Length: 849 Style and tone: 909</p>