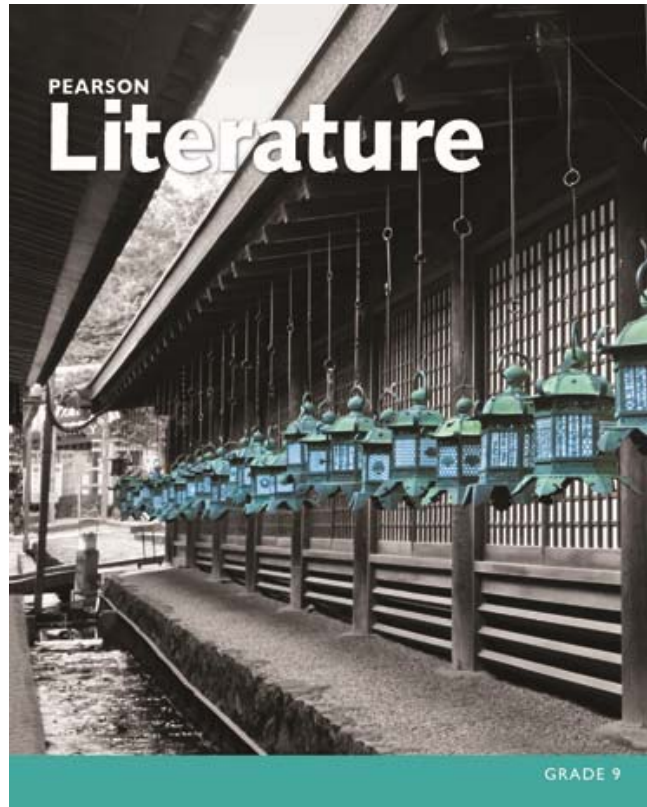


A Correlation of

**Pearson
Literature**

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To the

**South Carolina
College and Career-Ready Standards
for English Language Arts, English 1
1st Reading January 21, 2015**

**A Correlation of Pearson Literature, ©2015, Grade 9, to the
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Introduction

This document demonstrates how *Pearson Literature ©2015* meets the DRAFT South Carolina College and Career-Ready Standards for English Language Arts. Correlation references are to the Student Edition and Teacher’s Edition and are cited by feature 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.

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South Carolina English Language Arts English 1 Standards and Indicators	Pearson Literature Grade 9, ©2015
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Use a recursive process to develop, evaluate, and refine, questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	SE/TE: Asking Questions, lviii–lix, 4, 22, 62, 190, 330, 482, 728; Asking Questions for Research, lxvii, 7, 192, 293, 330, 485, 731; also see: Big Question, 2, 22, 50, 62, 80, 94, 188, 206, 216, 230, 240, 252, 328, 344, 356, 374, 390, 404, 506, 534, 562, 5994, 614, 638, 726, 754, 798, 828
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	SE/TE: Writing Process: Response to Literature, 112–119, Problem-and-Solution Essay, 416–423, Comparison-and-Contrast Essay, 658–665; also see: Constructed Response: Writing, 124, 280, 428, 670, 856; Research Investigate the Topic, 143, 155, 161, 167, 177, 297, 307, 317, 439, 447, 459, 467, 471, 685, 695, 701, 709, 715, 867, 877, 885, 891, 897, 903, 905
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate discipline-specific strategies.	SE/TE: Workshop: Conducting Research, lxvi–lxvii Research Process Workshop, lxviii–lxxvii; Research Investigate the Topic, 143, 155, 161, 167, 177, 297, 307, 317, 439, 447, 459, 467, 471, 685, 695, 701, 709, 715, 867, 877, 885, 891, 897, 903, 905; Constructed Response: Research, 125, 281, 429, 671, 857; Writing Process: Focus on Research, 112, 268, 416, 658, 844
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	SE/TE: Research Investigate the Topic: Annotated Bibliography, 685, Oral History, 471, Oral Research Report, 439, Research Report, 297, 459, 715, 867, 903, Short Biography, 167, Timeline, 701; Close Reading Workshop: Research, 7, 192, 322, 485, 731

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3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	SE/TE: Gathering Details Through Research: Evaluate Sources, lxx; Writing Process: research, 268, chart causes and effects, 269, logical evidence, 270, expert opinions, 418, choose best evidence, 660; Writing to Sources: evaluate content, 323, evaluate support, 721; also see: Reliability and validity, evaluating, 143, 637, 843, 867, 905
3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.	SE/TE: Writing Process: organize your ideas 114, revising to clarify cause and effect, 272, outline the problem clearly, 418, clarify connections, 420, add transitions, 660, revising to make comparisons and contrasts clear, 662; Writing to Sources: use chart, sequence ideas and evidence, 182–183, 474–475, structure argument, 908–909, organize evidence, make connections, 322–323, 720–721
Standard 4: Synthesize information to share learning and/or take action.	
4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	SE/TE: Composing an Argument, lxiv–lxv; Writing Process: response to literature, 112–119, problem-and-solution essay, 416–423; Writing to Sources: critique, 93, response, 145, editorial, 373, character analysis, 447, critical response, 709; also see: Speaking and Listening Workshop: delivering a persuasive speech, 266–267, oral interpretation of literature, 414–415
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	SE/TE: Writing Process: find supporting evidence, 113, address counterclaims, 114, 416, create problem profile, 417; Assessment: focus question, claims and counterclaims, 182–183, 474–475, 908–909; Argumentative essay, 161, 297; Position paper, 167; Proposal, 251; Persuasive essay, 292, 715, 891; Editorial, 373; Response to literature, 877; Composing an Argument, lxiv–lxv

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4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	SE/TE: Speaking and Listening Workshop: delivering a persuasive speech, 266–267, oral interpretation of literature, 414–415; Publishing and Presenting, 119; Constructed Response: oral presentation, 125, oral report, 281, multimedia presentation, 429; Oral presentation, 49; Debate, 61; Present to class, 229; Practice and deliver persuasive speech, 239; Research: oral presentation, 293; Summarize and present ideas, 320; Speech, 355; Oral research report, 439; Share your work, 467; Create and share info-graphic, 695; Share annotated timeline, 701; Present poster, 877; Share research report, 903
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	SE/TE: Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 61, 292, 827, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	SE/TE: Writing Process: find supporting evidence, 113, address counterclaims, 114, 416, create problem profile, 417; Assessment: focus question, claims and counterclaims, 182–183, 474–475, 908–909; Argumentative essay, 161, 297; Position paper, 167; Proposal, 251; Persuasive essay, 292, 715, 891; Editorial, 373; Response to literature, 877; Composing an Argument, Ixiv–Ixv

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5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	SE/TE: Writing Process: Revision, 116, 272, 420, 662, 848; Writing to Sources: Revising and Editing, 183, 323, 475, 721, 909; also see: Asking Questions for Research, lxvii, 7, 192, 293, 330, 485, 731
Reading - Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	SE/TE: Elements of a Short Story, 18–19; Elements of Poetry, 340–341; Elements of Drama, 494–495; Theme and the Oral Tradition, 742–743
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	SE/TE: Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 61, 292, 827, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885; Reading Fluently, 344, 356, 534, 594, R15–R16. All selections are available for listening in the <i>Student eText</i> and on the <i>Hear It!</i> CD-ROM.
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	SE/TE: Word Study: Suffixes, 46, 90, 400, 560; Prefixes, 58, 370, 386, 532, 560, 612, 632, 794, 824, 896; Roots, 76, 212, 226, 236, 248, 352, 592

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	SE/TE: Close Reading Workshop, 4–15, 330–337, 482–491, 728–739; Close Reading Focus and Model, 22–23, 50–51, 62–63, 80–81, 344–345, 356–357, 374–375, 390–391, 506–507, 534–535, 562–563, 594–595, 614–615, 754–755, 798–799; Close Reading Activities, 47, 59, 77, 91, 140–141, 145, 154, 179, 371, 387, 401, 436, 437, 458, 533, 561, 593, 613, 633, 682, 683, 694, 790, 795, 825, 865, 876
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	SE/TE: Reading Fluently, 344, 356, 357, 534, 594, R15–R16; Dramatic Reading of Poetry, 373; Staged Performance, 636; TE only: Fluency, 29, 67, 87, 153, 165, 305, 313, 349, 363, 457, 463, 521, 539, 577, 605, 621, 651, 681, 691, 705, 749, 761, 815, 863
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE/TE: Context Clue, lx, lxi, 46, 412–413, R16; Vocabulary and Word Study, Word Study, 46, 58, 76, 90, 212, 226, 236, 248, 352, 370, 386, 400, 532, 560, 592, 612, 632, 794, 824

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; identify multiple supported interpretations.	SE/TE: All references encourage detailed use of evidence to support analysis. Integration of Knowledge and Ideas allows for multiple interpretations of the same material. Make Inferences, 22, 23, 29, 30, 36, 37, 38, 41, 47, 50, 53, 59; Close Reading Workshop, 4–15, 330–337, 482–491, 728–739; Close Reading Focus and Model, 22–23, 50–51, 390–391, 506–507, 562–563, 594–595, 754–755; Close Reading, 47, 59, 141, 145, 179, 401, 436, 437, 458, 533, 593, 682, 683, 694, 876; Assessment: Selected Response, 120–121; Constructed Response: Writing About Literature, 124; Comparing Themes, 253, 263
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine a theme 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.	SE/TE: Focus on Craft and Structure: Theme, 18, 494; Analyzing Character, Structure, and Theme, 20–21; Archetypal themes, 639, 742; Analyzing Theme and Cultural Experience, 744–745; Comparing Themes, 252–253, 263; Write an Objective Summary, lii–liii; Close Reading Workshop, 4, 5, 6, 15, 330, 331, 337, 482, 483, 484, 491, 728, 729, 739; Close Reading Activities, 140, 145, 179, 401, 437, 458, 533, 561, 593, 683, 876; Close Reading Focus: Paraphrase, 390–391; Summarize, 506–507; Summarize, 436, 682, 694;

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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Trace the development of a common theme in two different artistic mediums.	SE/TE: Analyze Representations, 399; Photograph and graphic of reconstructed Globe Theatre, 500, 501; Images from films of <i>Romeo and Juliet</i> , 504, 508, 516, 528, 529, 531, 536, 540, 543, 553, 559, 564, 567, 568, 569, 578–581, 591, 596, 604, 611, 616, 618, 625, 626; Paintings/illustrations for the <i>Odyssey</i> , 767, 770, 773, 778, 782, 787, 792, 812, 816, 823; Comparing Contemporary Interpretations, 829, 839; Rhyme and meter, 390–391, 401; Cartoon, 716, 717
7.2 Investigate how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	SE/TE: Theme and the Oral Tradition, 742–743; Analyzing Theme and Cultural Experience, 744–745; Historical Background: Ancient Greece, 746–747; Greek Mythology and Customs, 748–749; Building Knowledge: historical and cultural context, 754–755, 760, 762, 764, 768, 774, 776, 779, 780, 784, 788, 795, 798, 799, 802, 804, 808, 809, 811, 817, 818, 820, 825; Literature in Context, 105, 805; Comparing Points of View, 84, 95, 107; Research, 739
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Analyze how a series of ideas or events is introduced, developed, connected, and ordered within a particular context.	SE/TE: Close Reading Workshop (ideas), 4, 5, 6, 15, 330, 331, 337, 482, 483, 484, 491, 728, 729, 739; Close Reading Focus: conflict and structure, 22, 23, 26, 28, 36, 38, 42, 45, 47; Surprise endings, 50, 59; Plot, 80–81, 86, 91; Constructed Response: plot, 124, conflict, 125; Close Reading Activities (ideas), 140, 145, 179, 401, 437, 458, 533, 561, 593, 683, 876

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Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Determine the figurative and connotative meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.	SE/TE: Figurative Language, 344–345, 351, 353, 360, 361, 363, 364, 367, 369, 371; Alliteration, 437; Sound Devices, 356–357, 429; Close Reading Workshop, 4–15, 330–337; Symbolism, 141; Focus on Craft and Structure, 340–341, 342–343; Selection Vocabulary, 140, 145, 436, 458, 682, 694, 876; Academic Vocabulary, 179, 387, 401; Constructed Response: Figurative Language, 428; Assessment: Selected Response, 121
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	SE/TE: Language Study Workshop: Using a Dictionary and Thesaurus, 108–109, Etymology: Word Origins and Modern Meanings, 264–265, Words with Multiple Meanings, 412–413, Connotation and Denotation, 654–655, Idioms, Technical Terms, and Jargon, 840–841; Selection Vocabulary, 140, 145, 436, 458, 682, 694, 876; Academic Vocabulary, 179, 387, 401; Assessment: Selected Response, 121
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style.	SE/TE: Point of View, 21, 95, 110, 202, 306, 374, 742, R6, R7; Author’s Point of View, 744, 745; Author’s Style, 106; Meet the Author, 22, 50, 62, 80, 346, 358, 376, 394, 502–503, 750
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Determine the significance of the author’s use of text structure and plot organization to create mood or effect citing support from the text.	SE/TE: Elements of a Short Story: Plot, 18, 19, 20, 21; Close Reading Focus: conflict and structure, 22, 23, 26, 28, 36, 38, 42, 45, 47; Surprise endings, 50, 59; Plot, 80–81, 86, 91; Constructed Response: plot, 124, conflict, 125; Focus on Craft and Structure: plot, conflict, climax, 494; Archetypal story patterns and plot, 639, 742, 744, 865, 876, 890

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12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.	SE/TE: Flashback, 21, 754; Foreshadowing, 80; also see: Close Reading Focus: conflict and structure, 22, 23, 26, 28, 36, 38, 42, 45, 47; Surprise endings, 50, 59; Plot, 80–81, 86, 91; Constructed Response: plot, 124, conflict, 125; Focus on Craft and Structure: plot, conflict, climax, 494
Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	SE/TE: Close Reading Workshop, 4–15, 330–337, 482–491, 728–739 TE only: Multidraft Reading notes encourage independent reading and guided reading experiences. For examples see: 94, 128, 298, 440, 756, and 828.
13.2 Read independently for sustained periods of time to build stamina.	SE/TE: Independent Reading and Online Text Sets, 184–185, 324–325, 476–477, 722–723, 910–911
13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	SE/TE: Close Reading Workshop, 4–15, 330–337, 482–491, 728–739; Close Reading Focus and Model, 22–23, 50–51, 62–63, 80–81, 344–345, 356–357, 374–375, 390–391, 506–507, 534–535, 562–563, 594–595, 614–615, 754–755, 798–799; Close Reading Activities, 47, 59, 77, 91, 140–141, 145, 154, 179, 371, 387, 401, 436, 437, 458, 533, 561, 593, 613, 633, 682, 683, 694, 790, 795, 825, 865, 876

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Reading - Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	SE/TE: Elements of Essay, Articles, and Speeches, 202–203; Analyzing the Development, Organization, and Communication of Ideas, 204–205
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	SE/TE: Collaboration: Group Discussion, 188; Assessment: Speaking and Listening: Group Discussion, 320; Close Reading Activities, 213, 227, 237, 249, 290–291, 296, 306, 316, 319
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	SE/TE: Word Study: Suffixes, 46, 90, 400, 560; Prefixes, 58, 370, 386, 532, 560, 612, 632, 794, 824, 896; Roots, 76, 212, 226, 236, 248, 352, 592
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	SE/TE: Close Reading Workshop, 190–199; Close Reading Focus and Model, 206–207, 216–217, 230–231, 240–241; Close Reading Activities, 213, 227, 237, 249, 290–291, 296, 306, 316, 319
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	SE/TE: Reading Fluently, 344, 356, 357, 534, 594, R15–R16 TE only: Fluency, 29, 67, 87, 153, 165, 305, 313, 349, 363, 457, 463, 521, 539, 577, 605, 621, 651, 681, 691, 705, 749, 761, 815, 863
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	SE/TE: Context Clue, Ix, Ixi, 46, 412–413, R16; Vocabulary and Word Study, Word Study, 46, 58, 76, 90, 212, 226, 236, 248, 352, 370, 386, 400, 532, 560, 592, 612, 632, 794, 824

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.	SE/TE: Close Reading Activities, 154, 160, 166, 176, 190, 213, 227, 237, 290, 291, 296, 306, 316, 446, 466, 700, 708, 714, 884, 902; Close Reading Workshop, 190–199; Close Reading Focus, 206–207, 216–217, 230–231; Assessment: Selected Response, 122, 276–277, 426–427; Comparing Themes, 252–253, 263; Research: Investigate the Topic, 439
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 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.	SE/TE: Close Reading Focus: Main Idea, 206, 207, 210, 213, 216, 217, 221, 226, 227; Comparing Themes, 252–253, 263; Constructed Response: Analyze the Development of Central Ideas, 280; Determine the Central idea, 281; Close Reading Activities: Key Ideas and Details, 160, 166, 176, 291, 296, 306, 316, 446, 466, 700, 708, 714, 884, 902; Close Reading Workshop: Key Ideas and Details 190, 191, 199; Assessment: Selected Response, 276–277
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	SE/TE: Americans in the Great Depression (text set and famous photographs), 298, 301, 303, 305; Photograph: Bread Line, New York City, 318, 319; The Assassination of John F. Kennedy (photographs and poems), 432, 433, 434, 435; Photographs: Visual Timeline, 468–471; also see: Listening and Speaking: Evaluating a Speech, 110–111; Comparing Media Coverage, 842–843

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Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.	SE/TE: Language Study, 154, 160, 166, 176, 212, 290, 296, 306, 316, 446, 466, 700, 714, 884, 902; Author’s Purpose and Word Choice, 205; Building Knowledge: Vocabulary, 206, 240; Academic Vocabulary, 249; Assessment: Selected Response, 276–277; Constructed Response: Determine an Author’s Purpose and Point of View, 280; Analyze Diction, Syntax, Meaning, and Tone, 281; Language Study: Connotation and Denotation, 654–655; Idioms, Technical Terms, and Jargon, 840–841
8.2 Determine how an author uses text features and structures to shape meaning and tone.	SE/TE: Statistical Table, 158; Photograph: Bread Line, New York City, 318, 319; Photographs: Visual Timeline, 468–471; Comparing Media Coverage, 842–843; Cartoon, 716, 717
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	SE/TE: Language Study, 154, 160, 166, 176, 212, 290, 296, 306, 316, 446, 466, 700, 714, 884, 902; Building Knowledge: Vocabulary, 206, 240; Academic Vocabulary, 249; Language Study: Idioms, Technical Terms, and Jargon, 840–841
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 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.	SE/TE: Author’s Point of View, 202, 210; Constructed Response: Determine an Author’s Purpose and Point of View, 280; Rhetorical Devices, 205, 240, 466

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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Explain how the author's ideas or claims are supported through the use of text features and structures.	SE/TE: Close Reading Workshop: Ideas, Craft, Structure, 190, 191, 199; Focus on Craft and Structure: Elements of Essays, Articles, and Speeches, 202–203; Analyzing the Development, Organization, and Communication of Ideas, 204–205; Author's Style, 206, 207, 209, 210, 212, 213; Persuasive Essay & Evaluate Persuasion, 230, 231, 233, 237, 240, 241, 243, 244, 245, 246, 249; Assessment: Selected Response, 276–277
11.2 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TE: Analyzing Arguments, Ix– Ixi; Rhetorical Devices and Persuasive Techniques, Ixii–Ixiii; Persuasive Essay & Evaluate Persuasion, 230, 231, 233, 237, 240, 241, 243, 244, 245, 246, 249; Listening and Speaking: Evaluating a Speech, 110–111; Comparing Media Coverage, 842–843
Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	SE/TE: Close Reading Workshop, 190–199; Close Reading Focus and Model, 206–207, 216–217, 230–231, 240–241
12.2 Read independently for a sustained period of time.	SE/TE: Independent Reading, 184–185, 324–325, 476–477, 722–723, 910–911
12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	SE/TE: Preparing to Read Complex Texts, 185, 325, 477, 723, 911; Comprehending Complex Texts, liv–lix; Analyzing Arguments, Ix–Ixiv; Close Reading Workshop, 4–15, 190–199; 330–337, 482–491, 728–739; Close Reading Activities, 213, 227, 237, 249, 290–291, 296, 306, 316, 319

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Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write arguments that:	
a. introduce a precise claim and differentiate between the claim and counterclaims;	SE/TE: Writing Process: clarify purpose and focus, 113; Position paper, 167; Assessment: focus question, claims and counterclaims, 182–183, 474–475, 908–909; Proposal, 251; Persuasive essay, 292, 715, 891; Engage audience and outline problem clearly, 418; Expressing your ideas, 419; Critical response, 709; Response to literature, 877; Composing an Argument, lxiv–lxv
b. use relevant information from multiple print and multimedia sources;	SE/TE: Writing Process: find supporting evidence, 113; Assessment: Argumentative Text (details and evidence), 182–183, 474–475, 908–909; Argumentative essay, 161, 297; Position paper, 167; Proposal, 251; Persuasive essay, 292, 715, 891; Editorial, 373; Response to literature, 877; Composing an Argument, lxiv–lxv
c. assess the credibility and accuracy of each source;	SE/TE: Gathering Details Through Research: Evaluate Sources, lxx; Writing Process: expert opinions, 418; also see: Reliability and validity, evaluating, 143, 637, 843, 867, 905
d. use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;	SE/TE: Composing an Argument, lxiv–lxv; Writing Process: organize your ideas 114, outline the problem clearly, 418, clarify connections, 420; Assessment: use chart, sequence ideas and evidence, 182–183, 474–475, structure argument, 908–909; Most important to least important organization, 292; Transitional words and phrases, 701

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e. develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;	SE/TE: Writing Process: find supporting evidence, 113, address counterclaims, 114, 416, create problem profile, 417; Assessment: focus question, claims and counterclaims, 182–183, 474–475, 908–909; Argumentative essay, 161, 297; Position paper, 167; Proposal, 251; Persuasive essay, 292, 715, 891; Editorial, 373; Response to literature, 877; Composing an Argument, lxiv–lxv
f. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	SE/TE: Writing Process: paraphrases, restatements, 114; Writing to Sources: critique, 93, response, 145, character analysis, 447; also see: Cite Research Correctly, 183, 323, 475, 721, 909
g. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;	SE/TE: Persuasive Speech checklist: avoid fallacious reasoning, 267; also see: The Art of Argument: Persuasive Techniques, lxii; Assessment: focus question, claims and counterclaims, 182–183, 474–475, 908–909; Proposal, 251
h. provide a concluding statement or section that follows from and supports the argument presented; and	SE/TE: Writing Process: outline problem, 418, review concluding section, 420; Provide conclusion, 167, 251; Most important evidence at the end, 292; Deepen claims in conclusion, 709; Restate points in conclusion, 877; Assessment: present, develop, support, and conclude, 182–183, 474–475, 908–909; Composing an Argument, lxiv–lxv
i. include a call to action.	SE/TE: Writing Process: clarify purpose and focus, 113, thesis statement or claim, 114; Writing to Sources: position paper, 167, state/defend claim, 182, 474, 808, proposal, 251

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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic;	SE/TE: Writing Process: narrow topic, 269, specify your purpose, 659, prepare to compare, 660; Writer’s Toolbox: setting tone, 271, getting organized, 661; Writing to Sources, 49, 142, 215, 438, 459, 684; Timed Writing: essay, 107; Assessment: expository essay, 322–323, 720–721
b. use relevant information from multiple print and multimedia sources;	SE/TE: Writing Process: research, 268, chart causes and effects, 269, logical evidence, 270, choose best evidence, 660; Point-by-point method, 142; Choose details, 215; Assessment: gather information, evidence, develop topic and ideas, 322–323, 720–721; Timed Writing, 411; Constructed Response: Writing, 428, 670, 856; Use quotations, 438; Examples from text, 684
c. organize complex ideas, concepts, and information to make connections and distinctions;	SE/TE: Writing Process: revising to clarify cause and effect, 272, add transitions, 660, revising to make comparisons and contrasts clear, 662; Assessment: organize evidence, make connections, 322–323, 720–721; Add transitions, 79; Point-by-point method, 142; Incorporate quoted materials, 438; Combined sentences, 684
d. assess the credibility and accuracy of each source;	SE/TE: Writing Process: use logical evidence, 270, find critical texts or articles, 658, choose the best evidence, 660; Writing to Sources: evaluate content, 323, evaluate support, 721
e. include formatting, graphics, and multimedia to aid comprehension as needed;	SE/TE: Writing Process: Publishing and Presenting, 275, 665; also see: Constructed Response: Deliver Multimedia Presentation, 429; Speaking and Listening: Illustrated presentation, 373, Deliver Multimedia Presentation, 656–657; Writing to Sources: Blog Post, 903; also see: Use Visual Aids, 419

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f. 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;	SE/TE: Writing Process: research, 268, chart causes and effects, 269, logical evidence, 270, choose best evidence, 660; Point-by-point method, 142; Choose details, 215; Assessment: gather information, evidence, develop topic and ideas, 322–323, 720–721; Timed Writing, 411; Constructed Response: Writing, 428, 670, 856; Use quotations, 438; Examples from text, 684
g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/TE: Writing Process: convincing support, 270, focus on research, 658, revise to add specifics, 662; Writing to Sources: cite passages, 49, choose details from the text, 215, introductory phrase followed by quotation, 438, direct quotations, 459; also see: Cite Research Correctly, 183, 323, 475, 721, 909
h. use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;	SE/TE: Writing Process: revising to clarify cause and effect, 272, add transitions, 660, revising to make comparisons and contrasts clear, 662; Assessment: organize evidence, make connections, 322–323, 720–721; Add transitions, 79; Point-by-point method, 142; Incorporate quoted materials, 438; Combined sentences, 684
i. use precise language and domain-specific vocabulary to manage the complexity of the topic;	SE/TE: Writing Process: setting your tone, 271, revising for clarity, 662; Assessment: incorporate research and review language/word choice, 322–323, 720–721; Use precise, clear language, 239; Introductory phrases and quotations, 438; Vary sentence structures, 684
j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and	SE/TE: Writing Process: objective tone, 270, setting your tone, 271, support generalizations with specifics, 660, revising for clarity, 662; Assessment: response, review language/word choice, 322–323, 720–721; Timed Writing, 263; Conventions, 438, 684

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k. provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: Writing Process: provide concluding statement, 272; Conclusion, 215, 229, 438; Deepen thesis statement in conclusion, 695; Assessment: develop and support, end with strong conclusion, 322–323, 720–721; End with concluding statement, 684
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	SE/TE: Writing Process: Autobiographical Narrative, 844–851; Assessment: Writing: Autobiographical Narrative, 181; Memoir, 473; Personal Narrative, 718; Writing: Autobiographical Narrative, 181; Reflective Essay, 321, 907; Writing to Sources: Autobiographical Narrative, 177; Fictional Narrative, 307; Historical Narrative, 467; News Report, 61; Retelling, 797; Short Story, 179, 717, 885; Timed Writing: Narrative 121
b. 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;	SE/TE: Writing Process: set out problem, conflict, 844, choose event, 845; Writing Sources: autobiographical narrative, 177, short story, 179, 717, 885, retelling, 797; Writing: narrative text, 181, 321, 473, 907; Assessment: Writing to Sources, 718
c. use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;	SE/TE: Writing Process: show, don't tell, 846; Progression of events, 177, 719; Establish conflict, 179, 717; Narrative techniques, 181, 907; Include dialogue and description, 307; Sequence events, 321; Assessment: Writing to Sources, 473
d. use a variety of techniques to sequence events so that they build on one another to create a coherent whole;	SE/TE: Writing Process: use story elements, 844, create details banks, 845, explode a moment, 848; Sequence events, 61, 181, 321; Progression of events, 177, 719; Structure ideas logically, 473; Outline plot, 797; Build progression of ideas, 907

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e. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and	SE/TE: Writing Process: precise, sensory language, 844, use words to categorize life moments, 845; Create vivid picture, 177; Use description effectively, 181, 907; Use focused, direct language, 321; List details that appeal to senses, 355, 473; Use precise words and phrases, 467, 719
f. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	SE/TE: Provide Conclusion, 177, 907; Organization, 181, 321, 473, 719
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. use parallel structure;	SE/TE: Close Reading: parallelism, 466; Craft and structure: explain use of parallelism, 141, 199; Conventions, 290
b. identify and use gerunds, infinitives, and participles;	SE/TE: Gerund and Gerund Phrases, 372, 663, R25; Infinitive, 402, R25; Participial Phrase, 372, 663, R25
c. identify and use active and passive verbs;	SE/TE: Active and Passive Voice, 92
d. explain and use indicative, imperative, subjunctive, conditional verb moods to communicate different messages; and	SE/TE: For related material see: Verb tenses, 60, 140; Voice of verbs, 92
e. use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent, noun relative, and adverbial clauses to convey specific meanings and add variety and interest to writing.	SE/TE: Clauses, 250, 826; Prepositional phrases, 354, 436, 866; Gerund phrases, participle phrases, verbal phrases, 372, 373, 663; Absolute phrase, 388, 389; Infinitive phrases, 402, 663; Assessment: Writing and Language Conventions, 427; Writer's Toolbox: vary sentence length using phrases and clauses, 849

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Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.2 Use:	
a. a semicolon or a conjunctive adverb to link two or more closely related independent clauses;	SE/TE: Conventions: Semicolons, 142, 238; Grammar, Usage, and Mechanics Handbook, R31
b. a colon to introduce a list or quotation; and	SE/TE: Conventions: 238, 438; Writer's Toolbox: Using Quotations, 117; Grammar, Usage, and Mechanics Handbook, R31
c. commas to separate adjacent, parallel structures.	SE/TE: Grammar, Usage, and Mechanics Handbook, R27
Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	SE/TE: Writing Process, 112–119, 268–275, 416–423, 658–665, 844–851; Writing to Sources, 49, 61, 79, 93, 145, 155, 161, 167, 177, 179, 215, 229, 239, 251, 297, 307, 317, 319, 355, 373, 389, 403, 438, 447, 459, 467, 471, 635, 695, 701, 709, 715, 717, 797, 827, 877, 885, 891, 897, 903; Timed Writing, 107, 121, 263, 277, 411, 425, 653, 667, 839, 853; Assessment: Writing to Sources, 182–183, 322–323, 474–475, 720–721, 908–909; Write, 15, 142, 292, 438, 684, 866; Constructed Response: Writing, 124, 280, 428, 670, 856; Research Investigate the Topic, 867
6.4 Demonstrate effective keyboarding skills.	SE/TE: Publishing and Presenting, 119, 275, 423, 665, 851 TE only: Strategies for Using Technology in Writing, 114, 662, 663

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Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.	SE/TE: Speaking and Listening: debate, 61, 292, 827, 891, panel discussion, 215, 403, mock trial, 636; also see: Speaking and Listening Workshop: Delivering a Persuasive Speech (adjust evidence), 266, Multimedia Presentation of a Research Report (organizing content, 656, Comparing Media Coverage, 842–843
1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	SE/TE: Speaking and Listening Workshop: Conducting an Interview, 546–547; Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 292, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885; Write and Discuss, 866; Write and Share, 903; Speaking and Listening: Conversation, 797; Debate, 61, 827; Panel Discussion, 215, 403; Tips for Discussing Literature, R11–R12
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	SE/TE: Speaking and Listening: Debate, 61, 827; Retell, 93; Panel Discussion, 215, 403; Dialogue, 389; Conversation, 797; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 717, 718, 906; Group Discussion, 142; Tips for Discussing Literature, R11–R12

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1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	SE/TE: Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 717, 718, 906; Speaking and Listening: Panel Discussion, 215, 403; Group Discussion, 142; From Text To Topic: Discuss, 142, 155, 161, 167, 177, 179, 292, 297, 307, 317, 319, 438, 447, 459, 467, 684, 695, 701, 709, 715, 717, 866, 877, 885, 891, 897, 903; Tips for Discussing Literature, R11–R12
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	SE/TE: Speaking and Listening Workshop: Multimedia Presentation of a Research Report, 656–657; Presentation of Ideas, 403; Group Discussion, 142, 438; Assessment: Group Discussion, 180, 320, 472, 906
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, 266–267; Oral Interpretation of Literature, 414–415; Publishing and Presenting, 119; Constructed Response: Oral Presentation, 125; Oral Report, 281; Multimedia Presentation, 429; Oral Presentation, 49; Debate, 61; Research: Oral Presentation, 293; Summarize and Present Ideas, 320; Speech, 355; Oral Research Report, 439
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research question, citing 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.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, 266–267; Oral Interpretation of Literature, 414–415; Publishing and Presenting, 119; Constructed Response: Oral Presentation, 125; Oral Report, 281; Multimedia Presentation, 429; Oral Presentation, 49; Debate, 61; Present to Class, 229; Practice and Deliver Persuasive Speech, 239; Research: Oral Presentation, 293; Summarize and Present Ideas, 320; Speech, 355; Oral Research Report, 439; Share Your Work, 467; Create and Share Info-graphic, 695; Share Annotated Timeline, 701; Present Poster, 877; Share Research Report, 903

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2.2 Distinguish between credible and non-credible sources of information.	SE/TE: Speaking and Listening Workshop: Multimedia Presentation of a Research Report, 656–657; Research and Technology: Brochure, 79; Photograph and Discussion, 318, 319; Constructed Response: Speaking and Listening, 429; Group Discussion, 438, 459, 709, 717
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Conducting Research, lxvi–lxvii Research Process Workshop, lxviii–lxxvii; Citing Sources and Preparing Manuscript, lxxviii–lxxix; Research and Technology, 79, 229, 239, 367; Incorporate Research, 182, 322, 474, 720, 908; Cite Research Correctly, 183, 323, 475, 721, 909
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, 266–267; Oral Interpretation of Literature, 414–415; Collaboration: Group Discussion, 2, 188, 328, 480, 726; Assessment: Speaking and Listening: Group Discussion, 180, 320, 472, 718, 906; Close Reading Workshop: Discuss, 7, 15, 192, 199, 322, 337, 485, 491, 731, 739; From Text To Topic: Class Discussion, 179, 297, 319; Debate, 292, 891; Group Discussion, 142, 167, 317, 438, 684, 709, 717, 877, 897; One-on-One Discussion, 459; Panel Discussion, 701; Partner Discussion, 155, 161, 307, 447, 467, 695, 715, 885; Write and Discuss, 866; Write and Share, 903; Speaking and Listening: Conversation, 797; Debate, 61, 827; Panel Discussion, 215, 403; Tips for Discussing Literature, R11–R12

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Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Determine how context influences the mode of communication used by the presenter in a given situation.	SE/TE: Speaking and Listening Workshop: Evaluating a Speech, 110–111; Comparing Media Coverage, 842–843; also see: Multimedia Presentation of a Research Report, 656–657; Illustrated Presentation, 373; Research Investigate the Topic: Multimedia Presentation, 891
3.2 Create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, (incorporate digital media), 266–267; Multimedia Presentation of a Research Report, 656–657; Illustrated Presentation, 373; Research Investigate the Topic: Multimedia Presentation, 891
Language, Craft, and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies in reasoning or exaggerated or distorted evidence.	SE/TE: Speaking and Listening Workshop: Evaluating a Speech, 110–111; Delivering a Persuasive Speech, 266–267; Comparing Media Coverage, 842–843; Speaking and Listening: Radio News Report, 251; Debate, 827; From Text To Topic: Discuss, 467, 891
4.2 Determine if the speaker develops well-organized messages that use logical, emotional, and ethical appeals.	SE/TE: Speaking and Listening Workshop: Evaluating a Speech, 110–111; Delivering a Persuasive Speech, 266–267; Comparing Media Coverage, 842–843
4.3 Analyze the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech (Use Rhetorical Questions), 266–267; Comparing Media Coverage, 842–843

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Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Remain conscious of the audience and anticipate possible misconceptions or objections.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, 266–267, Oral Interpretation of Literature, 414–415; Multimedia Presentation of a Research Report, 656–657; Illustrated Presentation, 373; Research Investigate the Topic: Multimedia Presentation, 891
5.2 Employ effective repetition, rhetorical questions, and delivery style to convey message to impact the audience.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech (Use Rhetorical Questions), 266–267; Multimedia Presentation of a Research Report, 656–657
5.3 Develop messages that use logical, emotional, and ethical appeals.	SE/TE: Speaking and Listening Workshop: Delivering a Persuasive Speech, 266–267, Oral Interpretation of Literature, 414–415; Multimedia Presentation of a Research Report, 656–657; Constructed Response: Speaking and Listening, 125, 281, 427, 671, 857
Disciplinary Literacy (DL)	
The <i>South Carolina College- and Career-Ready Standards for English Language Arts 2015</i> include the Disciplinary Literacy practices listed below:	
• Read, write, and communicate using knowledge of a particular discipline.	SE/TE: Constructed Response, 124–125, 280–281, 426–427, 670–671, 856–857
• Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.	SE/TE: Comparing Texts, 252–263; Science Connection, 260, 646; History Connection, 31, 43, 235, 512, 550, 574, 620; Culture Connection, 55, 70, 544, 609, 805; Social Studies Connection, 105; Geography Connection, 790; Write an Explanatory Text, 268–273
• Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.	SE/TE: Research: Informational Chart, 317; Film Review, 637; Infographic, 695; Journal Entry, 155, 229; Persuasive Speech, 239, Poster, 877; Timeline, 701; Speaking and Listening: Mock Trial, 636; Radio News Report, 251; Debate, 61, 292, 827, 891