



Literature™

Indiana

HMH Into Literature™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

Grade 9

Houghton Mifflin Harcourt
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correlated to the

Indiana Academic Standards English/Language Arts
Grade 9

Standard	Description	Citations
READING: <i>Literature</i>		
RL.1: LEARNING OUTCOME FOR READING LITERATURE		
Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
9-10.RL.1	Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	SE: 33–43, 47–53, 117–125, 129–135, 170–181, 214–223, 226–235, 276–281, 282–391, 394–405, 418–433, 449–455, 494–521, 552–561
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT		
Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas		
Key Ideas and Support		
9-10.RL.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE: 42, 52, 124, 134, 173, 176, 180, 222, 232, 280, 293, 312, 334, 352, 360, 374, 390, 402, 404, 421, 424–425, 428, 432, 454, 499, 520, 558
9-10.RL.2.2	Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	SE: 33–34, 37–38, 40–42, 73, 117, 120, 124, 157, 170–171, 173, 176, 178–180, 214–215, 222, 223, 225, 226–227, 229, 234–235, 237, 286, 312, 333, 390, 393, 398, 401–402, 404, 407, 418–419, 421, 428, 430, 432, 481, 494–495, 496, 499–500, 509, 516, 520, 552, 558, 563

Standard	Description	Citations
9-10.RL.2.3	Analyze how dynamic characters (e.g., <i>those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	SE: 33, 37, 40, 173, 215, 219–220, 222, 234–235, 296, 300, 308, 312, 331, 334, 339, 349, 354, 356, 358, 360, 366, 374, 376, 379, 380, 385, 386, 390, 419, 429, 430, 432, 495, 499, 509, 515
9-10.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural Elements and Organization		
9-10.RL.3.1	Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., <i>parallel episodes</i>), and manipulate time (e.g., <i>pacing, flashbacks</i>) create such effects as mystery, tension, or surprise.	SE: 33, 36, 42, 117–118, 121, 124, 215–216, 220, 285–286, 290, 310, 312, 316, 319, 351, 360, 366, 374, 379, 390, 421, 424, 506
9-10.RL.3.2	Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., <i>created through the use of dramatic irony</i>).	SE: 117, 282, 285, 349, 354 , 361, 374
RL.4: SYNTHESIS AND CONNECTION OF IDEAS		
Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning		
Synthesis and Connection of Ideas		
9-10.RL.4.1	Analyze Multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	SE: 47–52 , 276–280, 390
9-10.RL.4.2	Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	SE: 35–42, 276–280, 283, 325 , 390

Standard	Description	Citations
READING: <i>Nonfiction</i>		
RN.1: LEARNING OUTCOME FOR READING NONFICTION		
Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
9-10.RN.1	Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	SE: 2–13, 17–29, 54–61, 70–71, 73, 84–97, 105–113, 136–143, 146–155, 185–195, 199–207, 237, 248–261, 265–273, 437–445, 456–465, 466–475, 478–479, 481, 525–532, 536–548, 560–561, 563
RN.2: KEY IDEAS AND TEXTUAL SUPPORT		
Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textual Support		
9-10.RN.2.1	Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	SE: 12, 28, 60, 70–71, 96, 110, 112, 142, 152, 154–155, 194, 206, 260, 272, 444, 474, 478–479, 532, 548, 560–561
9-10.RN.2.2	Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	SE: 5, 7, 10, 11, 12 , 17, 24, 27–28, 55–56, 60 , 61, 63, 87–88, 90, 92, 94, 96, 99, 105–106, 108–109, 112, 136–137, 140–142, 146, 150, 152, 154, 185–186, 190–191, 194, 199–202, 201, 204–206, 251, 253–254, 260, 265, 269, 271–272, 437–441, 444, 525, 527, 530, 532, 537, 539, 541, 548, 560
9-10.RN.2.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE: 5, 7, 10, 12, 17, 24, 27–28, 56–58, 60, 87, 90, 92, 94, 96, 105–106, 108–109, 112, 136–137, 140–142, 146, 150, 152, 154, 185–186, 190–191, 194, 199–202, 204–206, 251, 253–254, 260, 265, 269, 271–272, 437–441, 444, 525, 527, 530, 532, 537, 539, 541, 548, 560

Standard	Description	Citations
RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message		
Structural Elements and Organization		
9-10.RN.3.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RN.3.2	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	SE: 5, 7, 10, 12, 17, 24, 27–28, 56–58, 60, 87, 90, 92, 94, 96, 105–106, 108–109, 112, 136–137, 140–142, 146, 150, 152, 154, 185–186, 190–191, 194, 199–202, 204–206, 251, 253–254, 260, 265, 269, 271–272, 437–441, 444, 525, 527, 530, 532, 537, 539, 541, 548, 560
9-10.RN.3.3	Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	SE: 7, 12, 17–18, 24, 27–28, 55–58, 60, 85, 87, 90, 92, 94–96, 137–138, 140–142, 154, 265, 270, 437–440, 442, 444, 456–457, 459, 466, 474, 478–479, 525, 527, 532, 538, 541, 560
RN.4: SYNTHESIS AND CONNECTION OF IDEAS		
Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas		
Synthesis and Connection of Ideas		
9-10.RN.4.1	Delineate 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: 5, 7–10, 12, 87, 90, 95–96, 185–186, 190–191, 193–194, 199–201, 204–206, 437–444, 525, 527, 530–532
9-10.RN.4.2	Analyze various accounts of a subject told in different mediums (e.g., <i>a person’s life story in both print and multimedia</i>), determining which details are emphasized in each account.	SE: 54–57, 60–61, 64–65, 67–71, 136–137, 139–142, 146–147, 149–152, 154–155, 536–537, 539, 541, 548, 552–553, 555, 557–558, 560–561
9-10.RN.4.3	Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	SE: 55–58, 60–61, 70–71, 84–85, 87–90, 92–94, 96–97

Standard	Description	Citations
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY		
Acquire, refine, and apply vocabulary using various strategies and sources		
Learning Outcome		
9-10.RV.1	Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE: 1, 7–9, 13–14, 20–21, 27, 29–30, 35, 37–40, 43–44, 53, 57–58, 61–62, 69, 78, 83, 90–92, 97–98, 103, 108–109, 113–114, 120, 122, 125–126, 135, 140–141, 143–144, 153, 162, 169, 176–178, 181, 189, 191, 195, 202, 205, 207, 213, 217–218, 223, 233, 242, 182, 196, 208, 224, 242, 247, 253–254, 256–257, 259, 261–262, 267–269, 273–274, 281, 391–392, 403, 412, 417, 428–429, 433–434, 440–441, 445–446, 455, 460, 462–464, 467, 473, 475–476, 486, 489, 493, 521, 527–529, 533–534, 541–543, 545, 547, 549–550, 559, 568, 572
RV.2: VOCABULARY BUILDING		
Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
9-10.RV.2.1	Use context to determine or clarify the meaning of words and phrases	SE: 3, 62, 114, 182, 187, 192, 196, 208, 224, 249, 257, 262, 274, 434, 446, 476, 550 Vocabulary Studio: Using Context Clues
9-10.RV.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
9-10.RV.2.3	Analyze nuances in the meaning of words with similar denotations.	SE: 30, 130, 144, 272, 449, 474 Vocabulary Studio: Denotation and Connotation
9-10.RV.2.4	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE: 14, 126, 196, 434 Vocabulary Studio <ul style="list-style-type: none"> • Analyzing Word Structure • Common Roots, Prefixes, and Suffixes
9-10.RV.2.5	Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	SE: 1, 44, 83, 114, 169, 182, 208, 224, 247, 249, 274, 417, 422, 434, 446, 476, 493, 522, 534, 550 Vocabulary Studio <ul style="list-style-type: none"> • Using Reference Sources • Specialized Vocabulary

Standard	Description	Citations
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings		
Vocabulary in Literature and Nonfiction Texts		
9-10.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	SE: 48, 50, 119, 130, 134, 182, 224, 227, 232, 234, 295, 309, 343, 379, 392, 397, 400, 402, 404, 421, 434, 449–450, 454, 500, 553, 556, 558
9-10.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., <i>how the language of a court opinion differs from that of a newspaper</i>).	SE: 3, 17–19, 21–22, 26, 28, 30, 62, 87–88, 90, 92, 94, 96, 114, 119, 144, 187, 192, 194, 196, 206, 208, 249, 257, 262–263, 274, 440, 446, 456–459, 464, 467, 469, 474, 476, 478–479, 550
9-10.RV.3.3	Interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text.	SE: 7, 12, 17, 48, 50, 52, 87, 94, 222, 272, 285, 295, 320, 343, 379, 390, 404, 500, 553, 556, 558, 560
Writing		
W.1: LEARNING OUTCOME FOR WRITING		
Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
9-10.W.1	Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	Representative pages: SE: 5–13, 29, 33–43, 69, 97, 105–113, 125, 129–134, 153, 158–164, 167, 170–181, 185–195, 207, 223, 238–245, 261, 265–272, 282–391455, 449–454, 456–479, 482–488, 491, 499–521, 536–548, 564–570, 573

Standard	Description	Citations
W.2: HANDWRITING		
Demonstrate the ability to write legibly		
Handwriting		
9-10.W.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
W.3: WRITING GENRES		
Develop and refine writing skills by writing for different purposes and to specific audiences or people		
Argumentative		
9-10.W.3.1	Write arguments in a variety of forms that –	
•	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE: 153, 195, 482–488 Writing Studio: Writing Arguments • What is a Claim? • Creating a Coherent Argument
•	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SE: 195, 482, 484, 486, 488 Writing Studio: Writing Arguments • What is a Claim? • Support: Reasons and Evidence • Building Effective Support
•	Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE: 482, 484–488 Writing Studio: Writing Arguments: Creating a Coherent Argument
•	Establish and maintain a consistent style and tone appropriate to purpose and audience.	SE: 482, 484, 486–488 Writing Studio: Writing Arguments: Formal Style
•	Provide a concluding statement or section that follows from and supports the argument presented.	SE: 153, 482, 484, 486, 488 Writing Studio: Writing Argument: Concluding Your Argument

Standard	Description	Citations
Informative		
9-10.W.3.2	Write informative compositions on a variety of topics that –	
•	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures</i> , <i>tables</i>), and multimedia when useful to aiding comprehension.	SE: 13, 74–78, 80, 113, 158–162, 164, 207, 223, 408–412, 414, 433, 564–568, 570 Writing Studio: Writing Informative Texts: Using Graphics and Multimedia
•	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: 13, 74–78, 80, 113, 158–162, 164, 207, 223, 408–412, 414, 433, 564–568, 570
•	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: 74, 78, 80, 158, 162, 164, 408, 410, 412, 414, 564, 566, 568, 570
•	Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.	SE: 74, 78–80, 158, 161–162, 164, 207, 408, 411–412, 414, 564, 566, 568, 570
•	Establish and maintain a style appropriate to the purpose and audience.	SE: 74, 79–80, 158, 160, 163–164, 207, 408, 413–414, 568–570 Writing Studio: Writing Informative Texts: Formal Style
•	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).	SE: 13, 74, 76, 78, 80, 113, 158, 160, 207, 408, 410, 412, 414, 433, 564, 566, 568, 570

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Narrative		
9-10.W.3.3	Write narrative compositions in a variety of forms that –	
•	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.	SE: 43, 238–244, 360, 521 Writing Studio: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Point of View and Characters • Narrative Structure
•	Create a smooth progression of experiences or events.	SE: 238, 240, 242, 244 Writing Studio: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure
•	Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters.	SE: 43, 238–244, 360, 521 Writing Studio: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure • Narrative Techniques • The Language of Narrative
•	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE: 238, 242, 244, 521 Writing Studio: Writing Narratives: Narrative Structure
•	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE: 43, 238, 241–242, 244, 360, 521 Writing Studio: Writing Narratives: The Language of Narrative
•	Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE: 43, 238, 240, 242, 244 Writing Studio: Writing Narratives: Narrative Structure

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W.4: THE WRITING PROCESS		
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
9-10.W.4	Apply the writing process to –	
<ul style="list-style-type: none"> • 	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.	SE: 74–80, 158–164, 238–244, 408–414, 482–488, 564–570 Writing Studio: Writing as a Process <ul style="list-style-type: none"> • Introduction • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach
<ul style="list-style-type: none"> • 	Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., <i>use of publishing programs, integration of multimedia</i>).	SE: 12, 28–29, 42, 69, 74–80, 97, 103, 113, 124, 143, 152–153, 158–164, 194–195, 207, 213, 223, 206–207, 238–244, 261, 408–414, 432–433, 454–455, 482–488, 564–570 Writing Studio: Producing and Publishing with Technology <ul style="list-style-type: none"> • Introduction • Writing for the Internet • Interacting with Your Online Audience • Using Technology to Collaborate
W.5: THE RESEARCH PROCESS		
Build knowledge about the research process and the topic under study by conducting research		
Finding, Assessing, Synthesizing, and Reporting Information		
9-10.W.5	Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	SE: 12–13, 28–29, 42, 52, 60, 68, 96–97, 102, 112–113, 124, 134–135, 142, 152–153, 158–164, 194–195, 206, 212–213, 222–223, 232, 260–261, 272, 280, 390, 432–433, 444, 454–455, 520, 532

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•	Formulate an inquiry question, and refine and narrow the focus as research evolves.	SE: 12, 124, 135, 158–159, 194, 212, 432–433 Writing Studio: Conducting Research <ul style="list-style-type: none"> • Introduction • Starting Your Research • Refocusing your Inquiry
•	Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.	SE: 12, 28, 42, 52, 60, 68, 96–97, 102, 112, 124, 134, 142, 152–153, 158–164, 222–223, 232, 272, 280, 390, 432–433, 444, 454, 532 Writing Studio: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research
•	Assess the usefulness of each source in answering the research question.	SE: 28, 52, 60, 102, 134, 142, 152, 194, 212, 260, 454 Writing Studio: Evaluating Sources <ul style="list-style-type: none"> • Introduction • Evaluating Sources for Usefulness • Evaluating Sources for Reliability
•	Synthesize and integrate information into the text selectively to maintain the flow of ideas.	SE: 29, 124, 158–164, 195, 410, 412, 414, 433, 565–566, 568, 570 Writing Studio: Using Textual Evidence: Synthesizing Information
•	Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA</i> , <i>APA</i>) for citation.	SE: 124, 142, 158, 164, 532 Writing Studio: Conducting Research <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research

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•	Present information, choosing from a variety of formats.	SE: 13, 29, 42, 53, 60, 69, 102–103, 112, 124, 135, 142–143, 152–153, 158–166, 195, 206–207, 223, 232–233, 272, 280, 433, 445, 454–455, 482–490, 532–533
W.6: CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English		
Grammar and Usage		
9-10.W.9-10.1 Demonstrate command of English grammar and usage, focusing on:		
9-10.W.9-10.1a	Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
9-10.W.9-10.1b	Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	Grammar Studio: Using Verbs Correctly
9-10.W.9-10.1c	Adjectives and Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
9-10.W.9-10.1d	Phrases and Clauses – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
9-10.W.9-10.1e	Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	SE: 56, 63, 88, 99, 281, 286, 393
Capitalization, Punctuation, and Spelling		
9-10.W.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:		
9-10.W.9-10.2a	Capitalization – <i>Students are expected to build upon and continue applying conventions learned previously</i>	

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9-10.W.9-10.2b	Punctuation –	
•	Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	SE: 118, 127 Grammar Studio: Semicolons
9-10.W.9-10.2c	Spelling – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING Refine and apply effective communication skills through speaking and active listening		
Learning Outcome		
9-10.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	SE: 29, 53, 69, 97, 103, 113, 135, 165–166, 195, 207, 223, 233, 242, 273, 391, 433, 445, 455, 479, 489–490, 533, 572 Speaking and Listening Studio: Participating in Collaborative Discussions • Listening and Responding • Speaking Constructively Speaking and Listening Studio: Giving a Presentation: Style in Presentation
SL.2: DISCUSSION AND COLLABORATION Refine and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
9-10.SL.2.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others’ ideas and expressing personal ideas clearly and persuasively.	SE: 13, 29, 42, 60–61, 70–71, 97, 102–103, 113, 125, 135, 142, 153–155, 166, 195, 206, 223, 232–235, 261, 272–273, 280, 391, 404–405, 433, 445, 455, 478–479, 571–572
9-10.SL.2.2	Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	SE: 13, 29, 42, 60–61, 69, 96–97, 102–103, 112–113, 124–125, 135, 142, 153, 195, 223, 232, 261, 273, 280, 391, 433, 445, 455, 532, 572

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9-10.SL.2.3	Work with peers to set rules for collegial discussions and decision-making (e.g., <i>informal consensus, taking votes on key issues, presentation of alternate views</i>), clear goals and deadlines, and individual roles as needed.	SE: 13, 29, 69, 97, 103, 113, 195, 273, 433, 445, 455, 573 Speaking and Listening Studio: Participating in Collaborative Discussions: Establishing and Following Procedure
9-10.SL.2.4	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE: 13, 29, 53, 69, 97, 113, 166, 195, 223, 233, 312, 433, 445, 455, 490, 521, 561, 571–572 Speaking and Listening Studio: Participating in Collaborative Discussions: Listening and Responding
9-10.SL.2.5	Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	SE: 13, 29, 69, 97, 103, 135, 155, 223, 273, 445, 479, 489–490 Speaking and Listening Studio: Participating in Collaborative Discussions: Wrapping Up Your Discussion
SL.3: COMPREHENSION		
Refine and apply active listening and interpretation skills using various strategies		
Comprehension		
9-10.SL.3.1	Integrate and multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i>) evaluating the credibility and accuracy of each source.	SE: 13, 28–29, 60–61, 68–69, 96–97, 102–103, 112, 134–135, 194–195, 260–261, 454–455 Speaking and Listening Studio: Using Media in a Presentation: Types of Media: Audio, Video, and Images
9-10.SL.3.2	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE: 135, 166, 490 Speaking and Listening Studio: Analyzing and Evaluating Presentations

Standard	Description	Citations
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS		
Refine and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
9-10.SL.4.1	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE: 13, 29, 53, 61, 71, 69, 103, 113, 135, 143, 153, 155, 165–166, 181, 195, 213, 223, 235, 273, 312, 334, 433, 455, 475, 479, 489–490, 533, 561, 571–572
9-10.SL.4.2	Create engaging presentations that make strategic and creative use of digital media (e.g., <i>textual, graphical, audio, visual, and interactive elements</i>) to add interest and enhance understanding of findings, reasoning, and evidence.	SE: 43, 53, 69, 103, 143, 165–166, 213, 281, 489, 521, 533 Speaking and Listening Studio: Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software
9-10.SL.4.3	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY		
Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes		
Learning Outcome		
9-10.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	Representative pages: SE: 2–12, 17–28, 100–102, 136–142, 146–152, 154, 185–194, 199–206, 210–212, 248–260, 265–273, 437–444, 456–474, 478, 525–532, 536–548

Standard	Description	Citations
ML.2: MEDIA LITERACY		
Analyze the purposes of media and the ways in which media can have influences		
Media Literacy		
9-10.ML.2.1	Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	SE: 5, 8, 10, 12, 17, 22, 28, 102, 140, 142, 147, 150, 152, 185–186, 190–191, 194, 199–200, 206, 210–212, 265, 269, 271–272, 437–440, 444, 474, 525–526, 529–530, 532
9-10.ML.2.2	Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	SE: 60, 100, 102, 210–212