

**Write Source** <sup>©2007</sup>  
correlated to  
**Textbook Alignment to the  
Utah Core  
Ninth Grade Language Arts**



 **HOUGHTON MIFFLIN HARCOURT**  
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## Textbook Alignment to the Utah Core – 9<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 9<sup>th</sup> Grade Language Arts Core Curriculum

Title: Write Source ©2007 Grade 9 ISBN#: 978-0-669-53134-3

Publisher: Great Source; a division of Houghton Mifflin Harcourt Supplemental Publishers

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I: (Reading):** Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: \_\_\_\_\_ %

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

*Not covered in TE, SE or*

			<i>ancillaries</i> ✓
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.			
<b>a.</b>	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	SE/TE: 501-512 TE: 483	
<b>b.</b>	Distinguish between the connotative and denotative meanings of words.	SE/TE: 92, 114-115, 118, 281, 284, TE: 48, 88A, 792, 799, 803	
<b>c.</b>	Determine word meaning using sentence structure (e.g., parts of speech, grammatical structures).	SE/TE: 533-547, 700-745 TE:	
<b>d.</b>	Distinguish between commonly confused words (i.e., accept/except; advise/advice; council/counsel councilor/counselor; principal/principle; peace/piece; than/then; weather/whether; who/which/that; who's/whose).	SE/TE: 678-698	
<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., web pages, newspapers, magazines, encyclopedias, maps, schedules).			
<b>a.</b>	Analyze the purpose of external text features and structures in a variety of informational texts (e.g., textbooks, advertisements, posters, graphs, charts, maps, schedules, product instructions).	SE/TE: 35, 46, 97, 179, 192, 195, 249, 262, 264, 297, 347, 351, 354, 398, 438-439, 443, 450-451, 588- 591, 602-603 TE: xlv, 1, 9, 40, 176, 189, 404A- 404B, 776, 829-830	
<b>b.</b>	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., cause/effect, problem/solution).	SE/TE: 103, 214, 412-413, 436-437, 574, 588, 592-593	
<b>c.</b>	Infer meaning from implicit information in text.	SE/TE: 473-478, 488, 493-495, 497- 498	
<b>d.</b>	Distinguish relevant from merely interesting information.	SE/TE: 35, 452, 686 TE: 254A, 435	

<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend literature by evaluating the contribution to meaning of several literary elements within a work of literature.			
<b>a.</b>	Describe how conflict, character, and plot work together.	SE/TE: 314-315, 318-319, 322, 327-328, 330	
<b>b.</b>	Explain how character is developed through implication and inference.	SE/TE: 16, 134, 255, 257, 259-272, 274, 281, 283, 288, 308, 313-318, 327- 328 TE: 99, 254A, 278-280, 312A-312B	
<b>c.</b>	Relate themes in literary works to real-life events.	SE/TE: 255-312, 493, TE: 3, 96, 269, 327, 409, 812	
<b>d.</b>	Analyze how setting contributes to characterization, plot, or theme.	SE/TE: 295, 308, 314, 316, 318, 319, 322, 323, 332 TE: 312A, 313, 328, 329	
<b>e.</b>	Interpret figurative language in literature (i.e., simile, metaphor, personification, hyperbole, and symbolism).	SE/TE: 263, 280, 340, 481, 511, 601 TE: 4, 258, 292-293	
<b>f.</b>	Identify the speaker in a poetic text.	SE/TE: 333-341, 481, 638	

**STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.**

<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 2.1:</b> (Writing to Learn): Compare multiple ideas and perspectives to extend thinking through writing			<b>Not covered in TE, SE or ancillaries ✓</b>
<b>a.</b>	Compare/contrast significant or essential ideas, facts, or events.	SE/TE: 64-67, 86, 144-184, 547 TE: 4, 14, 18, 144A-144B,	
<b>b.</b>	Choose facts, events, or ideas and distinguish their differences or demonstrate their similarities.	SE/TE: 67, 76, 86, 148-150, 152, 276, 280, 165, 167, 174, 194-195,	

		227, 231, 302, 408 TE: 155, 236, 305		
c.	Compare/contrast connections between texts, between texts and self, and between texts and different world connections.	SE/TE: 169, 276, 408, 419, 493, TE: 96, 226, 240, 269, 409		
<b>Objective 2.2:</b> (Extended Writing): Write to persuade others. (Emphasize persuasive compositions. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	State a thesis that clearly takes a position.	SE/TE: 17, 156, 164, 266, 276, 299, 304-305, 371, 526, 527, 528, 594, 599		
b.	Organize writing effectively using leads, details, transitions, conclusions, personal experience, facts, anecdotes, examples, and paraphrased ideas.	SE/TE: 103, 202, 207, 209, 214, 219, 220-221, 274, 277, 483-490, 564-567, 592-593		
c.	Refute counter-arguments by using personal experience, facts, anecdotes, examples and paraphrased ideas.	SE/TE: 209-210, 228		
<b>Objective 2.3:</b> (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> <li>Ideas: Anticipation of and answers to readers' questions.</li> <li>Organization: Inviting leads and satisfying conclusions.</li> <li>Voice: A variety of voices for different audiences and purposes.</li> <li>Word Choice: Carefully chosen vocabulary to achieve voice and purpose.</li> <li>Sentence Fluency: Varied sentence structure (i.e., include complex and compound sentences).</li> </ul>	SE/TE: 9, 11, 12, 20-25, 37, 39-51, 66, 107-118, 163-174, 273-284, 217- 228, 320, 337, 385-388, 501-512, 549-560		
b.	Edit for: <ul style="list-style-type: none"> <li>Correct grade level spelling.</li> <li>Correct use of commas in introductory phrases and</li> </ul>	SE/TE: 9, 11, 12, 26-27, 38, 52, 66, 119-122, 175-178, 229-232, 285- 288, 320, 337, 389-391, 605-764		

	clauses. <ul style="list-style-type: none"> <li>• Correct use of adverbs.</li> <li>• Correct use of colons.</li> <li>• Correct use of parentheses.</li> <li>• Correct capitalization of languages, races, nationalities, religions or sections of the country.</li> </ul>			
<b>STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to examine multiple points of view.				
<b>a.</b>	Formulate questions to evoke multiple, valid responses from different points of view.	SE/TE: 4, 46, 54, 249, 322, 599 TE: 1, 42, 253, 254A, 478, 498		
<b>b.</b>	Gather information from multiple sources that reflect varied points of view.	SE/TE: 4, 177, 249, 322, 374, 381-384, 467-472, 599 TE: 1, 21, 160, 253, 254A, 478		
<b>c.</b>	Analyze multiple points of view for credibility.	SE/TE: 4, 249, 322, 493, 497, 599 TE: 1, 21, 160, 253, 254A, 478, 498		
<b>d.</b>	Use primary and secondary sources.	SE/TE: 343-345 TE: 342A, 358, 366, 845		
<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to analyze multiple points of view.				
<b>a.</b>	Select an appropriate format to analyze multiple points of view.	SE/TE: 4, 145-199, 201-246, 249, 255-294, 355-392, 393-404, 405-462, 586-587, 599 TE: 1, 21, 160, 253, 254A, 478, 498		

<b>b.</b>	Compile and analyze information from multiple points of view.	SE/TE: 4, 343-354, 406-407, 418, 432, 444, 454, 467-472, 483-490, 588-589		
<b>c.</b>	Report analysis of multiple points of view using paraphrase, summary, and/or quotations.	SE/TE: 4, 16, 264, 274, 275, 286, 369, 414-415, 434-435, 483-490, 570, 586, 597, 632, 650		
<b>d.</b>	Use informal and formal citations where appropriate, to support inquiry.	SE/TE: 176-177, 274, 286, 369, 374, 379, 388 TE: 140, 144A, 154, 161,		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Conduct interviews to support inquiry.				
<b>a.</b>	Determine the purpose for interviews (e.g., to examine perspectives, to acquire information, to clarify understanding, to respond to writing).	SE/TE: 56, 344, 384, 586 TE: 97, 345		
<b>b.</b>	Ask probing questions to seek elaboration and clarification of ideas.	SE/TE: 57, 65, 133, 226, 244, 466, 476, 500 TE: 33-34, 68, 134, 269, 399, 778		
<b>c.</b>	Make supportive statements to communicate agreement with or acceptance of others' ideas.	SE/TE: 463-466 TE: 202, 781		
<b>d.</b>	Present interview results.	SE/TE: 344, 355-392, 393-404, 586 TE: 97, 345		

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