



Champion of Ideas Levels Red, Blue, Yellow

correlated to

Common Core State Standards Initiative English Language Arts Grade 9/10



Champion Red Level
(Beginning - Early Intermediate)



Champion Blue Level
(Intermediate)



Champion Yellow Level
(Early Advanced - Advanced)

Champion of IDEAS
Levels Red, Blue, Yellow
 correlated to

Common Core State Standards - English Language Arts
Grade 9/10

Reading Standards for Literature 9-10	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 32, 38, 90, 172, 237, 346, 416, 545	TE: 46, 85, 111	TE: 182, 194
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	TE: 172, 237, 280, 346, 520, 546	Related Content: TE: 46, 85	TE: 180, 192
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	TE: 312-313, 385-386	TE: 46, 84-85, 89	TE: 110
<i>Craft and Structure</i>			
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	TE: 29, 37, 87, 235, 345, 414, 544-545, 171	TE: 45, 83, 109	TE: 182, 194
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	TE: 237, 370	Related Content: TE: 110	Related Content: TE: 110
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	TE: 280	Related Content: TE: 47, 85	TE: 110

Reading Standards for Literature 9-10, Cont.	Red Level	Blue Level	Yellow Level
<i>Craft and Structure, cont.</i>			
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	n/a	n/a	n/a
8. (Not applicable to literature)			
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	n/a	TE: 84	n/a
Range and Level of Text Complexity			
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	TE: 31, 38, 90, 172, 237, 346, 415, 545	TE: 46, 84-85, 111	TE: 182, 194
Reading Standards for Informational Text 9-10	Red Level	Blue Level	Yellow Level
<i>Key Ideas and Details</i>			
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TE: 45, 60, 68, 72, 78, 106, 195, 227, 245, 310, 378, 402, 503, 510, 531	TE: 35, 58, 72, 96, 135, 150, 160, 186, 196, 203, 219, 229, 237, 249, 260	TE: 34, 47, 66, 77, 95, 105, 122, 131, 154, 166, 210, 220, 237, 247
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	TE: 46, 73-74, 79, 127, 301, 337-338, 402-403, 434-435, 469, 478	TE: 124-125, 132-133, 167-168, 234-235, 266-267	TE: 65-66, 77, 95, 104, 122, 131, 150, 163, 207-208
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.	TE: 149, 164, 185, 195, 217-218, 227, 338, 416, 451	TE: 236-237 Related Content: TE: 149-150	TE: 44-45, 63, 120, 234-235

Reading Standards for Informational Text 9-10, cont.	Red Level	Blue Level	Yellow Level
<i>Craft and Structure</i>			
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	TE: 44, 59, 66, 86, 193, 309, 376, 382, 401, 408, 433, 444, 502, 509, 529	TE: 33, 56, 95, 149, 159, 185, 195, 203, 218, 228, 236, 248, 259, 268, 280	TE: 33, 46, 64, 76, 94, 104, 121, 130, 152, 165, 209, 219, 236, 246
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	TE: 197, 207, 212, 229-230	TE: 124-125	TE: 187-188
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	TE: 165, 195, 196-197, 207, 212, 229-230, 245, 301	TE: 47, 85, 123, 125	TE: 34, 46, 65, 94, 121, 131, 153, 165, 169, 210, 220, 236, 239, 240, 246
<i>Integration of Knowledge and Ideas</i>			
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	n/a	n/a	n/a
8. 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.	TE: 197-198, 207, 212, 229-230	TE: 124-125, 223	TE: 187-188
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	n/a	n/a	n/a
<i>Range and Level of Text Complexity</i>			
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	TE: 45, 60, 195, 227, 244, 310, 318, 325, 378, 402, 409, 433, 502, 509, 531	TE: 58, 72, 96, 135, 150, 160, 185, 196, 203, 219, 228, 236, 248, 259, 268	TE: 34, 47, 65, 77, 94, 104, 122, 131, 153, 165, 210, 220, 236, 246

Writing Standards 9-10	Red Level	Blue Level	Yellow Level
<i>Text Types and Purposes</i>			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
a. 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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
b. 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	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
c. Use words, phrases, and clauses 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.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
e. Provide a concluding statement or section that follows from and supports the argument presented.	TE: 213	TE: 128-129, 262-263	TE: 39, 170-171, 187-188
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250

Writing Standards 9-10, cont.	Red Level	Blue Level	Yellow Level
<i>Text Types and Purposes, cont.</i>			
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	TE: 186, 266, 326-327, 392-393, 410-411, 539-540, 552	TE: 115-116, 163-164, 208-209, 270-271, 253	TE: 70-72, 82, 197, 239, 249-250
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	TE: 207, 280-281, 511	TE: 60-61, 90-91, 154-155, 238-239	TE: 100
<i>Production and Distribution of Writing</i>			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	TE: 150-151, 186, 266, 280-281, 326-327, 393-393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	TE: 128, 150-151, 230, 266, 280-281, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 115-116, 128-129, 155, 208-209, 239, 262-263, 270-271	TE: 70-72, 82, 188, 197, 239
6. Use technology, including the Internet, to 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.	TE: 186, 266, 326-327, 392-393, 410-411, 447, 511, 539-540, 552	TE: 61, 91, 155, 208-209, 239, 253	Related Content: TE: 70-72, 82, 188, 197, 239

Writing Standards 9-10, cont.	Red Level	Blue Level	Yellow Level
Research to Build Knowledge			
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TE: 51, 78, 114-115, 149, 185, 213, 217, 265-266, 325, 360, 410, 419, 491, 551	TE: 97, 115, 136-137, 170, 206-207, 238, 252, 253, 270, 283, 298	TE: 71, 82, 171, 197
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	TE: 457-458, 490-492	TE: 115, 206-208	TE: 71, 82, 171, 197
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			
a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	n/a	Related Content: TE: 84	n/a
b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “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”).	TE: 52, 265-266	TE: 208-209	TE 188
Range of Writing			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	TE: 150-151, 186, 266, 280-281, 326-327, 393, 410-411, 447, 511, 539-540, 552	TE: 90-91, 115-116, 128-129, 154-155, 163-164, 208-209, 238-239, 253, 262-263	TE: 39, 70-71, 82, 88, 100, 170-171, 187-188, 197, 239, 249-250

Speaking and Listening Standards 9-10	Red Level	Blue Level	Yellow Level
<i>Comprehension and Collaboration</i>			
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas	TE: 77, 172-173, 298, 344, 357, 432-433, 457, 478, 485-486, 490, 492	TE: 32, 70, 183, 194, 207-208, 227, 258	TE: 31, 51-53, 72, 103, 110, 135, 170, 197, 250
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	TE: 46, 109, 480	Related Content: TE: 32, 70, 158, 183, 295	TE: 164, 197
c. 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.	TE: 28, 109, 113, 144, 215, 244-255, 253, 316-317, 351, 416, 431, 451, 458, 515-516	TE: 35, 46, 73, 85, 111, 123, 150, 160, 186, 196, 219, 229, 249, 260, 281	TE: 31, 51-52, 72, 76, 103, 110, 165, 170, 197, 250
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	TE: 74, 298, 344, 351, 357-358, 432, 458, 466-467, 490, 492	TE: 32, 70, 183, 194, 207-208	TE: 31, 51, 76, 103, 164, 170, 187, 197, 250
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	TE: 316, 323, 334, 357, 368, 376, 390, 408, 419, 438, 442	TE: 32, 70, 158, 183, 198-199, 284-285, 295	TE: 34, 40, 46, 65, 75, 94, 122, 153, 158-159
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	TE: 165-166, 172-173, 195, 196-198, 207, 212, 229-230, 266	TE: 291-292	TE: 52, 135, 159, 164, 169, 187

Speaking and Listening Standards 9-10, cont.	Red Level	Blue Level	Yellow Level
<i>Presentation of Knowledge and Ideas</i>			
4. 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.	TE: 45, 73, 107, 143, 186, 213, 247, 286, 361, 373, 422, 459, 472, 533, 546	TE: 51-52, 62, 78, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-284, 291	TE: 40, 46, 51-52, 126, 135, 158-159, 170
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	TE: 45, 73, 107, 143, 181, 186, 247, 213, 253, 286, 373, 379	TE: 62, 78, 91, 99, 117, 129, 138, 155, 164, 171, 198-199, 283-289, 299	TE: 40, 158
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	TE: 166-167, 270, 340-341, 372-373, 433-434, 469	TE: 70, 158, 190, 258	TE: 31, 168-169
Language Standards 9-10	Red Level	Blue Level	Yellow Level
<i>Conventions in Writing and Speaking</i>			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
a. Use parallel structure.*	n/a	n/a	n/a
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	TE: 69, 261, 336, 345, 371, 403, 510	TE: 50, 88, 136, 188, 206, 237, 269, 282, 290	TE: 38, 51, 66-67, 69, 79-80, 98-99, 123-124, 154-157, 167-168, 186, 238 Also see SE: Appendix E, pp. 165-166
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	n/a	n/a	See SE: Appendix D, p. 163
b. Use a colon to introduce a list or quotation.	n/a	n/a	See SE: Appendix D, p. 163
c. Spell correctly.	TE: 186, 213, 411, 477, 511, 540, 552	TE: 91, 99, 116, 129, 155, 164, 190, 209, 239, 253, 263, 271	Related Content: TE: 72, 82, 100, 126, 170, 188, 224, 241, 250

Language Standards 9-10, cont.	Red Level	Blue Level	Yellow Level
Knowledge of Language			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Related Content: TE: 457-458, 491	TE: 115, 207-208, 253	TE: 71, 82, 158, 171, 197
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.			
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	TE: 69, 210, 226, 244, 378, 382, 414-415, 444, 477, 545	TE: 38, 50, 88, 112, 153, 186, 197, 220, 249, 260, 281, 282, 289, 291	TE: 62, 78, 81, 91-92, 96, 105, 122-123, 157, 168, 195, 211, 238, 247
b. 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>).	TE: 211, 227, 403, 415, 503, 529	TE: 38, 127, 222, 230, 282	TE: 48, 63, 93, 124, 132, 158, 169, 187, 196, 213, 223, 239, 248
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	TE: 29, 32, 61, 97, 123, 136, 205, 265, 299, 352, 382, 401, 484, 514, 539	TE: 33, 50, 112-113, 134, 153, 162, 186, 189, 197, 222, 229, 249, 260, 281, 289	TE: 32, 36, 46, 67, 94, 105, 124, 152, 187, 209, 221, 236, 245, 247, 249
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	TE: 37, 68, 164, 193, 228, 271, 335, 382, 408, 446, 477, 501-502, 514, 544	TE: 38-39, 50, 112-113, 151, 153, 162, 186, 189, 197, 220, 230, 289, 291	TE: 31, 33, 48, 77, 81, 103, 121, 125, 158, 185, 196, 211, 219, 236, 246
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	TE: 71, 234-235, 238, 308-309, 340-341, 348, 531, 545, 546	TE: 44-45, 52, 78, 82, 98, 108, 121-122, 184, 227, 247, 258, 270	TE: 47, 75-76, 95-96, 100, 110, 115, 153, 165-166, 185-187, 196, 247-248
b. Analyze nuances in the meaning of words with similar denotations.	TE: 134-135	TE: 31, 35, 38, 39-40, 50, 88	TE: 33, 37, 97, 105-106, 109

<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 119, 189</p> <p>Related Content: TE: 29, 43, 66, 110, 172, 202, 234, 279, 310, 382, 442, 470, 510, 531, 545</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 26, 103</p> <p>Related Content: TE: 70</p>	<p>Students are exposed to academic language throughout program (see vocabulary list for each chapter), e.g., TE: 58, 146</p> <p>Related Content: TE: 31, 51-53</p>
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