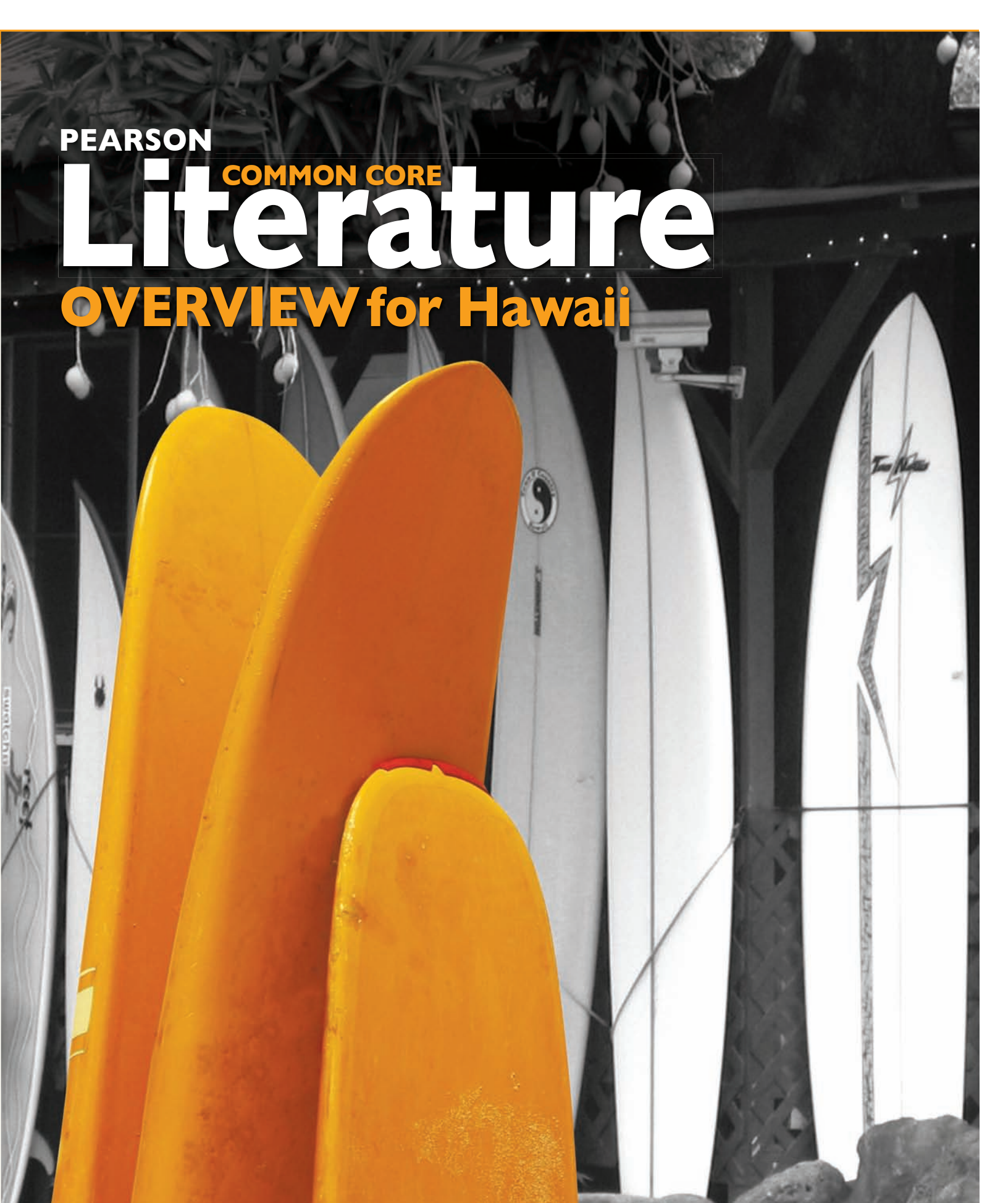


PEARSON

COMMON CORE

Literature

OVERVIEW for Hawaii



GRADES 11-12

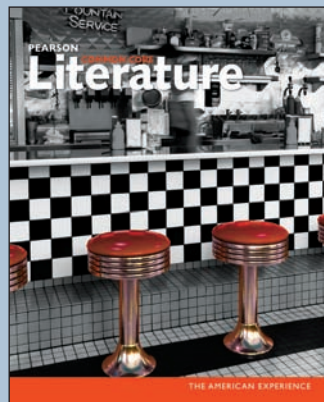
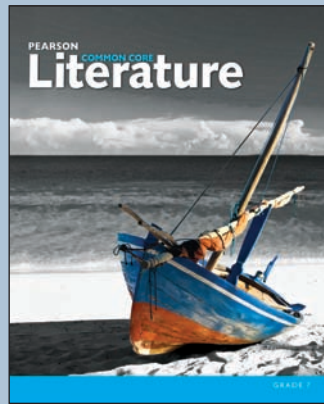
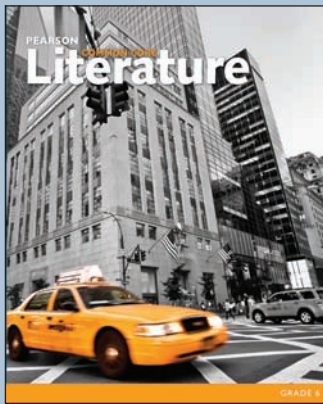


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Welcome to Pearson Common Core Literature!

We are excited to present Hawaii with a special preview of *Pearson Common Core Literature*, a new program currently in development. This program is designed to meet the Common Core State Standards, the Publisher's Criteria, and includes Text Sets. We have provided samples of Student Editions and one unit of the Teacher's Editions for each grade level 6-12 for your review. Please note that the actual finished books will be hardcover. Prototype pages can be made available upon request.

Pearson Common Core Literature addresses the instructional shifts that the Common Core Standards requires and gives educators and students a clear pathway to success by providing a unique Instructional Model that integrates instruction, practice, and real-world application for all learners.

This Overview Brochure will provide a detailed glance into the Instructional Model and you will see that the heart of instruction is centered on Text Sets. The Text Sets consist of an Anchor Text with Related Readings and are centered on a compelling topic.

Additionally, focus is paid to developing students' close reading ability to prepare them for the rigorous tasks they will experience on the Smarter Balanced assessments. You will find Close Reading Activities after each selection which focus on Read, Discuss, Research, and Write – the same performance tasks students will be required to perform on the upcoming assessments..

We are excited about what *Pearson Common Core Literature* can do to help your teachers and students with successful implementation of the Common Core. The program is currently in development and complete samples will be ready soon.

As the leading educational company in the country, we hope to partner with you and be a part of this educational transformation. Our promise is to help Hawaii achieve its goal of preparing students for college and the workplace.

Sincerely,

Melissa Palmer, District Manager

Sean Maskell, Account Executive



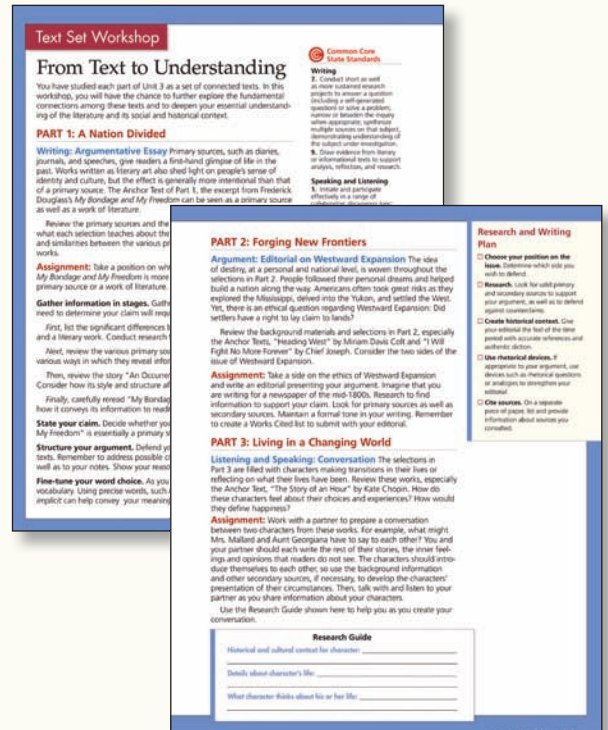
Literature for the Common Core

As students move closer to college, *Pearson Common Core Literature* increases in text complexity, not only in the reading level but also in the range of literature — reaching across genres, cultures, and centuries. Grade 11 focuses on American literature, and Grade 12 introduces students to British literature.

From Text to Understanding: Text Sets

Each unit of Grades 11 and 12 is composed of series of text sets. Each text set presents a collection of selections that broaden students' understanding of historical events, philosophical issues, and literary movements. Each text set contains an Anchor Text and Related Readings.

Text Set Workshops are provided at the conclusion of each unit. These workshops are composed of a series of performance tasks, and they prompt students to reflect on their learning and share their insights orally or in writing.



<i>Anne Bradstreet</i>	To My Dear and Loving Husband	POEM	76
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Type of Text Sets

Exploration of Ideas

This type of text set present multi-genre readings that build students' knowledge and insights about a cultural or philosophical ideas prevalent during various eras.

Exploration of Genres

Students delve into genre study in this type of text set. The collection of texts enables students to deeply analyze selections with a genre and formulate a sophisticated, critical analyses based on comparison.

Exploration of History

In this type of text set, students study multiple texts that were written during a historical time period on a focused topic. The texts present multiple perspectives on a topic, enabling students to gain a broad and deep understanding of critical historical periods.

Close Reading Activities

Instruction in Pearson Common Core Literature integrates writing, research, and speaking and listening. You will find this instruction within the lessons as well as in Close Reading Activities following each lesson. Activities require students to cite evidence from the text in their responses.

COMMON CORE • ASSESSMENT WORKSHOP

Performance Tasks

Follow the instructions to complete the tasks below as required by your teacher. As you work on each task, incorporate both general academic vocabulary and literary terms you learned in this unit.

Writing

Task 1: Literature (L.11-12.3, L.11-12.4)

Analyze Characterization in a Story
Write an essay in which you analyze the character development in a story from this unit.

- Choose a story from this unit with memorable characters.
- Describe one of the main characters. Then, provide at least two examples of indirect and at least two examples of direct characterization from the story to support your description.
- Identify the setting and point of view of the story. Analyze the role each of these choices plays in influencing the development of the main character you chose.
- Describe how the story's plot events influence the main character's development.
- Conclude by briefly restating the impression that the main character creates for the reader and evaluating which story element (setting, point of view, or style) has the greatest influence in creating that impression.

- Analyze of why he is doing this and you choose the one that you think is most important.
- Conduct research to find out more about the character.
- Write an oral presentation in which you analyze the character's development.
- Choose a unit that is a variety of genres.
- Support the main idea or thesis.
- Organize words, if text form.

Task 2: Literature/Informational Text (L.11-12.4, W.11-12.4, L.11-12.3, L.11-12.4, W.11-12.4)

Analyze Word Choice
Write an essay in which you analyze the meaning and impact of the word choices in a work of fiction or nonfiction from this unit.

- Choose a work from this unit in which the writer uses a variety of interesting word choices.
- Choose particular passages in the work in order to highlight ones that you find especially effective.

- Evaluate the cause and effect.
- Support the main idea or thesis.
- Organize words, if text form.

Speaking and Listening

Task 4: Literature/Informational Text (SL.11-12.4, RL.11-12.4, SL.11-12.4)

Analyze Irony
Hold a panel discussion in which you analyze various authors' use of irony in works from this unit.

- Identify all works from this unit in which irony features prominently.
- As a group, discuss why each selection you choose is ironic, and identify the type of irony it represents.
- Evaluate what the author's use of irony adds to the theme or meaning of each selection.
- Finally, compare a single author's use of irony in one selection with another author's use of irony in a work from the same unit or in something else you have read or seen.
- Make sure that each person on the panel gets an opportunity to speak. Allow time for follow-up questions and debate, and try to build on each other's ideas to reach a final consensus.

Task 5: Informational Text (RI.11-12.3, SL.11-12.4)

Evaluate a Work of Nonfiction and Two Foundational Documents
Deliver an oral presentation in which you assess whether the social injustices described by Frederick Douglass in the excerpt from *My Bondage and My Freedom* were addressed by the Emancipation Proclamation and the Fourteenth Amendment.

- Review the excerpt from *My Bondage and My Freedom*. Identify the individual injustices that Douglass describes in the excerpt.
- Find the texts of the Emancipation Proclamation and the Fourteenth Amendment online or in print.
- Analyze and compare the purposes, themes, and language of the autobiographical account and the two historical documents.
- Assess the two documents to determine whether they address Douglass's grievances completely, partially, or not at all.
- Organize and present your findings logically, so your audience can easily follow your reasoning.

What makes American literature American?

Primary Sources and Fiction
Primary sources, such as journals and speeches, speak to readers with great immediacy, even centuries after they were written. They help us understand how people experienced life in the past. Short stories and poems also shed light on people's sense of identity and aspects of their culture at a particular time in history, but their effect is often different from that of a primary source.

Assignment Choose one primary source and one work of fiction from this unit. Write a compare-and-contrast essay about how the two works add to your understanding of American identity during the Civil War era.

Performance Tasks 685

Close Reading Activities (Continued)

Vocabulary Acquisition and Use

Word Analysis: Latin Prefix con-
The word *contribution* begins with the Latin prefix *con-*, which means "together" or "with." *Con-* comes from a Latin word meaning "to stir or to struggle with."
Use at least four of the con- words listed here to write a paragraph about the works by Donne you have read. If any of the words are unfamiliar, use a dictionary to clarify their meanings.

concentrate conflict
confront connect
consequence connect
construal contact

Then, choose two of the words you used and write a sentence identifying how the prefix *con-* helps create their meaning.

Vocabulary: Analogies

Analogies show the relationships between pairs of words. Complete each analogy using a word from the vocabulary list on page 480. In each, your choice should create a word pair that matches the relationship between the first two words given. Then, explain your answers.

- Crime is to law as _____ is to faith.
- The _____ is to the clergy as civilians are to military personnel.
- Nervousness is to _____ as Apprehension is to smiling.
- Jealousy is to envy as _____ is to quarrel.
- _____ is to religion as patriotism is to the nation.
- Hunger is to food as _____ is to money.

Writing to Sources

Narrative Text Imagine that a publisher has asked you to prepare a biographical narrative about John Donne. The essay will introduce a collection of Donne's work by highlighting the most important events of his life. Your assignment is to write a plan for your narrative.

Prewriting Review the biographical and background information on Donne in the text. Select the key events in his life, both personal and professional. You can also consult literary encyclopedias in print or online to gather more information.

Drafting Following your prewriting notes, write an outline for your narrative with the correct sequence of events that helps your reader to smoothly follow the progress of Donne's life.

Revising Read through your outline and revise details to make sure you can use

Close Reading Activities Works of John Donne

Literary Analysis

- Key Ideas and Details (a)** In each of Donne's works, who is the speaker and what is the speaker's situation? **(b)** What is each speaker's motivation? **(c)** How do the speaker's situation and motivation provide a clue to Donne's perspective in each poem?
- Key Ideas and Details** Analyze how the author's perspective affects meaning by tracing a shift of attitude and perspective in Donne's work. **(a)** How does the perspective in "Song" and "A Meditation: Forbidding Mourning" differ from that in Holy Sonnet 10? **(b)** In what ways does this change affect the meaning or essential message, Donne communicates in each poem?
- Craft and Structure** Identify and interpret a conceit that the speaker in "Song" uses to reassure his beloved. Explain what things are being compared.
- Craft and Structure (a)** What paradox does the speaker use in the fourth stanza of "Song"? **(b)** Explain the truth underlying this contradiction.
- Craft and Structure (a)** Identify a conceit in Holy Sonnet 10. **(b)** Explain the speaker's point in making the comparison.
- Integration of Knowledge and Ideas** In Meditation 17, Donne uses a conceit comparing suffering and measure. **(a)** Use a chart like the one shown to analyze the forms of measure he discusses. **(b)** Explain how each relates to suffering.

Main Idea: There are two forms of suffering, just as there are two forms of measure.

First Form of Measure	Second Form of Measure	Relationship Between Forms of Measure

- Integration of Knowledge and Ideas (a)** What important differences distinguish "Song" and "A Meditation" from Holy Sonnet 10? **(b)** Identify an element of metaphysical poetry that all three share, giving examples from each.
- Craft and Structure** In the poems, the speaker uses conceits and paradoxes to move from uncertainty (his own or his listener's) to certainty. In Meditation 17, he uses these devices to inspire conviction in his listener. Explain, using examples from each work.
- Integration of Knowledge and Ideas** During World War II, the British used the phrase "No man is an island" to justify joining the fight against Nazi Germany. Do you think this use of Donne's work accurately reflected his perspective and meaning? Explain.

Works of John Donne 491

COMMON CORE • EXTENDED STUDY: JOHN MILTON

Literary History: Milton's World

In the 1600s, the aged John Milton decided to retell the Biblical story of the creation, fall, and redemption of Adam and Eve in *Paradise Lost*. With these two epic poems, Milton achieved a new level of fame after a decade of near obscurity.

Making "Darkness Visible"
Milton had compelling reasons for telling a story that was so familiar to his readers. Unable to see, he did what he could to make his work as clear as possible. He wrote around him. The monarchy he had opposed was still in power.

God's Poet

When Milton entered Christ's College at Cambridge University, he had already decided to prepare himself for a career as a great poet ("God's poet") was how he described himself). It appears that for a time he also considered entering the ministry. The religious and political situation of the time, though, was quite uncertain, so Milton devoted himself to a life of study. After earning his degrees from Cambridge, he withdrew to his father's house, first at Hamstead, then at Horton in Buckinghamshire, for nearly six years, where, it is said, he read everything that was written in the ancient and modern languages at his command. It was during this long period of study that he wrote one of his best-known poems, "Lycidas." That work, together with the poems "L'Allegre" and "Hymnus," written during his student days, marked the young Milton as a gifted poet destined for fame.

A Man of Ideas

Following his studies, Milton went to continental Europe for a planned two-year Grand Tour, during which he called on the astronomer Galileo (1564–1642). While he was away, Parliament rebelled against King Charles I, eventually replacing the monarchy with a government led by Oliver Cromwell. Learning of the revolt, Milton set out on his trip and returned to England. He began writing pamphlets for the Puritan cause, criticizing the control of the bishops over the English church.

Public Service, Private Loss

In 1649, when the Puritans decided to execute Charles I, Milton wrote a treatise defending this act, impressed by Milton's brilliantly presented opinions, Cromwell made him Secretary of State for Foreign Tongues. This position required Milton to translate official documents into Latin and to write in defense of the new government against Royalist attacks. It was while serving in this position that he lost his eyesight.

In 1660, Milton's fortunes took a turn for the worse. The monarchy was restored, and Milton was imprisoned for a time (his friend, the poet Andrew Marvell, may have been instrumental in gaining his release). Blind and stripped of most of his property, Milton withdrew once again into words—he wrote *Paradise Lost* (1667), the greatest epic of the English language.

COMMON CORE • EXTENDED STUDY: JOHN MILTON

John Milton



If the English language, yet of his work is in Latin, not without pamphlets and other works have surpassed him in eloquence to establish him as never lacked self-confidence, career.

Ill-fated Childhood

He was brought up in a highly cultured home. His father, a professional scribe and lawyer, was a member of the House of Commons and a member of considerable property. Milton's father was a Puritan, but not a member of the sect. At the age of Milton started his formal education, went to high school. He was also known as the master of Greek, Latin, the French, and several modern languages. After this through Milton went on to college.

Milton as a youth (top) and as a mature man (bottom).



John Milton 519

Extended Studies

Extended Study lessons that mimic college seminar, developing students' knowledge of a well-known author in the featured period. Students learn more about the period and author, and read the author's work as well as a critic's evaluation. Extended Study goes even deeper with related recent literature so students can see how the foundations of the classics are applicable to them today.



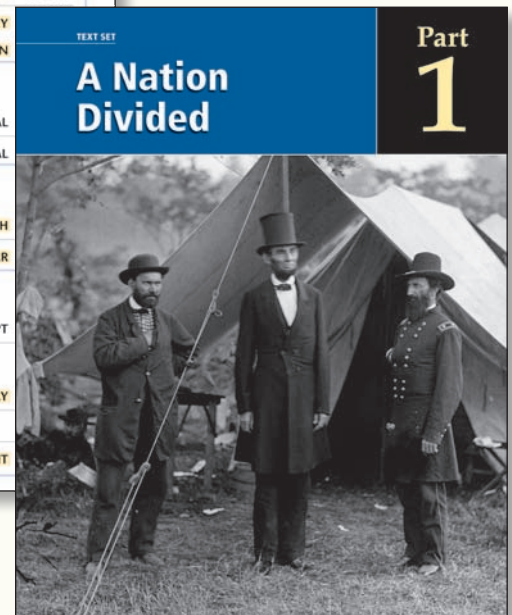
The Text Sets are organized around a compelling topic related to the unit's Big Question. Text Sets are comprised of an Anchor Text and Related Readings in a variety of multiple genres and media.

The unique aspect of the Text Sets in *Pearson Common Core Literature* is the use of an Anchor Text and Related Readings. The Anchor Text is of the same genre studied in Part 2, and it acts as the cornerstone of the Text Set. The Anchor Text does this by providing opportunities for students to:

- devote the time and care required for a close reading of a text and,
- demonstrate in-depth comprehension of a single text type and multiple text types.

◀ The Related Readings following the Anchor Text are of multiple genres including fiction, nonfiction, poetry, drama, short story, and more.

PART ONE: A NATION DIVIDED			
<i>Ambrose Bierce</i>	An Occurrence at Owl Creek Bridge	SHORT STORY	480
	<i>The Battle of Shiloh</i>	HISTORY CONNECTION	485
Research Project: Primary Sources			
<i>Mary Chesnut</i>	from Mary Chesnut's Civil War	DIARY	495
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<i>Randolph McKim</i>	A Confederate Account of the Battle of Gettysburg	DIARY	502
<i>Stephen Crane</i>	An Episode of War	SHORT STORY	508
	<i>Photographer Mathew Brady</i>	HUMANITIES CONNECTION	509
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<i>Richard Wright</i>	from Black Boy EXEMPLAR	AUTOBIOGRAPHY	517
<i>Frederick Douglass</i>	from My Bondage and My Freedom ANCHOR TEXT	AUTOBIOGRAPHY	
	<i>Slave Narratives</i>	HISTORY CONNECTION	
Comparing Literary Works: Refrains			
<i>Traditional</i>	Go Down, Moses	SPIRITUAL	
<i>Traditional</i>	Swing Low, Sweet Chariot	SPIRITUAL	
Comparing Literary Works: Writer's View of Civil War			
<i>Abraham Lincoln</i>	The Gettysburg Address	SPEECH	
<i>Robert E. Lee</i>	Letter to His Son	LETTER	
Contemporary Connection: Civil War Writings Past and Present			
<i>Anthony Minghella</i>	from Cold Mountain	SCREENPLAY EXCERPT	
THEMES ACROSS CENTURIES: Scholar's Insights			
<i>Nell Irvin Painter</i>	Introduces Sojourner Truth	ESSAY	
<i>Sojourner Truth</i>	An Account of an Experience With Discrimination	FIRST-PERSON ACCOUNT	



Following each selection, Close Reading Activities allow students to experience performance tasks while they discuss, research, and write.

Through these Activities, students will begin to form a coherent position on the Text Set topic, and each writing opportunity can be used to develop the culminating writing assignment.

Close Reading Activities

An Occurrence at Owl Creek Bridge

Literary Analysis

- Key Ideas and Details (a)** What do you learn in Section II about the main character's home life, political loyalties, and motivations? **(b)** How does this detailed information shed light on the scene described in Section II? Explain.
- Craft and Structure** different points of view shows, analyze the effects.
- Craft and Structure III (b)** Explain why the overall impact of the story is so powerful.
- Craft and Structure** the last paragraph of Section I to Section II, style of writing shift.
- Craft and Structure of organization.** Section I to Section II, style of writing shift.
- Craft and Structure** Section II are reveal **(b)** What is the "she" who does this part?
- Integrating Knowledge** technique particular
- Key Ideas and Details** understand about the described in Section
- Integrating Knowledge** structure of this story Explain, citing specific

Vocabulary Acquisition and Use

Word Analysis: Latin Root -dic-
The noun *dictum* derives from the Latin root *-dic-*, meaning "saying, expressive, word." Words that share the root include *verdict* and *dictionary*. Decide whether each of the following statements is true or false and explain each answer. In your explanation, demonstrate your understanding of the meaning of the root *-dic-* in words with different meanings and parts of speech.

- If two arguments are nearly identical, there is a contradiction of terms.
- An unpredictable disaster is one that cannot be avoided.
- A governmental edict is usually written in a formal style.
- A school board often has jurisdiction to establish regulations relating to school safety.
- Writers who prefer not to type might dictate their stories for someone to transcribe.
- Radio announcers do not need clear diction in order to do their jobs well.

Writing to Sources

Explanatory Text Bierce was among the first writers to use a stylistic device that imitates the natural and feelings. In an **essay**, explain how Bierce's use of this device to the story's drama.

Prewriting Read the story and generate a list of ideas which the use of stream of consciousness helps you understand Farquhar's thoughts and feelings. Then, select the two or three most significant passages to discuss.

Drafting Focus on one passage at a time. Explain why the use of stream-of-consciousness narration reveals the character's thoughts with heightened realism and drama.

Revising As you review your draft, note points where the story will help support your opinions and analysis. organization, make strong connections between your passage you are quoting.

COMMON CORE • RESEARCH PROJECT

Diaries and Journals

Comparing Primary Sources

Refer to your Note-Taking Guide to answer these questions.

- (a)** Why do you think each of these sources felt compelled to write a diary or journal?
- (b)** Using a chart, compare the two sources. How do they differ in their perspectives on the war?

Writer

Chesnut
Glass
McKim

Vocabulary Ac

True or False Indicate whether each statement is true or false. Explain your answer.

- The police would
- An obstinate per
- A sudden summ
- At a sports eve
- Content-Area Voca words on the right.
- adjusted
- recruits
- brigade
- offensive
- convention
- entrenchments

Etymology Study *Journal* comes from the Latin word *diurnus*, which means "daily." Use the words *journal* to locate other words in the dictionary.

504 Division, Reconciliation

Research Task

Topic: Women and the Civil War

Waiting wives and mourning mothers, fighters and farmers, abolitionists and slaves, nurses and spies—American women during the Civil War played many roles. Before, during, and after the war, women's lives told a vital and often heartrending part of the tragic American story.

Assignment: Write a research report on women and the Civil War. Do not rely strictly on texts written for students; instead, include evidence from texts written by experts for informed, scholarly audiences.

Formulate your research plan. "Women and the Civil War" is a huge topic that cannot be covered adequately in a brief research report. Therefore, narrow the topic to make it manageable and interesting. Alone or in a group, brainstorm for a list of focused topics such as the following:

- women who participated in military action
- the domestic lives of women during the war
- women who worked as spies during the war
- warriors for Northern women vs. Southern women
- one particular woman, such as Mary Chesnut

Choose a focused topic that grabs your interest. Then, formulate a brief list of major questions to answer through research.

Gather sources. Answer your questions using online and library materials. To avoid overreliance on one source, create a chart of the different kinds of information you acquire from a variety of sources.

Model: Researching Using Multiple Sources

Source	Type of Source	Type of Information
"Belle Boyd"	encyclopedia	biographical facts
"Belle Boyd"	history Web site	other women spies
Belle Boyd	2007 biography	details of spy missions

Synthesize information. As you synthesize details from different sources, flexibility is key. You may need to further refine the topic, shift the focus of your research, or add or discard sources. Be prepared to pursue new thoughts and new directions.

Organize and present your ideas. Organize your report into sections identified by subheads. This will clarify the flow of your ideas and information and make the job of writing easier. Add summary statements at the end of each section to make the final report clearer.

Use a checklist like the one shown to ensure the reliability of your research report.

Researcher Checklist

- Have I answered all my research questions?
- Does my evidence come from experts and two writers for informed audiences in the field?
- Have I avoided relying too much on one source?
- Is my report clearly organized, with sections, subheads, and summary statements?

Research Task 505

BACKGROUND The senseless violence, death, and destruction Ambrose Bierce witnessed during the American Civil War (1861–1865) convinced him that war was terrible and futile. He set much of his best fiction, including this story, against the backdrop of this divisive war in which the agricultural South, whose economy was based on slavery, battled the more industrialized North. Fought mostly in the South, the war caused hundreds of thousands of casualties on both sides.

I A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man's hands were behind his back, the wrists bound with a cord. A rope closely encircled his neck. It was attached to a stout cross timber above his head and the slack fell to the level of his knees. Some loose boards laid upon the sleepers supporting the rails of the railway supplied

Point to what paragraph of the text is being discussed.

Compare what is being discussed.

An Occurrence at Owl Creek Bridge
Ambrose Bierce

490 Division, Reconciliation, and Expansion (1850–1914)

Mary Chesnut

BACKGROUND As Mary Chesnut notes in the first diary entry below, plans for an attack on Fort Sumter have been made, and the citizens of Charleston wait with both excitement and anxiety for something—or nothing—to happen.

APRIL 7, 1861. Today things seem to have settled down a little. One can but hope still. Lincoln or Seward¹ have made such silly advances and then far sillier drawings back. There may be a chance for peace, after all.

Things are happening so fast. My husband has been made an aide-de-camp² of General Beauregard.

Three hours ago we were quietly packing to go home. The convention has adjourned.

Now he tells me the attack upon Fort Sumter³ may begin tonight. Depends upon Anderson and the fleet outside. The foment says that this show of war outside of the fort is intended for Texas.

John Manning came in with his sword and red sash. Pleased as a boy to be on Beauregard's staff while the row goes on. He has gone with Wigfall to Captain Harstene with instructions.

Mr. Chesnut is finishing a report he had to make to the

Mrs. Hayne called. She had, she said, "but one feeling, pity for those who are not here."

Jack Preston, Willie Abston—"the take-five-easy," as they are called—with John Green, "the big braver," have gone down to the island—volunteered as privates.

Seven hundred men were sent over. Ammunition wagons rumbling along the streets all night. Anderson turning blue lights—signs and signals for the fleet outside. I suppose.

1. Seward William Henry Seward (1801–1872), U.S. Secretary of State from 1861 through 1869.

2. aide-de-camp (ad' de kamp) n. officer serving as assistant and confidential secretary to a commander.

3. Fort Sumter Fort in Charleston Harbor, South Carolina. At the time, the fort was occupied by Union troops commanded by Major Robert Anderson.

496 Division, Reconciliation, and Expansion (1850–1914)

COMMON CORE • RESEARCH PROJECT

Primary Source: Art
Describe the spectators' differing reactions to the attack on Fort Sumter as shown in this illustration.

DISTINGUISH

Primary Sources
Diaries and Journals
Judging from her list of dinner guests, what do you understand about Mary Chesnut's social circumstances?

Today at dinner there was no allusion to things as they stand in Charleston Harbor. There was an undercurrent of intense excitement. There could not have been a more brilliant circle. In addition to our usual quartet (Judge Walters, Langdon Chreves, and Trenton) our two governors dined with us, Means and Manning.

These men all talked so delightfully. For once in my life I listened. That over, business began. In earnest, Governor Means rummaged a sword and red sash from somewhere and brought it for Colonel Chesnut, who has gone to demand the surrender of Fort Sumter.

And now, patience—we must wait.

Why did that green goose Anderson go into Fort Sumter? Then everything began to go wrong.

Now they have misinterpreted a letter from him, urging them to let him surrender. He paints the horrors likely to ensue if they will not. He ought to have thought of all that before he put his head in the hole.

Vocabulary
Intercepted (in 'ter sept') v. to seize or stopped something on its way from one place to another

496 Division, Reconciliation, and Expansion (1850–1914)



Below is a list of Text Sets in Grade 11

A Gathering of Voices

MYTH
The Earth on Turtle's Back
Onondaga

MYTH
When Grizzlies Walked Upright
Modoc

MYTH
from The Navajo Origin Legend
Navajo

ESSAY
Introduces Museum Indians
Susan Power

ESSAY
Museum Indians
Susan Power

POLITICAL DOCUMENT
from The Iroquois Constitution
Dekanawidah

EXPLORATION NARRATIVE
from A Journey Through Texas
Alva Nunez Cabeza de Vaca

EXPLORATION NARRATIVE
Boulders Taller Than the Great Tower of Seville
Garcia Lopez de Cardenas

NARRATIVE ACCOUNT
from of Plymouth Plantation
William Bradford

BLOG
from Mars Rover Mission Update
Steve Squyres

POEM
To My Dear and Loving Husband
Anne Bradstreet

POEM
Huswifery
Edward Taylor

SERMON
from Sinners in the Hands of an Angry God
Jonathan Edwards

SPEECH
from What to the Slave Is the Fourth of July
Frederick Douglass

SPEECH
Speech in the Virginia Convention
Patrick Henry

SPEECH
Speech in the Convention
Benjamin Franklin

POLITICAL DOCUMENT
The Declaration of Independence
Thomas Jefferson

POLITICAL ESSAY
from The American Crisis
Thomas Paine

POEM
To His Excellency, General Washington
Phillis Wheatley

FUNCTIONAL TEXT
How to Watch a Debate

ARGUMENTATIVE TEXT
Help North Texas Vote

AUTOBIOGRAPHY
from The Autobiography
Benjamin Franklin

ESSAY
Benjamin Franklin: America's Everyman
William L. Andrews

PROVERBS
from Poor Richard's Almanac
Benjamin Franklin

AUTOBIOGRAPHY
Straw Into Gold: The Metamorphosis of the Everyday
Sandra Cisneros

ESSAY
Introduces Olaudah Equiano
William L. Andrews

AUTOBIOGRAPHY
from the Interesting Narrative of the Life of Olaudah Equiano
Olaudah Equiano

LETTER
Letter from the President's House
John Adams

LETTER
Letter to Her Daughter From the New White House
Abigail Adams

BLUEPRINT
Floor Plan of the President's House
Benjamin Henry Latrobe

A Growing Nation

SHORT STORY
The Devil and Tom Walker
Washington Irving

COMMISSION
Commission of Meriwether Lewis
Thomas Jefferson

FIELD REPORT
Crossing the Great Divide
Meriwether Lewis

POEM
from the Song of Hiawatha
Henry Wadsworth Longfellow

POEM
The Tide Rises, The Tide Falls
Henry Wadsworth Longfellow

POEM
Thanatopsis
William Cullen Bryant

POEM
Old Ironsides
Oliver Wendell Holmes

SHORT STORY
The Minister's Black Veil
Nathaniel Hawthorne

SHORT STORY
The Fall of the House of Usher
Edgar Allan Poe

LITERARY CRITICISM
On Writing "The Raven"

POEM
The Raven
Edgar Allan Poe

SHORT STORY
Where Is Here?
Joyce Carol Oates

NOVEL EXCERPT
from Moby Dick
Herman Melville

ESSAY
On Ralph Waldo Emerson
Charles Johnson

ESSAY
from Nature
Ralph Waldo Emerson

ESSAY
from Self-Reliance
Ralph Waldo Emerson

POEM
Concord Hymn
Ralph Waldo Emerson

ESSAY
Introduces Henry David Thoreau
Gretel Ehrlich

ESSAY

from Walden

Henry David Thoreau

ESSAY

from Civil Disobedience

Henry David Thoreau

FUNCTIONAL TEXT

Water on Tap

EXPOSITORY TEXT

South Florida Environmental Report

PHOTOGRAPHS

Thoreau-Wabanaki Trail

Bridget Besay

POEM

Man Listening to Disc

Billy Collins

POEM

Because I could not stop for Death

Emily Dickinson

POEM

I heard a Fly buzz - when I died

Emily Dickinson

POEM

There's a certain Slant of light

Emily Dickinson

POEM

My life closed twice before its close

Emily Dickinson

POEM

The Soul selects her own Society

Emily Dickinson

POEM

The Brain—is wider than the Sky

Emily Dickinson

POEM

There is a solitude of space

Emily Dickinson

POEM

Water, is taught by thirst

Emily Dickinson

LITERARY CRITICISM

Reckless Genius

Galway Kinnell

ESSAY

from Preface to the 1855 Edition of Leaves of Grass

Walt Whitman

POEM

from Song of Myself

Walt Whitman

POEM

When I Heard the Learn'd Astronomer

Walt Whitman

POEM

By the Bivouac's Fitful Flame

Walt Whitman

POEM

I Hear America Singing

Walt Whitman

POEM

A Noiseless Patient Spider

Walt Whitman

LITERARY CRITICISM

America's Epic

James E. Miller, Jr.

Division, Reconciliation and Expansion

ESSAY

Defining an Era

Nell Irvin Painter

SHORT STORY

An Occurrence at Owl Creek Bridge

Ambrose Bierce

DIARY

from Mary Chestnut's Civil War

Mary Chestnut

JOURNAL

Recollections of a Private

Warren Lee Gross

DIARY

A Confederate Account of the Battle of Gettysburg

Randolph McKim

SHORT STORY

An Episode of War

Stephen Crane

AUTOBIOGRAPHY

from Black Boy

Richard Wright

AUTOBIOGRAPHY

from My Bondage and My Freedom

Frederick Douglass

SPIRITUAL

Go Down, Moses

Traditional

SPIRITUAL

Swing Low Sweet Chariot

Traditional

SPEECH

The Gettysburg Address

Abraham Lincoln

LETTER

Letter to His Son

Robert E. Lee

SCREENPLAY EXCERPT

from Cold Mountain

Anthony Minghella

ESSAY

Introduces Sojourner Truth

Nell Irvin Painter

FIRST-PERSON ACCOUNT

An Account of an Experience with Discrimination

Sojourner Truth

EXPOSITORY TEXT

A Community's Roots

FUNCTIONAL TEXT

Virginia Department of Historic Resources Form

AUTOBIOGRAPHY

from Life on the Mississippi

Mark Twain

LITERARY CRITICISM

from How to Tell a Story

Mark Twain

SHORT STORY

Notorious Jumping Frog of Calaveras County

Mark Twain

MEMOIR

from The Life and Times of the Thunderbolt Kid

Bill Bryson

SHORT STORY

To Build a Fire

Jack London

PERSONAL HISTORY

Heading West

Miriam Davis Colt

SPEECH

I Will Fight No More Forever

Chief Joseph

SHORT STORY

The Story of an Hour

Kate Chopin

POEM

Douglass

Paul Laurence Dunbar

POEM

We Wear the Mask

Paul Laurence Dunbar

POEM

Luke Havergal

Edwin Arlington Robinson

(GRADE 11 continued)



Grade 11 Text Sets (continued)

POEM
Richard Cory
Edwin Arlington Robinson

POEM
Lucinda Matlock
Edgar Lee Masters

POEM
Richard Bone
Edgar Lee Masters

SHORT STORY
A Wagner Matinee
Willa Cather

Disillusion, Defiance, and Discontent

POEM
The Love Song of J. Alfred Prufrock
T.S. Eliot

LITERARY MANIFESTO
A Few Don'ts
Ezra Pound

POEM
In a Station of the Metro
Ezra Pound

POEM
The Red Wheelbarrow
William Carlos Williams

POEM
This Is Just to Say
William Carlos Williams

POEM
The Great Figure
William Carlos Williams

POEM
Pear Tree
H.D.

SHORT STORY
Winter Dreams
F. Scott Fitzgerald

NOVEL EXCERPT
The Turtle from The Grapes of Wrath of Wrath
John Steinbeck

PHOTOGRAPHS
Migrant Mother
Dorothea Lange

BALLAD
Dust Bowl Blues
Woody Guthrie

POEM
The Unknown Citizen
W.H. Auden

POEM
old age sticks
E.E. Cummings

POEM
anyone lived in a pretty how town
E.E. Cummings

POEM
Of Modern Poetry
Wallace Stevens

POEM
Ars Poetica
Archibald MacLeish

POEM
Poetry
Marianne Moore

SHORT STORY
from A White Heron
Sarah Orne Jewett

SHORT STORY
In Another Country
Ernest Hemingway

ESSAY
Introduces Ambush
Tim O'Brien

SHORT STORY
Ambush
Tim O'Brien

SHORT STORY
A Rose for Emily
William Faulkner

SPEECH
Nobel Prize Acceptance Speech
William Faulkner

SHORT STORY
The Jilting of Granny Weatherall
Katherine Anne Porter

SHORT STORY
A Worn Path
Eudora Welty

HUMOROUS ESSAY
The Night the Ghost Got In
James Thurber

POEM
Chicago
Carl Sandburg

POEM
Grass
Carl Sandburg

POEM
Birches
Robert Frost

POEM
Stopping By Woods on a Snowy Evening
Robert Frost

POEM
Mending Wall
Robert Frost

POEM
"Out, Out-"
Robert Frost

POEM
Acquainted With the Night
Robert Frost

POEM
The Gift Outright
Robert Frost

GRAPHIC STORY
Trapped in a Comic Book
Jules Feiffer

POEM
The Negro Speaks of Rivers
Langston Hughes

POEM
I, Too
Langston Hughes

POEM
Dream Variations
Langston Hughes

POEM
Refugee in America
Langston Hughes

POEM
Study the Masters
Lucille Clifton

POEM
For My Children
Colleen McElroy

POEM
The Tropics in New York
Claude McKay

POEM
A Black Man Talks of Reaping
Arna Bontemps

POEM
From the Dark Tower
Countee Cullen

AUTOBIOGRAPHY
from Dust Tracks on a Road
Zora Neale Hurston

FUNCTIONAL TEXT
Son of Citation Machine

EXPOSITORY TEXT
Wikipedia Article, Atlanta Braves

Prosperity and Protest

NONFICTION
from Hiroshima
John Hersey

POEM
The Death of the Ball Turret Gunner

Randall Jarrell

POSTER
Junk Rally

EDITORIAL CARTOON
The Battle of the Easy Chair
Dr. Seuss

EDITORIAL
Backing the Attack
Editors of the NY Times

SHORT STORY
The Life You Save May Be Your Own
Flannery O'Connor

SHORT STORY
The First Seven Years
Bernard Malamud

POEM
Constantly Risking Absurdity
Lawrence Ferlinghetti

ELECTRONIC NONFICTION
NARRATIVE
Subway Birthday
Improv Everywhere

POEM
Mirror
Sylvia Plath

POEM
Courage
Anne Sexton

POEM
Cuttings
Theodore Roethke

POEM
Cuttings (later)
Theodore Roethke

POEM
The Explorer
Gwendolyn Brooks

POEM
Frederick Douglass
Robert Hayden

POEM
One Art
Elizabeth Bishop

POEM
The Filling Station
Elizabeth Bishop

SHORT STORY
The Rockpile
James Baldwin

EULOGY
Life in His Language
Toni Morrison

SPEECH
Inaugural Address
John F. Kennedy

LETTER
from Letter From Birmingham Jail
Martin Luther King, Jr.

DRAMA
from a Raisin in the Sun
Lorraine Hansberry

ESSAY
Miller on The Crucible
Arthur Miller

DRAMA
The Crucible, Act 1
The Crucible, Act 2
The Crucible, Act 3
The Crucible, Act 4
Arthur Miller

SCREENPLAY
from Good Night, and Good Luck
George Clooney and Grant Heslov

ARGUMENTATIVE TEXT
The Crucible
Brooks Atkinson

ARGUMENTATIVE TEXT
Hysteria Resides at the Heart of the Frantic "Crucible"
Kenneth Turan

EXPOSITORY TEXT
A Rock of the Modern Age, Arthur Miller Is Everywhere
Mel Gussow

New Voices, New Frontiers

ESSAY
Introduces Antojos
Julia Alvarez

SHORT STORY
Antojos
Julia Alvarez

SHORT STORY
Everyday Use
Alice Walker

SHORT STORY
Everything Stuck to Him
Raymond Carver

POEM
Traveling Through the Dark
William Stafford

POEM
The Secret
Denise Levertov

POEM
The Gift
Li-Young Lee

POEM
Who Burns for the Perfection of Paper
Martin Espada

POEM
Camouflaging the Chimera
Yusef Komunyakaa

POEM
Streets
Naomi Shihab Nye

POEM
Halley's Comet
Stanley Kunitz

POEM
The Latin Deli: An Ars Poetica
Judith Ortiz Cofer

POEMS
The Fibonacci Sequence

ESSAY
"American Slang" from The American Language
H.L. Mencken

EXPOSITORY ESSAY
Onomatopoeia
William Safire

SATIRICAL ESSAY
Coyote v. Acme
Ian Frazier

ESSAY
One Day, Now Broken in Two
Anna Quindlen

ORAL HISTORY TRANSCRIPT
Urban Renewal
Sean Ramsay

E-MAIL
Playing for the Fighting Sixty-Ninth
William Harvey

ESSAY
Mother Tongue
Amy Tan

ESSAY
For the Love of Books
Rita Dove

MEMOIR
from The Woman Warrior
Maxine Hong Kingston

MEMOIR
from The Names
N. Scott Momaday

EXPOSITORY TEXT
Demographic Aspects of Surnames

EXPOSITORY TEXT
The Statue of Liberty/Ellis Island Foundation



Below is a list of Text Sets in Grade 12

From Legend to History

POEM

The Seafarer

Burton Raffel, Translator

POEM

The Wanderer

Charles W. Kennedy, Translator

POEM

The Wife's Lament

Ann Stanford, Translator

EPIC

from Gilgamesh

ESSAY

Introduces Beowulf

Burton Raffel

EPIC

from Beowulf

Burton Raffel, Translator

ESSAY

Discusses Beowulf

Seamus Heaney

EXPOSITORY TEXT

English Literature

Encyclopedia Article

EXPOSITORY TEXT

Davy Crockett

Wikipedia

GRAPHIC NOVEL

from Beowulf

Gareth Hinds

HISTORY

from a History of the English Church and People

Bede

POEM

from The Canterbury Tales: The Prologue

Geoffrey Chaucer

POEM

from The Pardoner's Tale

Geoffrey Chaucer

POEM

The Canterbury Tales: The Wife of Bath's Tale

Geoffrey Chaucer

TALE

from the Decameron: Federigo's Falcon

Giovanni Boccaccio

POEM

from Sir Gawain and the Green Knight

Marie Borroff, Translator

ROMANCE

from Morte d'Arthur

Sir Thomas Malory

LETTER

Letters of Margaret Paston

Margaret Paston

Celebrating Humanity

POEM

Sonnet 1

Edmund Spenser

POEM

Sonnet 35

Edmund Spenser

POEM

Sonnet 75

Edmund Spenser

POEM

Sonnet 31

Sir Phillip Sidney

POEM

Sonnet 39

Sir Phillip Sidney

POEM

The Passionate Shepherd

Christopher Marlowe

POEM

The Nymph's Reply to the Shepherd

Sir Walter Raleigh

POEM

Sonnet 29

William Shakespeare

POEM

Sonnet 106

William Shakespeare

POEM

Sonnet 116

William Shakespeare

POEM

Sonnet 130

William Shakespeare

SPEECH

Speech Before Her Troops

Queen Elizabeth I

EYEWITNESS ACCOUNT

Examination of Don Luis de Cordoba

Don Luis de Cordoba

INTERVIEW

from Disappearing Act, Interview with Cate Blanchett

John Lahr

SCRIPTURE

from King James Bible Psalm 23

Commissioned by King James

SCRIPTURE

from King James Bible Psalm 137

Commissioned by King James

SCRIPTURE

from King James Bible Sermon on the Mount

Commissioned by King James

SCRIPTURE

from King James Bible Parable of the Prodigal Son

Commissioned by King James

DRAMA

from the Tragedy of Hamlet

William Shakespeare

Introduces Macbeth

Frank Kermode

DRAMA

The Tragedy of Macbeth, Act 1

The Tragedy of Macbeth, Act 2

The Tragedy of Macbeth, Act 3

The Tragedy of Macbeth, Act 4

The Tragedy of Macbeth, Act 5

William Shakespeare

DRAMA

from Oedipus the King

Sophocles

DRAMA

from Faust

Johann Wolfgang von Goethe

FUNCTIONAL TEXT

Designing a Globe Theatre for the 21st Century

EXPOSITORY TEXT

The Scottish Play. Told With Sound and Fury and Puppets

A Turbulent Time

POEM

Song

John Donne

POEM

A Valediction: Forbidding Mourning

John Donne

POEM

Holy Sonnet 10

John Donne

POEM

Meditation 17

John Donne

POEM

On My First Son

Ben Jonson

POEM

Still to Be Neat

Ben Jonson

POEM

Song: To Cecilia

Ben Jonson

POEM

To His Coy Mistress

Andrew Marvell

POEM

To the Virgins, To Make Much of Time

Robert Herrick

POEM
Song
Sir John Suckling

POEM
Sonnet VII
John Milton

POEM
Sonnet XIX
John Milton

EPIC
from Paradise Lost
John Milton

EPIC
from the Divine Comedy: Inferno
Dante Alighieri

ALLEGORY
from the Pilgrim's Progress
John Bunyan

POEM
from Eve's Apology in Defense of Woman
Amelia Lanier

POEM
To Lucasta on Going to the Wars
Richard Lovelace

POEM
To Althea, From Prison
Richard Lovelace

DIARY
from the Diary
Samuel Pepys

POLICY STATEMENT
Charles II's Declaration to London, 1666
Charles II

NOVEL EXCERPT
from Neverwhere
Neil Gaiman

NOVEL EXCERPT
from A Journal of the Plague Year
Daniel Defoe

EXPOSITORY TEXT
The Mayor's Annual Report 2004

FUNCTIONAL TEXT
Transit Map and Schedule

NOVEL EXCERPT
from Gulliver's Travels
Jonathon Swift

ESSAY
A Modest Proposal
Jonathon Swift

POEM
from An Essay on Man
Alexander Pope

MOCK EPIC
from The Rape of the Lock
Alexander Pope

DICTIONARY
from A Dictionary of the English Language
Samuel Johnson

BIOGRAPHY
from The Life of Samuel Johnson
James Boswell

POEM
Elegy Written in a Country Churchyard
Thomas Gray

POEM
Nocturnal Reverie
Anne Finch

ESSAY
from The Fallacy of Success
G.K. Chesterton

ESSAY
The Aims of the Spectator
Joseph Addison

ESSAY
Introduces Days of Obligation
Richard Rodriguez

ESSAY
from Days of Obligation
Richard Rodriguez

Rebels and Dreamers

POEM
To a Mouse
Robert Burns

POEM
To a Louse
Robert Burns

POEM
Woo'd and Married and A'
Joanna Baillie

POEM
The Lamb
William Blake

POEM
The Tyger
William Blake

POEM
The Chimney Sweeper
William Blake

POEM
Infant Sorrow
William Blake

ESSAY
Introduces Frankenstein
Elizabeth McCracken

LITERARY NONFICTION
Introduction to Frankenstein
Mary Wollstonecraft Shelley

TRANSCRIPT
The Curse of Frankenstein
Saturday Night Live

POEM
Ode to My Suit
Pablo Neruda

POEM
Lines Composed a Few Miles Above a Tintern Abbey
William Wordsworth

POEM
from The Prelude
William Wordsworth

SONNET
The World is Too Much With Us
William Wordsworth

POEM
London, 1802
William Wordsworth

ILLUSTRATED LITERARY HISTORY
The Muse's Children

POEM
I Have Visited Again
Alexander Pushkin

POEM
Invitation to the Voyage
Charles Baudelaire

POEM
Thick Grow the Rush Leaves
Arthur Waley, Translator

POEM
Jade Flower Palace
Tu Fu

POEMS
Three Tanka
Priest Jankuren, Ki Tsurayuki, Ono Kamachi

EXPOSITORY TEXT
Traffic Management, Lake District

FUNCTIONAL TEXT
Exploring Lancashire and the Lakes

POEM
The Rime of the Ancient Mariner
Samuel Taylor Coleridge

POEM
Kubla Khan
Samuel Taylor Coleridge

POEM
She Walks in Beauty
George Gordon, Lord Byron

POEM
from Childe Harold's Pilgrimage
George Gordon, Lord Byron

POEM
from Don Juan
George Gordon, Lord Byron

(GRADE 12 continued)



Grade 12 Text Sets (continued)

POEM

Ozymandias

Percy Bysshe Shelley

POEM

Ode to the West Wind

Percy Bysshe Shelley

POEM

To a Skylark

Percy Bysshe Shelley

POEM

On First Looking into Chapman's Homer

John Keats

POEM

When I Have Fears That I May Cease to Be

John Keats

POEM

Ode to a Nightingale

John Keats

POEM

Ode on a Grecian Urn

John Keats

PARLIAMENTARY DEBATE

Speech in Favor of Reform

Lord John Russell

PARLIAMENTARY DEBATE

Speech Against Reform

Sir Robert Peel

LETTER

On The Passing of the Reform Bill

Thomas Babington Macaulay

LETTER

On Making an Agreeable Marriage

Jane Austen

SOCIAL COMMENTARY

from A Vindication of the Rights of Women

Mary Wollstonecraft Shelley

Progress and Decline

POEM

from In Memoriam, A.H.H.

Alfred, Lord Tennyson

POEM

The Lady of Shalott

Alfred, Lord Tennyson

POEM

from The Princess: Tears, Idle Tears

Alfred, Lord Tennyson

POEM

Ulysses

Alfred, Lord Tennyson

POEM

My Last Duchess

Robert Browning

POEM

Life in a Love

Robert Browning

POEM

Porphyria's Lover

Robert Browning

POEM

Sonnet 43

Elizabeth Barrett Browning

NOVEL EXCERPT

from Crime and Punishment

Fyodor Dostoevsky

NOVEL EXCERPT

from Hard Times

Charles Dickens

ILLUSTRATED LITERARY HISTORY

The Novelist as Social Critic

SHORT STORY

An Upheaval

Anton Chekhov

EXPOSITORY TEXT

Charles Dickens Museum

FUNCTIONAL TEXT

Andalusia: Home of Flannery O'Connor

NOVEL EXCERPT

from Jane Eyre

Charlotte Bronte

POEM

Dover Beach

Matthew Arnold

POEM

Recessional

Rudyard Kipling

POEM

The Widow at Windsor

Rudyard Kipling

POEM

Introduces Three Poems

James Berry

ESSAY

From Lucy: Englan' Lady

James Berry

POEM

Freedom

James Berry

POEM

Time Removed

James Berry

SONG

Eli, the Barrow Boy

Colin Meloy

NEWSPAPER ARTICLE

Progress in Personal Comfort

Sydney Smith

ADVERTISEMENT

Cook's Railroad Advertisement

Thomas Cook and Sons

POEM

Remembrance

Emily Bronte

POEM

The Darkling Thrush

Thomas Hardy

POEM

Ah, Are You Digging on my Grave?

Thomas Hardy

POEM

God's Grandeur

Gerald Manley Hopkins

POEM

Spring and Fall: To a Young Child

Gerald Manley Hopkins

POEM

To an Athlete Dying Young

A.E. Housman

POEM

When I Was

One-and-Twenty

A.E. Housman

A Time of Rapid Change

POEM

When You Are Old

William Butler Yeats

POEM

The Lake Isle of Innisfree

William Butler Yeats

POEM

The Wild Swans at Coole

William Butler Yeats

POEM

The Second Coming

William Butler Yeats

POEM

Sailing to Byzantium

William Butler Yeats

POEM

Preludes

T.S. Eliot

POEM

Journey of the Magi

T.S. Eliot

LITERARY HISTORY

Eliot's "The Hollow Men"

T.S. Eliot

POEM

The Hollow Men

T.S. Eliot

POEM
In Memory of W.B. Yeats
W.H. Auden

POEM
Musee des Beaux Arts
W.H. Auden

POEM
Carrick Revisited
Louis MacNeice

POEM
Not Palaces
Stephen Spender

SHORT STORY
The Lady in the Looking Glass: A Reflection
Virginia Woolf

NOVEL EXCERPT
from Mrs. Dalloway
Virginia Woolf

ESSAY
Shakespeare's Sister
Virginia Woolf

ILLUSTRATED LITERARY HISTORY
Stream of Consciousness

NOVEL EXCERPT
from Pedro Paramo
Juan Rulfo

NOVEL EXCERPT
from The Nine Guardians
Rosario Castellanos

SHORT STORY
from Home
Anton Chekhov

SHORT STORY
The Lagoon
Joseph Conrad

SHORT STORY
Araby
James Joyce

SHORT STORY
The Rocking Horse Winner
D.H. Lawrence

SHORT STORY
A Shocking Accident
Graham Greene

POEM
The Soldier
Rupert Brooke

POEM
Wirers
Siegfried Sassoon

POEM
Anthem for Doomed Youth
Wilfred Owen

BLOG
Iraqi War Blog
Riverbend

SPEECH
Wartime Speech
Winston Churchill

MEMORANDUM
Evacuation Scheme
English Government

SHORT STORY
The Demon Lover
Elizabeth Bowen

POEM
Vergissmeinnicht (Forget Me Not)
Keith Douglas

POEM
Postscript: For Gweno
Alun Lewis

POEM
Naming of Parts
Henry Reed

ESSAY
Shooting an Elephant
George Orwell

SHORT STORY
No Witchcraft for Sale
Doris Lessing

SHORT STORY
The Train from Rhodesia
Nadine Gordimer

SHORT STORY
B Wordsworth
V.S. Naipaul

POEM
from Midsummer, XXIII
Derek Walcott

EPIC
from Omeros, from Chapter XXVIII
Derek Walcott

POEM
Follower
Seamus Heaney

POEM
Two Lorries
Seamus Heaney

POEM
Outside History
Eavan Boland

DRAMA
Come and Go
Samuel Beckett

DRAMA
That's All
Harold Pinter

POEM
Do Not Go Gentle into That Good Night
Dylan Thomas

POEM
Fern Hill
Dylan Thomas

POEM
The Horses
Ted Hughes

POEM
An Arundel Tomb
Philip Larkin

POEM
The Explosion
Philip Larkin

POEM
On the Patio
Peter Redgrove

POEM
Not Waving but Drowning
Stevie Smith

POEM
Prayer
Carol Ann Duffy

POEM
In the Kitchen
Penelope Shuttle

ESSAY
Introduces A Devoted Son
Anita Desai

SHORT STORY
A Devoted Son
Anita Desai

LITERARY HISTORY
Contemporary British Fiction
Anita Desai

SHORT STORY
Next Term, We'll Mash You
Penelope Lively

LITERARY NONFICTION
from We'll Never Conquer Space
Arthur C. Clarke

TECHNICAL ARTICLE
Extra-Terrestrial Relays: Can Rocket Stations Give Worldwide Radio Coverage?

PRESS RELEASE
Weather in the Palm of Your Hand

LITERARY HISTORY
New British Nonfiction

ESSAY
from Song Book: I'm Like a Bird
Nick Hornby



Writing and Research

Writing And Research

WRITING is an integral part of *Pearson Common Core Literature*. The program adheres to the percentages of writing outcomes as indicated in the Common Core State Standards, and most writing outcomes involve writing to sources and writing grounded in evidence.

- Close Reading Activities that follow each selection provide students with the opportunity to write with the type of activities they must be able to perform in the upcoming assessments.
- Common Core Workshops on Analyzing Argument and Conducting Research can be found in the Introductory Unit.
- The Writing Process Workshop provides instruction in the featured mode.

Close Reading Activities An Occurrence at Out Creek Bridge

Literary Analysis

- Key Ideas and Details (A)** What do you learn in Section 8 about the main character's love life, political beliefs, and motivations? (B) How does this detailed information shed light on the scene described in Section 9? Explain.
- Craft and Structure** Reread the story to find examples of the two different points of view Berris uses. Then, using a chart like the one shown, analyze the effects of these choices.

Onlooker	Effect
Limited Third Person	Effect

- Craft and Structure (A)** What point of view does Berris use in Section 8? (B) Explain why this choice of point of view is essential to the story's main purpose.
- Craft and Structure** What is the effect of the shift in point of view in the last paragraph of the story? Explain.
- Craft and Structure (A)** Explain how the time frame of the story shifts from Section 8 to Section 9. (B) How does the style of writing shift from section to section?
- Craft and Structure (A)** Which details in the second paragraph of Section 9 are revealed through the use of **stream of consciousness**? (B) What is the "sharp pain" that sparks Farguhar's thoughts? (C) In what ways does the passage from the rational, justified flow of thought?
- Interpreting Knowledge and Ideas** Why is the stream-of-consciousness technique particularly appropriate for this story?
- Key Ideas and Details** At the end of the story, what do you suddenly understand about both the scene described in Section 8 and the readers described in Section 8?
- Interpreting Knowledge and Ideas** How important do you think the structure of this story is to its overall power and effect on the reader?

Vocabulary Acquisition and Use

Word Analysis: Latin Root -vict-
The noun *victim* comes from the Latin root *vict-*, meaning "to conquer, to overcome." Words that share this root include *victims* and *victories*. Decide whether each of the following statements is true or false and explain each answer. In your explanation, demonstrate your understanding of the meaning of the root *vict-* in words with different meanings and parts of speech.

- If two arguments are nearly identical, there is a **conclusion** of terms.
- An **irreparable** disaster is one that cannot be avoided.
- A **governmental** act is usually written in a formal style.
- A school board often has jurisdiction to establish regulations relating to school safety.
- Writers who prefer not to type might dictate their stories for someone to transcribe.
- Radio announcers do not need clear diction in order to do their jobs well.

Vocabulary: Revising Sentences for Logic
Rearrange each sentence below so that the underlined vocabulary word is used logically and effectively. Do not change the word.

Example: His preparation for the exam gave him a feeling of apprehension.
Corrected Sentence: His lack of preparation for the exam gave him a feeling of apprehension.

- He followed proper etiquette and offered me a friendly welcome in attendance.
- The judge acted so saturnally that we were certain for decision was just.
- A dictum is likely to use slang or dialect in order to keep an informal tone.
- In diffidence to the editor's reply, we asked them to walk to the museum.
- The moment had an epitaphic quality that was perfectly described by the soldier.
- The reporter had not been aggrandized of the breaking news, so she accepted the story.

Writing to Sources

Explaining That Berris was among the first writers to use streams of consciousness, a stylistic device that includes the natural flow of thoughts and feelings. In an **essay**, explain how Berris's use of this technique adds to the story's theme.

Prewriting Reread the story and generate a list of selected passages in which the use of streams of consciousness helps you understand Farguhar's thoughts and feelings. Then, select the two or three most significant passages to discuss.

Drafting Focus on one passage at a time. Explain why the use of stream-of-consciousness narrative reveals the character's thoughts with heightened realism and drama.

Revising As you reread your draft, note points where organization is not as strong as you would like. Use your notes to help support your opinions and analysis. To improve your organization, make strong connections between your opinions and each passage you are quoting.

Model Incorporating Sentences from the Story
Reread the passage from the story that you have selected. Then, revise the passage to include the vocabulary words from the list above. Use the words in a way that is appropriate for the context.

Appropriate Sentences
Use the words in a way that is appropriate for the context.

Close Reading Activities 481

Writing Workshop Write a Reflective Essay

Reflective Essay In this unit, thoughtful provoking essays by Joseph Addison and Robert Bourgeois offer readers glimpses of each writer's personality. These reflective essays also encourage readers to consider their own personal experiences more deeply. Follow the steps outlined in this workshop to write a reflective essay.

Assignment Write a reflective essay in which you describe an event from your personal experience and then share insights about an experience.

What to Include The assignment summarizes your audience will be your classmates. To achieve your goal, include the following elements in your essay:

- an explanation of a personal experience that is
- an organization that clarifies the significance of describe, and a balance between specific events
- clear connections between beliefs and events
- a consistent, personal tone

To preview the criteria on which your reflective essay will be judged, see the rubric on page 701.

Focus on Research: Research can add more depth to reflective essays.

- by providing a factual context for your thoughts
- by furnishing details to enhance or support your thoughts
- by adding substance to the connection between the general or abstract

Be sure to note all resources you use on your next three sources in your final draft. Refer to the "C" pages in the Introductory Unit (p. 66), the "Sources and Preparing Manuscript" pages in the Introductory Unit (p. 66), and the "Writing Process" pages in the Introductory Unit (p. 66).

Prewriting and Planning

Choosing Your Topic
To choose an event to focus on, use one of these strategies:

- **Prewriting** Write for five minutes about key experiences in your life and beliefs you hold strongly. List down as many ideas as you can. Then, look for connections between general beliefs and specific events.
- **Top-Free List** Make a list of ten items in your life when you discovered something wonderful. Scan journals, if necessary, to help generate this list. For each key event, note what you learned and think about why this discovery has remained important to you.

Narrowing Your Topic
Focus on one insight. Once you have selected an event, focus your essay by looking your insight in one sentence. Then, develop ideas and examples that explain and support that insight.

Event I was angry when they took down the old building. Now the facility is housing many problems.

Insight You have to speak up when you know something is wrong, because that's how change begins to take place.

Specific Incident Connection

Overall Belief Connection

Specific Incident Connection

Drafting Shaping Your Writing

Decide where to start. A well-organized reflective essay alternates between broader themes or generalizations and specific incidents. Your introduction should include both. Consider these organizational options:

- State your overall belief and then give one or two tantalizing details about the incidents that led you to it.
- Describe an event and then tell the surprising insight you drew from it. Your essay will make the full connection clear.

Establish a tone. Introduction, beginning, and stay with it.

- **Specific tone:** a good tone not always works out as it seems.
- **Humorous tone:** a logic

Model Experimenting With

Specific tone
I followed my coach's and might have been satisfied by which team I supported.

Humorous tone
Having a life teacher is not even this writing and his important family is a week in class. Not unless they're

Providing Elaboration
Explore a moment. Even happened, what something including your research. Use margins to write the details.

Model Revising to Be
a student and give the essay a student feel. Write about confident person I love.

Writers on Writing Richard Rodriguez On Reflective Writing

Richard Rodriguez is the author of *Hunger for Memory* (p. 668).

These paragraphs appear in *Days of Obligation*, a philosophical travel book of mine that ranges over several centuries and back and forth across the U.S., Mexico border. Each chapter, like the fragment above, is autobiographical. But it is only to his, memory is my guide throughout, memory from me to reflect on the lessons within the life.

from Days of Obligation

Our last house on "T" Street was across from an old cemetery. No memory attached to it. The grass was watered and cut once a month by the city. There were no scorch or drought-iron ferns, no plants to put flowers. There were granite plaques level with the ground. Early dawn. Sullenly, my mother, Mrs. Min who had come early from California and died young.

No grandsons or granddaughters came forward in the 1970s when September needed the land to build a school, a new Sutter Junior High School. A plywood tarp was hammered over the cemetery and, within the dictionary wet, bulbous chert and granite, pulling up most truly remains of what had once been the light of day. Trucks came to carry it all away.

In my memory, my father is smiling his morning as he scurries his eyes. My mother turns away from the window, pulling her blue bathrobe closer around her throat. I am strong at the kitchen table. I am tall when I am young milk onto Sugar Fried Plates, watching milk rise to the bowl. My parents will die. I will die. Everyone I know will someday be dead. The blue land and my mother has taught to lay "pretty" things upon his little trapeze, while my mother pours coffee.

Each paragraph is about one idea or one emotion. Try to connect the paragraphs to one another. Use the underlined words to help you. Write down your thoughts and feelings. Use the underlined words to help you. Write down your thoughts and feelings.

Write down your thoughts and feelings. Use the underlined words to help you. Write down your thoughts and feelings.

Write down your thoughts and feelings. Use the underlined words to help you. Write down your thoughts and feelings.

Writing Workshop 487

Common Core Workshop INTRODUCTORY UNIT

CONDUCTING RESEARCH

To gain more knowledge about a topic, you can conduct research. Sources such as articles, books, interviews, or the internet have the facts and explanations that you need. Not all of the information that you find, however, will be useful—or reliable. Strong research skills will help you find accurate information about your topic.

Short-term Research
You may need to conduct short-term research to help you answer specific questions. The following strategies can help you find the best information quickly.

Target Your Goal Begin your research by deciding the exact information you need to find. Writing a specific question can help you avoid wasting time. For example, instead of simply hunting for information about Sandra Cisneros, you might ask, "Why is Cisneros's heritage important to her writing?"

Use Online Search Engines To find useful and trustworthy facts on the internet, type into the search engine phrases or questions meant to help you focus your search.
Scan search results before you click on them. The first result is not always the most relevant. Read the text and think about the source before making a choice.

Consult Multiple Sources Look for answers in more than one source. This strategy helps you be sure that the information you find is accurate. If you read the exact same phrase in more than one source, there is a good chance that someone directly quoted that phrase from another source. Use the time to evaluate each source to decide if it is trustworthy.

Evaluating Internet Domains
Not everything you read on the internet is true; you will need to identify the sources carefully. The last three letters of an internet URL can identify the site's domain, which can help you evaluate information on the site.

- **.gov** — Government sites are sponsored by a branch of the United States federal government and are considered reliable.
- **.edu** — Information from an educational research center or department is likely to be carefully checked, but may include student pages that are not edited or monitored.
- **.org** — Organizations are non-profit groups and usually maintain a high level of credibility but may sell effecting strong beliefs.
- **.com** — Commercial sites tend to make a profit. Information might be biased to show a product or service in a good light.

See Introductory Unit

Common Core Workshop RESEARCH PROCESS WORKSHOP

Research Writing Research Paper
A research paper presents facts and information gathered from credible sources and includes a thesis. Check list that checks each source. Use key elements of the form in reports, articles, or speeches.

Elements of a Research Paper

- a topic for inquiry that is narrow enough to cover thoroughly
- a strong introduction that clearly defines the topic
- facts, details, examples, and explanations from a variety of credible, authoritative sources to support the main ideas
- information that is accurate, relevant, valid, and current
- a clear method of organization, including a strong conclusion
- a works cited list containing accurate and complete citations
- error-free grammar, including proper punctuation of citations

PREWRITING/PLANNING STRATEGIES

Browse to choose a topic. Browse through reference books at a library, such as an atlas or an atlas of an encyclopedia. Note each person, place, object, or event that interests you. Scan the rest and circle any words or phrases that suggest a good topic.

Narrow your topic. Make sure your topic is not too broad to cover effectively. For example, the general topic "Ancient Rome" would be narrowed down to a specific, "Ancient Rome's Building in Ancient Rome."

Create a research plan. Use a detailed plan to help guide your research. Your plan can include three parts:

- **Research Questions.** Compare a question about your topic that will help you stay on track. This question may also lead you to find your topic sentence.
- **Source List.** Create a list of sources you will consult. Add sources to your list as you discover them. Place a check next to sources you have located, and underline sources you have consulted thoroughly.
- **Search Terms.** Write down terms you locate to locate using online search engines.

Deadline. Break a long-term project into short-term goals to prevent last-minute stress.

See Introductory Unit

The image shows two screenshots of digital writing tools. The top screenshot is the 'EssayScorer' interface, displaying a 'Scoreboard' for a user named 'User: eport' on a 'Community Service' prompt. It shows an overall score of 4 out of 6 and a word count of 327 words, labeled as 'Long'. Below the scoreboard are various editing tools like Spelling, Grammar, and Repeated words, all showing 'Excellent' or 'Almost' status. The bottom screenshot is the 'Summary Scorer' interface for a 'User: Demo Student' on a 'Reading: 67.2.1 Travel to Mars' prompt. It shows a section coverage of 'Poor' and a word count of 103 words, labeled as 'Long'. It also provides editing tools and comments such as 'No copied parts' and 'A misspelled word'.

ONLINE WRITING Pearson Common Core Literature also offers digital tools to support student writing. *EssayScorer* offers instant feedback and scoring and provides students with instruction, and immediate feedback to improve their writing skills.

SummaryScorer is an automated summary writing tool that offers students a motivating, interactive environment for practicing and improving their skills while giving them immediate easy-to-understand feedback.



ONLINE RESEARCH CENTER

Students will find support in the Online Research Center!

ROUTINE RESEARCH Students will perform both short and long-term research throughout the program.

- Writing Workshops with detailed citation information as well as process support
- Primary Source Research Activities with process support
- Unit Introduction feature “Integrate and Evaluate Information” which includes a research project connected to a Speaking and Listening outcome.

This block contains three screenshots of educational materials. The top screenshot is titled 'Primary Sources' and features 'Civil War Diaries and Journals' including 'Mary Chesnut's Account of the Battle of Gettysburg' and 'A Confederate Account of the Battle of Gettysburg'. It includes sections for 'About the Text Forms', 'Preparing to Read Complex Texts', and 'Generating questions'. The middle screenshot is a 'Note-Taking Guide' with a table for recording document information and a section for 'Generating Questions'. The bottom screenshot is a 'Writing Workshop' titled 'Write a Research Report' with sections for 'Prewriting and Planning', 'Choosing Your Topic', 'Narrowing Your Topic', and 'Organize your notes'.

This screenshot shows the 'Write a Research Report' section of a writing workshop. It includes an introduction to historical investigation reports, an assignment to write a report, and a list of elements to include in the report. It also provides a 'Focus on Research' section with strategies for finding and evaluating sources.

This screenshot shows the 'Prewriting and Planning' section of a writing workshop. It includes a 'Choosing Your Topic' section with strategies for finding a topic, a 'Narrowing Your Topic' section with a flowchart for narrowing a topic, and an 'Organize your notes' section with a 'Fact Card' and 'Source Card' template.



Differentiated Instruction

Pearson Common Core Literature offers support to differentiate instruction to ensure all students' needs are met.

From leveled resources to strategies in the Teacher's Edition, this program will make literature accessible for all learners.

The lieutenant's rubber blanket lay on the ground, and upon it he had poured the company's supply of coffee. Corporals and other representatives of the grimy and hot-throated men who lined the breast-work¹ had come for each squad's portion.

The lieutenant was frowning and serious at this task of division. His lips pursed as he drew with his sword various crevices in the heap, until brown squares of coffee, astoundingly equal in size, appeared on the blanket. He was on the verge of a great triumph in mathematics, and the corporals were thronging forward, each to reap a little square, when suddenly the lieutenant cried out and looked quickly at a man near him as if he suspected it was a case of personal assault. The others cried out also when they saw blood upon the lieutenant's sleeve.

He had winced like a man stung, swayed dangerously, and then straightened. The sound of his hoarse breathing was plainly audible. He looked sadly, mystically, over the breast-work at the green face of a wood, where now were many little puffs of white smoke. During this moment the men about him gazed statue-like and silent, astonished and awed by this catastrophe which happened when catastrophes were not expected—when they had leisure to observe it.

As the lieutenant stared at the wood, they too swung their heads, so that for another instant all hands, still silent, contemplated the distant forest as if their minds were fixed upon the mystery of a bullet's journey.

The officer had, of course, been compelled to take his sword into his left hand. He did not hold it by the hilt. He gripped it at the middle of the blade, awkwardly. Turning his eyes from the hostile wood, he looked at the sword as he held it there, and seemed puzzled as to what to do with it, where to put it. In short, this weapon had of a sudden become a strange thing to him. He looked at it in a kind of stupefaction, as if he had been endowed with a trident, a sceptre,² or a spade.

Finally he tried to sheathe it. To sheathe a sword held by the left hand, at the middle of the blade, in a scabbard hung at the left hip, is a feat worthy of a sawdust ring.³ This

3 The American EXPERIENCE

Humanities Connection
Photographer Mathew Brady
 Thanks to photography pioneer Mathew Brady (1822–1896), the Civil War was the first war to be captured on film. As a young man, Brady met Samuel Morse, the inventor of the telegraph. Morse taught Brady how to make daguerreotypes, the forerunners of photographs. By the 1850s, Brady owned a thriving studio in New York City and was known for his portraits of distinguished Americans. When the Civil War broke out, Brady hired twenty photographers and sent them out to document the conflict. Due to the limitations of their technology, the photographers rarely captured battlefield action. Instead, they took pictures of events behind the scenes and of the carnage after battles. **The photographs that illustrate this story were taken by Brady and his team.** Their images, often horrific, forced viewers to face the realities of war more directly than ever before.

Connect to the Literature
 How is documentary photography, like the images on these pages, similar to Naturalism?



3 The American Experience: Humanities Connection
Photographer Mathew Brady
 The camera was a relatively new invention when Brady and his team began documenting the Civil War with photographs. One of the key limitations of early cameras was the slow shutter speed. In order to capture a focused image, the subject had to be completely still. As a result, Brady could not capture scenes of battles in progress. Instead, he documented events before and after the fighting. When Brady exhibited photographs of battlefield corpses at Antietam in 1862, a newspaper noted that Brady brought "home to us the terrible reality and earnestness of war."

Connect to the Literature
 Have students read The American Experience feature; next present the additional background information above. Then **ask** the Connect to the Literature question.
Answer: Both documentary photography and Naturalism present an uncensored view of the harsh realities of life.

4 Critical Viewing
Possible response: Like the men in the story, this soldier expresses aloofness in his body language, as though proximity to the wounded man will cause his own doom. Nevertheless, he still attempts to help his fallen comrade by giving him water from a canteen, much as the soldiers in the story offer timid assistance to their lieutenant.

4 Critical Viewing What similarities do you see between this photograph and Crane's description of the wounded lieutenant being helped by his men? **CONNECT**

An Episode of War 509

1. breast-work low wall put up quickly as a defense in battle.
2. a trident, a sceptre (trɪd ənt; sɛp ˈtɜːr) three-pronged spear; decorated ornamental rod or staff symbolizing royal authority.
3. sawdust ring ring in which circus acts are performed.

Differentiated instruction Notes in the Teacher's Edition provide strategies at point-of-use.

Differentiated Instruction

Support for Special Needs Students
Have students read the adapted version of "An Episode of War" in the *Reader's Notebook: Adapted Version*. This version provides basic instruction in an interactive format with questions and write-on lines. Completing these pages will prepare students to read the selections in the Student Edition.

Differentiated Instruction for Universal Access

Support for Special Needs Students

Have students read the adapted version of "An Episode of War" in the *Reader's Notebook: Adapted Version*. This version provides basic instruction in an interactive format with questions and write-on lines. Completing these pages will prepare students to read the selections in the Student Edition.

EL Support for English Learners

Have students read the adapted version of the story in the *Reader's Notebook: English Learner's Version*. This version provides basic instruction in an interactive format with questions and write-on lines. Completing these pages will prepare students to read the selections in the Student Edition.

Un episodio de guerra

Stephen Crane

La manta de hule del teniente yacía en el piso, y encima de ella había colocado el suministro de café de la compañía. Los cabos y otros representantes de los hombres mugrientos e irascibles que estaban alineados a la par del paupete¹ habían venido para recoger la porción de cada escuadrón.

El teniente estaba con el ceño fruncido, desempeñando seriamente su tarea de división. Sus labios se pliegan según dibujaba con la espada varias grietas en el montón, hasta que cuadrados cascados de café, de tamaños asombrosamente iguales, aparecieron en la manta.

Estaba al borde de un gran triunfo matemático, y los cabos estaban agrupándose hacia delante, cada uno por un pequeño cuadrado, cuando de pronto el teniente soltó un grito y miró rápidamente a un hombre cerca de él como si sospechara que fuera un caso de agresión personal. Los otros también gritaron cuando vieron sangre en la manga del teniente.

El teniente mira fijamente el bosque en la distancia. Ve pequeñas nubes de humo por los disparos. Lleva la espada en su mano izquierda. Se esfuerza por ponerla en su vaina, o sostenedor. Un sargento-ordenanza lo ayuda. Los hombres miran atentamente al teniente herido.

Hubo otros que le brindaron asistencia. Uno presentó su hombro tímidamente y le preguntó al teniente que si gustaba de reclinarsse en él, pero este lo despidió acorrajadamente.²

TOMAR NOTAS

Take Notes

Strategia de lectura

El contexto histórico se refiere a las actitudes, los valores y sucesos de la época en que se escribió una obra. Mientras li los primeros tres párrafos, subraya los detalles, ideas o valores que te dan una idea periodo histórico en el cual lugar el cuento.

Verifica tu comprensión

¿Por qué hay sangre en la m del teniente? ¿Qué ha ocurri

Verifica tu comprensión

¿Qué hizo un soldado para ayudar al teniente?

Reading Strategy

Circle two details in the first paragraph that reflect the historical context of the story.

Stop to Reflect

What do you think has happened to the lieutenant?

Reading Check

How does one soldier offer to help the lieutenant?

Vocabulary Development

astonishingly (ah STON day leel) adv. amazingly
proffered (pruh fuh day) v. offered

1. breast work (breast) n. work done in a defense in battle.
2. the latter (lah ter) n. the second of two people or things; here, "the latter" refers to the lieutenant.

Reader's Notebooks offer support for Below Level, English Learner, and Spanish-speaking students. Support includes selections in an adapted format with instruction tailored to each learner level.

VOCABULARY WARM-UP

Word List A

Study these words from the selections. Then, complete the activities.

bugler [BYOOOg huhri] n. person who plays a bugle or trumpet
The bugler played "Taps" slowly and beautifully, and the entire crowd tears moved.

comrades [KAHM radz] n. members of the same group; friends
Because we all want the same freedoms in life, we should consider ourselves comrades.

infantry [IN fuhnz tree] n. branch of an army trained to fight on foot
Troops in the infantry can't move as quickly as soldiers or air force personnel.

lieutenant [loo TEN uhnt] n. commissioned military officer
After serving as a lieutenant for two years, Steve was promoted to the rank of captain.

roaming [ROHM ing] n. wandering; roving
Willie spent Saturday morning roaming around town, dropping in at various garage sales.

spectators [SPEK tay teyz] n. onlookers; witnesses; observers
When the game went into overtime, the spectators became very excited.

stragglers [STRAG lez] n. those who have strayed or fallen behind
Every marathon has a few stragglers who are happy just to finish the race.

sympathetically [sym puh THE tik leel] adv. in a manner showing feeling and care
To show us that he understood, Larry nodded his head sympathetically.

Exercise A


Fill in each blank in the paragraph below with the appropriate word from Word List A.

Kyle was an exceptionally talented student. His grades were excellent, and he had impressive athletic ability, especially in football and baseball. Very popular among his [1] _____, Kyle was the best [2] _____ in the high school band. When he thought about what he'd do after graduation, he viewed the idea of enlisting in the armed forces [3] _____. His grandfather had been a(n) [4] _____ in the [5] _____ during the Vietnam War. Kyle himself thought that military service would give him focus. He didn't want to [6] _____ aimlessly or be counted among the [7] _____ in getting started with a career. His philosophy was that you had to be a doer in life and not sit back in the ranks of [8] _____, passively looking on.

MAKING CONNECTIONS

An Episode of War

Stephen Crane



Summary A soldier fighting in the Civil War prepares the day's portions of coffee for his squad. As he measures the coffee, a bullet strikes him in the arm and changes his life. This story follows the soldier as he confronts the tragedy of war.

Note-taking Guide

Use this chart to record what happens to the lieutenant.

Beginning Event
A lieutenant is shot in the arm while measuring coffee for his squad.
↓
↓
Final Outcome

Support for selection vocabulary, building background, and leveled graphic organizers can be found online and assigned as needed.

Reader and Task Suggestions in the Text Complexity Rubrics offer ways to differentiate

Text Complexity Rubric		Reader and Task Suggestions	
An Episode of War			
Qualitative Measures			
Context/Knowledge Demands	U. S. Civil War; historical knowledge demands 1 2 3 4 5		
Structure/Language Conventinality and Clarity	Some long sentences and historical vocabulary 1 2 3 4 5		
Levels of Meaning/Purpose/Concept Level	Accessible (realistic description) 1 2 3 4 5		
Quantitative Measures			
Lexile	1090L	Text Length	1,599 words
Overall Complexity		More accessible	

Preparing to Read the Text

- Using the information on SE p. 507, discuss Crane's fascination with war, especially the Civil War.
- Ask students what they might learn about people or about life by reading a story set on a battlefield.
- Guide students to use Multidraft Reading strategies (TE p. 507).

Leveled Tasks

Structure/Language If students will have difficulty with syntax, have them focus on the lieutenant's actions during a first read. As students reread, have them add details about others on the battlefield.

Evaluating If students will not have difficulty with syntax, have them judge the effectiveness of Crane's omission of battlefield details just before the final paragraph.



Assessment Overview

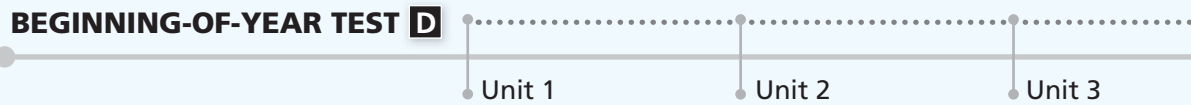
Pearson Common Core Literature delivers rigorous instruction that provides students with strategies, practice, and skills to independently read and respond thoughtfully and critically to multiple types of complex texts.

Instruction in the program is powered by diagnostic assessment to drive instructional decisions, and various types of assessments are carefully integrated within the program.

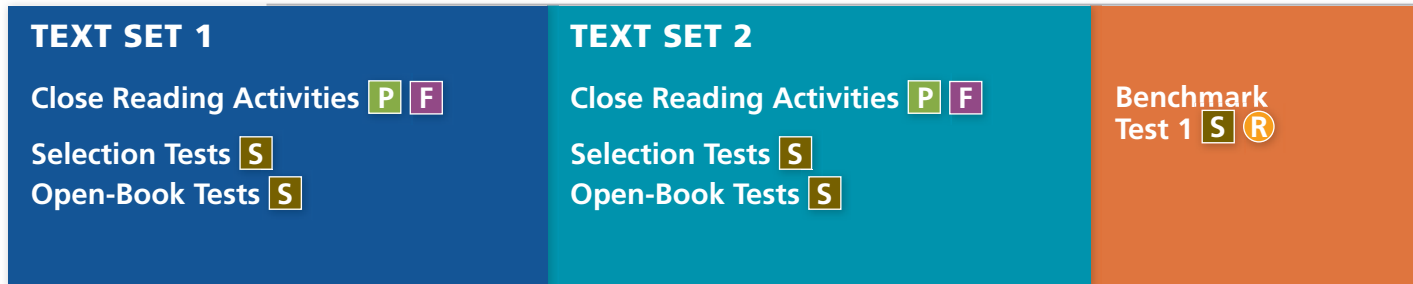
Types of Assessment

A **Beginning-of-Year Test** assesses students' familiarity with grade level skills and standards. The results of this assessment enables teachers to choose a pathway through the program. A **Mid-Year** and **End-of-Year Test** revisit these skills to monitor progress.

Year Long Assessment



Unit Level Assessment



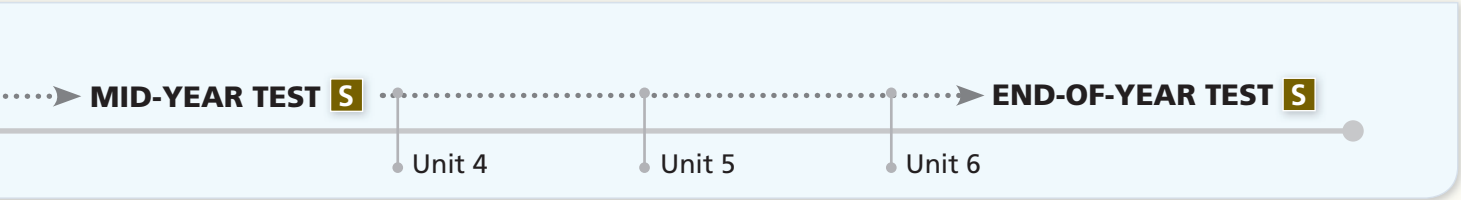
F Formative **S** Summative **D** Diagnostic **R** Remediation **P** Performance Tasks

*The number of Text Sets varies per unit.. This graphic represents assessment for a Part with four Text Sets.

These **Close Reading Activities** following each selection assess students' abilities to read closely and analytically, participate in an academic discussion, perform short-term research, and write to sources within a specific mode. These Close Reading Activities allow for formative assessment enabling you to monitor student progress and provide remediation where necessary.

A **Selection Test** and **Open-Book Test** monitor mastery of the skills taught with the selections. Selection Tests are selected response where as Open-Book Tests are more challenging and require students to provide textual evidence in their responses.

Two **Benchmark Tests** assesses all skills taught within the unit including reading, writing, vocabulary, and grammar. Questions require students to provide textual evidence in their responses. Remediation recommendations can be found online in the Interpretation Guide.



<p>TEXT SET 3</p> <p>Close Reading Activities P F</p> <p>Selection Tests S</p> <p>Open-Book Tests S</p>	<p>TEXT SET 4</p> <p>Close Reading Activities P F</p> <p>Selection Tests S</p> <p>Open-Book Tests S</p>	<p>Benchmark Test 2 and ACT/SAT Prep S R</p>
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Pearson Common Core Literature offers digital resources at your fingertips.

CURRICULUM BUILDER

Curriculum Builder allows you to rearrange selections, upload your own content and resources, and customize your curriculum! ▼

Program Level Table of Contents

- 1 Easy-to-follow Table of Contents
- 2 Common Core State Standards support
- 3 Quick access to the Online Student Edition and Teacher's Edition
- 4 Teacher support including a Professional Development Center and Research Center
- 5 All resources are editable in one easy-to-find location

Selection Level Support

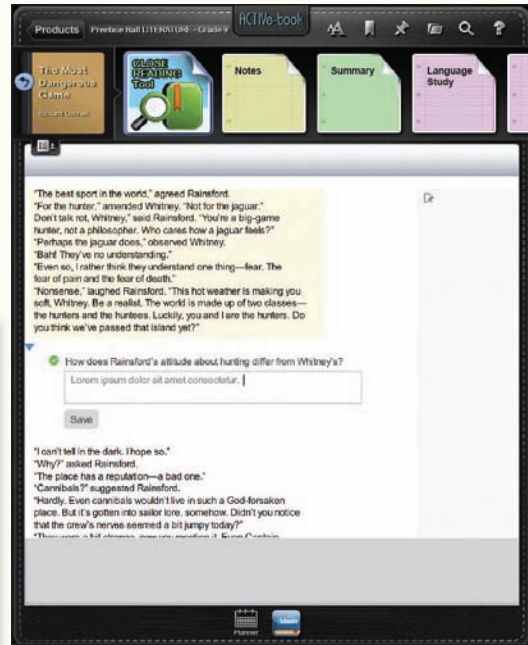
- 1 Assign the entire lesson or specific parts of the lesson with the click of a button
- 2 Easily accessible selection-specific resources including worksheets, answers, and assessments
- 3 Point of use assignable links and support

Project these resources for an interactive learning experience!



CLOSE READING TOOL

The Close Reading Tool allows students to practice strategies in a digital environment. Prompts and tools for marking the text help students apply what they learned immediately.



ONLINE WRITER'S NOTEBOOK

Use the Online Writer's Notebook as a resource for the Close Reading Activities for each selection. Teachers are able to monitor student progress at all times.

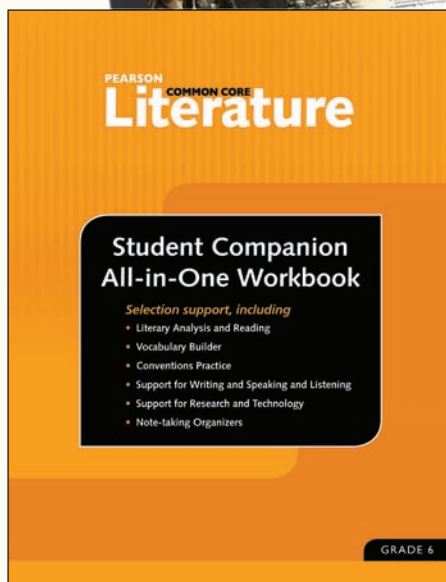
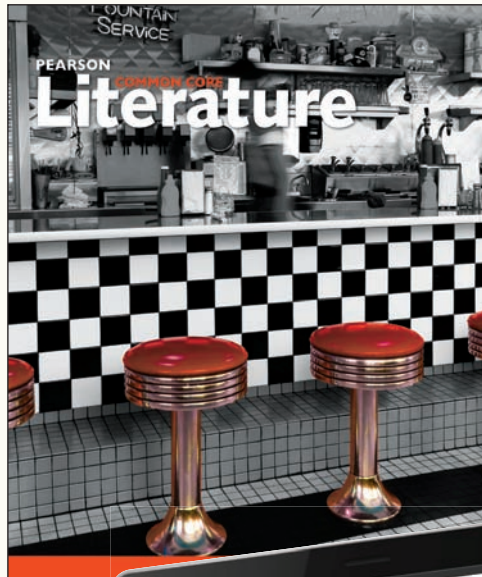


ONLINE STUDENT EDITION

The Online Student Edition provides selection audio and video at point-of-use.

For an overview of the digital resources, visit www.pearsonschool.com/hawaiiireview





Student Materials

Student Edition

Student Edition eText

A digital Student Edition with audio, video, grammar tutorials, highlighting, and note-taking at point-of-use!

Close Reading Tool

Allows students to practice strategies in a digital environment. Includes prompts and tools for marking the text.

Online Writer's Notebook

A digital Notebook students can use to record answers for all Close Reading Activities. Teachers are able to monitor student work at all times.

Online Research Center

Support for students with helpful links and videos.

Close Reading Notebook

Allows students to mark-up, highlight, and close read selections in a print format.

Student Companion All-in-One Workbook

- Literary Analysis and Reading
- Vocabulary Builder
- Conventions Practice
- Support for Writing and Speaking and Listening
- Support for Research and Technology
- Note-taking Organizers

Common Core Companion Workbook

Instructional support in student-friendly language through modeling, and practice with every Common Core State Standard.

EssayScorer

An online tool that provides students with instant feedback and scoring on their essays.

SummaryScorer

An automated summary writing tool for evaluating reading comprehension in a motivating, interactive environment.

Reader's Notebooks

Three versions of selection support for your Below Level Students, English Learner's, and Spanish-speaking students. Support includes selections in an adapted format with vocabulary and reading support for each learner level.

Teacher Materials

Teacher Edition

PearsonRealize.com

The digital path provides ALL teacher resources and student workbooks:

- Teacher Edition eText
- Student Edition eText
- Daily Bellringer Activities
- Student Companion All-in-One Workbook with Answer Key
- Common Core Companion Workbook with Answer Key
- Reader's Notebooks (Adapted, English Learner, Spanish Version) with Teaching Guide
- Graphic Organizers
- All Program Assessments

Additional Novel Lesson Plans

Reading Guides and Lesson Plans for hundreds of novels that are not part of the core curriculum.

Online Professional Development Center

An online PD Center including a Professional Development Guidebook, Classroom Strategies & Routine Cards, and articles and videos from program authors.

Hear It! CD-ROM

Includes selection audio. Summaries in Spanish and Haitian Creole can be found online in the Student Edition eText.

Reading Kit: Intervention

Remediation activities and practice for all skills taught in the program.

Examview® CD-ROM

Customizable test banks for all program assessments.

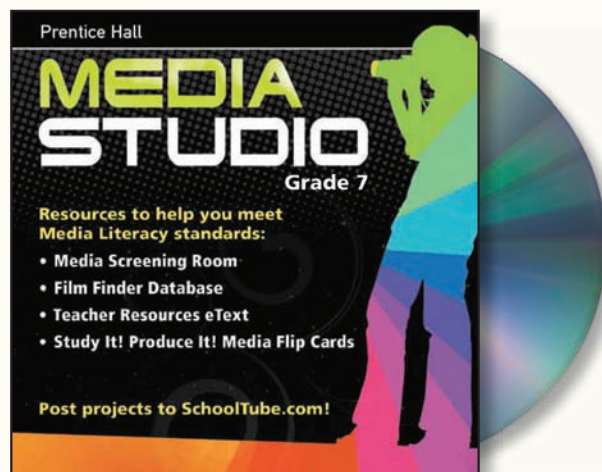
Teacher Answer Key CD-ROM

Answer Keys for these resources:

- Student Companion All-in-One Workbook
- Selection Support Worksheets
- Beginning-of-Year, Mid-Year, End-of-Year Test
- Benchmark Test & Interpretation Guides
- Reader's Notebook Teaching Guide

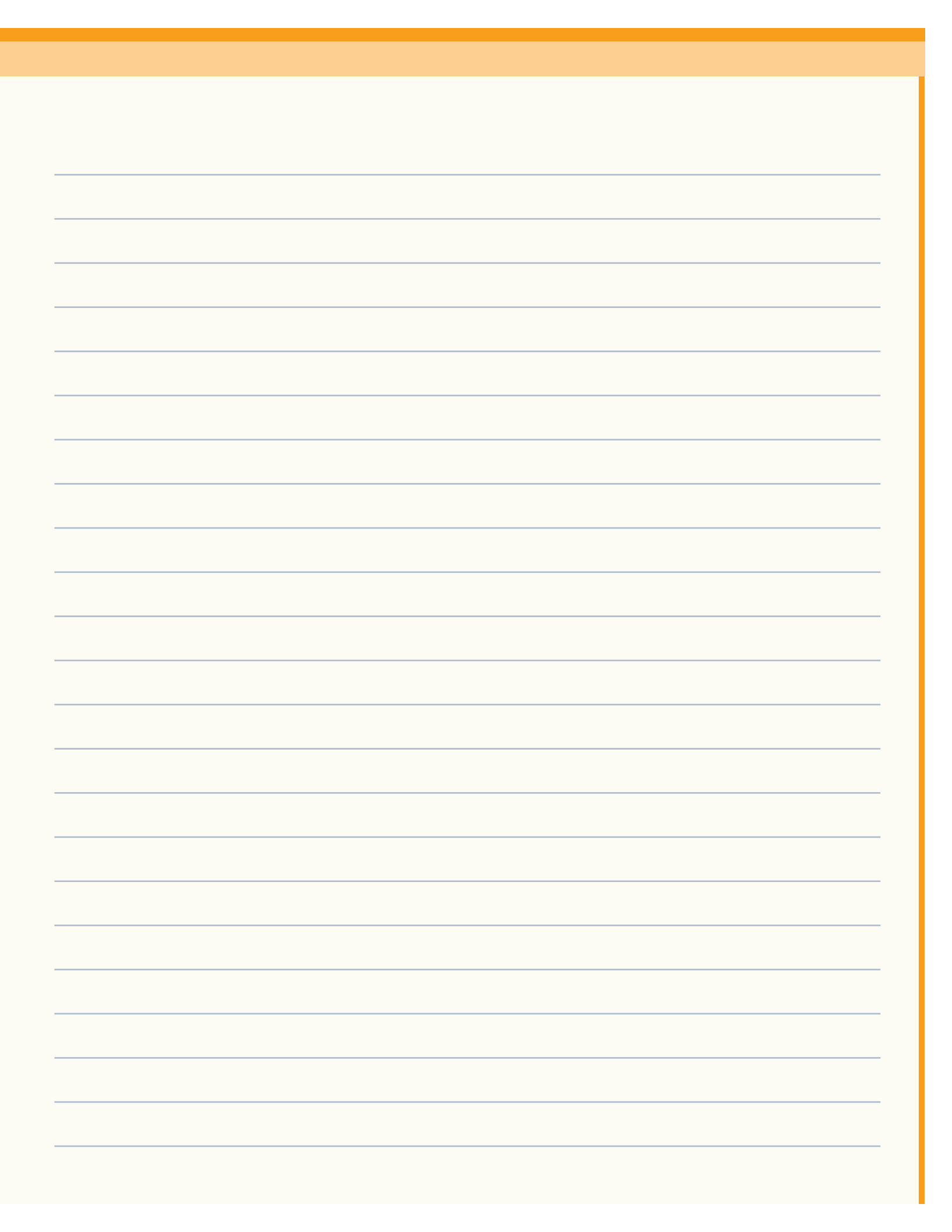
Media Studio Bundle

CD-ROM with Media Screening Room and Film Finder Database, Teaching Resources, and Study It! Produce It! Flip Cards.





Notes



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