Teacher Materials

Teacher Edition

PearsonRealize.com
The digital path provides ALL teacher resources and student workbooks:
- Teacher Edition eText
- Student Edition eText
- Daily Befriender 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

Reality Central

Student Edition eText
Nonfiction, high-interest readings for struggling readers.

Student Journal
Capture writing activities and notes.

Teaching Guide
Teaching support for Reality Central.

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

**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.

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Literature for the Common Core

Pearson Common Core Literature is designed to address the instructional shifts in literacy required by the Common Core State Standards. With this program, students will:

- **build content knowledge** by reading a range of complex texts—literary and informational—through text sets,
- provide written and oral responses to prompts that require students to cite evidence from the text,
- encounter complex texts and analyze and internalize the texts’ academic language and vocabulary.

Pearson Common Core Literature delivers an Instructional Model that will help teachers prepare students for the rigors of college and the workplace. This Instructional Model:

- allows for instructional flexibility depending on the learner levels in the classroom and academic growth needed,
- puts emphasis on the close reading of complex texts, and requires students to participate in academic discussions, perform research, and write to sources,
- provides rigorous instruction and guidance in analysis of multiple texts within a genre,
- supports deepening knowledge of a topic through analysis of multiple-genre texts and media in a Text Set,
- provides practice in reading extended texts independently.

Unit Level Instructional Model

**Core Instruction**

- **PART 1** Setting Expectations
  - Introducing the Big Question
  - Close Reading Workshop

- **PART 2** Text Analysis
  - Guided Exploration
    - Genre Focus
    - Skills Workshops

- **PART 3** Text Set
  - Developing Insight
    - Anchor Text
    - Multiple-Genre Related Readings

- **PART 4** Demonstrating Independence
  - Independent Reading
  - Online Text Sets

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

Program Level Table of Contents

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<td>4. Quick access to the Online Student Edition, Teacher's Edition, and Reality Central</td>
<td>5. Teacher support including a Professional Development Center and Research Center</td>
<td>6. All resources are editable in one easy-to-find location</td>
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<td>3. Text Sets: A Different Kind of Text</td>
<td>4. Common Core State Standards support</td>
<td>5. Quick access to the Online Student Edition, Teacher's Edition, and Reality Central</td>
<td>6. Teacher support including a Professional Development Center and Research Center</td>
<td>7. All resources are editable in one easy-to-find location</td>
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Selection Level Support

Assign the entire lesson or specific parts of the lesson with the click of a button.

1. The Most Dangerous Game
2. Reading the Same Text
3. Text Sets: A Different Kind of Text

Project these resources for an interactive learning experience!
Flexible Pathways

The Instructional Model in Pearson Common Core Literature has been carefully constructed so that it provides you with the ultimate flexibility in meeting the needs of your students. Your pathway through each unit can vary depending on student performance on the Beginning-of-Year Test and on observation of student performance on Close Reading activities. The scenarios below are suggestions for how to use the Instructional Model, and the chart that follows provides a visual for these pathways.

Above Level Students

Results from the Beginning-of-Year Test indicate that your students are familiar with grade-level concepts delineated in the standards for the upcoming unit. Therefore, you begin the unit instruction by reviewing the Part 1 models for reading, discussion, research, and writing and assign the Independent Practice Selection Close Reading Activities to confirm that students have the requisite tools for success.

If students struggle with any aspects of the Close Reading Activities such as participating in academic discussion, research, or writing, you may opt to assign targeted features in Part 2 in order to provide instruction and practice in those areas.

If students are successful with the Close Reading Activities following the Independent Practice Selection, you might want to move directly to Part 3 and work with students to build knowledge through independent readings of a range of texts and media. Then, instruct students to self-select an extended reading from Part 4 and prepare an oral or written presentation of their learning.

On-Level Students

Results from the Beginning-of-Year Test indicate that your students may not need further instruction in grade-level concepts for the upcoming unit. Therefore, you plan to teach Part 1 in order to model the strategies and expected outcomes for close reading, discussion, research, and writing. You might want to spend a little time in Part 2 by assigning targeted selections and features which provides explicit skills instruction and scaffolds to ensure students develop the knowledge and skills needed for success in Part 3.

When students demonstrate mastery of targeted Part 2 skills, you may then assign all or parts of the text set in Part 3, utilizing scaffolds in the teacher’s edition when necessary. Assign a Part 4 text for students to read independently.

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.

In Part 2, Assessment: Skills is reading-based and tests students’ abilities to independently read informational and literary texts and respond to an array of selected response items and performance tasks.

The writing portion offers a timed writing activity as well as an opportunity for students to analyze and correct a writing passage.

The items on this assessment are aligned with unit standards and target specific skills to enable teachers to analyze test data and perform remediation as needed.

In Part 3, Assessment: Synthesis is administered at the conclusion of the Text Set. Students will draw upon their learning over the course of the unit, and their progress will be evident in their oral and written responses. Students will complete performance tasks focused on Speaking and Listening, Research, and Writing.

A Benchmark Test 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.
Assessment Overview

*Pearson Common Core Literature* delivers rigorous instruction through an Instructional Model 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 with the Instructional Model of 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.

**Close Reading Activities** following the Independent Practice Selection can be used as a formative assessment to determine students’ readiness for Part 2.

These **Close Reading Activities** 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. The Close Reading Activities in Parts 2 and 3 allow for further formative assessment enabling you to monitor student progress and provide remediation where necessary.

**Struggling Students and English Learners**

Results from the Beginning of Year Test indicate that your students need intensive instruction in most or all of the upcoming unit skills and concepts. Therefore, you devote class time to modeling expectations in Part 1. You might want to spend more time in Part 2 and assign most or all of the selections and features, to ensure that students develop the requisite reading, writing, and speaking and listening skills needed for success.

Then, assign a portion of the Part 3 Text Set to enable students to develop content knowledge related to the Big Question. Part 4 independent readings may be considered optional.

**Unit Level Pathways**

The chart below shows recommended instructional pathways for the different learner levels in your classroom. These are only recommendations, you know best the unique needs of your students and can follow these recommended pathways, follow the units in their entirety, or create your own path through the units. No matter which path you choose, *Pearson Common Core Literature* will help you prepare your students for success in college and the workplace.
The Most Dangerous Game

The Text Sets in Part 3 of each unit 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. Students will be exposed to content area nonfiction and will build knowledge and develop a position on the Text Set topic.

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.

PART 3
TEXT SETS DEVELOPING INSIGHT

THE GREAT DEPRESSION

SPEECH/ESSAY/ART TEXT
First Inaugural Address
Franklin Delano Roosevelt

EXPOSITORY ESSAY FROM NOTHING TO FEAR
from Nothing to Fear
Alan Axlerod

HISTORY FROM AMERICANS IN THE GREAT DEPRESSION
From Americans in the Great Depression
Eric Rauchway

JOURNALISM FROM WOMEN ON THE BREADLINES
from Women on the Breadlines
Mendie Leinamer

PHOTOGRAPH
Bread Line, New York City, 1932
H. W. Fechner

The Related Readings following the Anchor Text are of multiple genres including fiction, nonfiction, poetry, drama, short story, web site articles, media, cartoons, illustrations, and more.

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

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.

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

TAKE NOTES
DevelOping inSigHT DevelOping inSigHT

On some level, he needed to

unstated that the narrator more

family. The author may also leave

Consider Doodle’s motivations as

in the face of obstacles. Doodle

Doodle?

Doodle’s efforts. In particular,

passage and take notes on the

last sentence reveals that Doodle

ultimately managing to crawl.

The last sentence conveys?

Ask:

Ibises,“ encourage them to use the thematic

vocabulary presented in Introducing the Big

Ibis,“ encourage them to use the thematic

issue

The only

controversy

The only

Doodle studied the mahogany box for a long time, then said, “It’s

three independent clauses, and reading these

long sentences like these by first identifying the

subject of each sentence (Doodle, he, I) and the

separately. Students should then identify the

strategy for Less Proficient Readers

is conflict necessary?

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.

Doodle’s own casket is evidence

an expression of sibling rivalry. Others

students will say that the narrator’s

explanation? Explain.

Some stu-

But of course, would-be

audible? Describe the process of writing his own casket, the
desires, wishes, fears, and needs that he

expression of sibling rivalry. Others

students will say that the narrator’s

explanation? Explain.

Some stu-

But of course, would-be

audible? Describe the process of writing his own casket, the
desires, wishes, fears, and needs that he

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But of course, would-be

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desires, wishes, fears, and needs that he

expression of sibling rivalry. Others

students will say that the narrator’s

explanation? Explain.
Below is a list of Text Sets in Grades 6-8

**GRADE 6**

- **The Gold Rush**
  - SHORT STORY
    - The King of Mazy May
      - Jack London
    - SONG
      - To Klondyke We’ve Paid Our Fare
      - H.J. Dunham
  - ANNOTATED MAP
    - Gold Rush: The Journey by Land
    - from The Sacramento Bee
  - LETTER
    - A Woman’s View of the Gold Rush
      - Mary B. Ballou
  - WEB ARTICLE
    - Chinese and African Americans in the Gold Rush
    - The Johns Hopkins University
  - NEWS ARTICLE
    - Birds Struggle to Recover From Egg Thefts of 1800s
      - Edie Lau
  - EXPOSITORY ESSAY
    - Jackie Robinson: Justice at Last
      - Geoffrey C. Ward and Ken Burns
  - NEWS ARTICLE
    - Memories of an All-American Girl
      - Carmen Pauls
  - AUTOBIOGRAPHY
    - Water
      - Helen Keller
  - POSTER
    - Determination
    - Mark Twain
  - PLAY
    - The Prince and the Pauper
      - Mark Twain
  - NOVEL EXCERPT
    - from The Prince and the Pauper
      - Mark Twain
  - SPEECH
    - Stage Fright
    - Mark Twain
  - BIOGRAPHY
    - My Papa, Mark Twain
    - Susy Clemens
  - INTERVIEW
    - Mark Twain’s First “Vacation”
      - The New York World
  - QUOTATIONS
    - According to Mark Twain
      - Mark Twain
  - SHORT STORY
    - An Encounter With an Interviewer
      - Mark Twain

- **People and Animals**
  - POEM
    - Simile: Willow and Ginkgo
      - Eva Menarg
  - WEB ARTICLE
    - Angela Duckworth and the Research on “Grit”
      - Emily Hanford
  - EXPOSITORY ESSAY
    - Race to the End of the Earth
      - William G. Schoeller
  - SHORT STORY
    - The Sound of Summer Running
      - Ray Bradbury
  - LETTER
    - from Letter on Thomas Jefferson
      - John Adams
  - AUTOBIOGRAPHY
    - Water
    - Helen Keller
  - POSTER
    - Determination
    - Mark Twain

**GRADE 7**

- **Competition**
  - SHORT STORY
    - Amigo Brothers
      - Piri Thomas
  - WEB ARTICLE
    - Get More From Competition
      - Christopher Funk
  - WEB ARTICLE
    - Forget Fun, Embrace Enjoyment
      - Adam Naylor
  - NEWSPAPER ARTICLE
    - Video Game Competitiveness, Not Violence, Spurs Aggression, Study Suggests
      - Jennifer LaRue Huget
  - MAGAZINE ARTICLE
    - Win Some, Lose Some
      - Charles Osgood
  - MEDIA
    - Orlando Magic
    - LeRoy Neiman

**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!

**ROUTE RESEARCH** Students will perform both short and long-term research throughout the program. In Part 2, a Research and Technology feature offers short, sustained research tasks and the Writing Process Workshop provides instruction on performing research. In Part 3, the Anchor Text provides an extended research task and the Related Readings offer short, sustained tasks.

After all other selections in the program, students will perform short, sustained research tasks.

Each Writing Process Workshop has an embedded Research strand.

After the Anchor Text, students will perform an extended research activity.

---

**TEXT SET TOPICS ARE IN RED | ANCHOR TEXTS ARE IN BLUE | RELATED TEXTS ARE IN BLACK**
Combine short sentences. Your reader should discuss the clarity of the cause-and-effect relationship. Ask a partner to read your draft, and then have a discussion about your logical flow of ideas as needed.

Example:

Because we could read well, we
Our class scored in the top five percent on standardized tests.

The team members lost hope, but they found an unlikely inspiration to continue.

Common Core State Standards, and most writing outcomes involve writing to

• The featured mode is introduced in the Close Reading Workshop with an annotated model.

• Close Reading Activities that follow each selection provide students with the opportunity to write 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.

• Timed Writing activities appear after Comparing Texts and in Assessment: Skills.

• In Assessment: Synthesis, students are required to develop a formal, written response or argument.

Motivation

AUTOBIOGRAPHY
No Gumption
Russell Baker
WEB ARTICLE
Intrinsic Motivation Doesn’t Exist, Researcher Says
Jeff Grabmeier
POEM
The Cremation of Sam McGee
Robert Service
MAGAZINE ARTICLE
A Special Gift—The Legacy of “Snowflake” Bentley
Barbara Eaglesham
FOLK TALE
All Stories Are Anansi’s
Harold Courlander
INFOGRAPHIC
Image: Maslow’s Theory of Motivation and Human Needs
Abraham Maslow

Leaders and Followers

TELEPLAY
The Monsters Are Due on Maple Street
Rod Serling
SHORT STORY
All Summer in a Day
Ray Bradbury
TEXTBOOK ARTICLE
Joseph R. McCarthy
Prentice Hall: United States History
WEB ARTICLE
The Salem Witch Trials of 1962
The Salem Witch Museum
BLOG POST
Herd Mentality? The Freakonomics of Boarding a Bus
Stephen J. Dubner
WEB ARTICLE
Follow the Leader: Democracy in Herd Mentality
Michael Shober
PHOTOGRAPH
Martin Luther King, Jr., Memorial

Heroes and Outlaws

NARRATIVE POEM
The Highwayman
Alfred Noyes
WEB SITE
Carnegie Hero Fund Commission
MAGAZINE ARTICLE
The Myth of the Outlaw
Ruth M. Harrel
EXPOSITION ESSAY
The Real Story of a Cowboy’s Life
Geoffrey C. Ward
SHORT STORY
After Twenty Years
O. Henry
WEB ARTICLE
Harriet Tubman
POSTER
Harriet Tubman Wanted Poster

GRADE 8

Human vs. Machine

SHORT STORY
Who Can Replace a Man?
Brian Aldiss
BALLAD
John Henry
Traditional Ballad
MAGAZINE ARTICLE
Julie and the Turing Test
Linda Formichelli
CARTOON
“The good news, Dave, . . . ”
Chris Madden
PRESS RELEASE
Robots Get a Feel for the World at USC Viterbi
University of Southern California Viterbi
TV SCRIPT
From the Measure of a Man from Star Trek: The Next Generation
Melinda M. Snodgrass

Belonging to a Place

AUTOBIOGRAPHY
How I Learned English
Gregory Djankian
AUTOBIOGRAPHY
mk
Joan Fritz
PUBLIC DOCUMENT
Discovering a Paper Son
Byron Yee
PLAY
from Grandpa and the Statue
Arthur Miller
NEWS ARTICLE
Melting Pot
Anna Quindlen
INFOGRAPHIC
Census Data on Immigration

Becoming American

NARRATIVE ESSAY
My First Free Summer
Julia Alvarez
NARRATIVE POEM
How I Learned English
Gregory Djankian
AUTOBIOGRAPHY
mk
Joan Fritz
PUBLIC DOCUMENT
Discovering a Paper Son
Byron Yee
PLAY
from Grandpa and the Statue
Arthur Miller
NEWS ARTICLE
Melting Pot
Anna Quindlen
INFOGRAPHIC
Census Data on Immigration

WEB SITE
Carnegie Hero Fund Commission
MAGAZINE ARTICLE
The Myth of the Outlaw
Ruth M. Harrel
EXPOSITION ESSAY
The Real Story of a Cowboy’s Life
Geoffrey C. Ward
SHORT STORY
After Twenty Years
O. Henry
WEB ARTICLE
Harriet Tubman
POSTER
Harriet Tubman Wanted Poster
Below is a list of Text Sets in Grades 8-10

**GRADE 8 (continued)**

**Generations**
POEM
Old Man
Ricardo Sánchez
POEM
For My Sister Molly Who in the Fifties Alice Walker
SHORT STORY
The Medicine Bag
Virginia Driving Hawk Sneve
AUTOBIOGRAPHY
Cub Pilot on the Mississippi
Mark Twain
SHORT STORY
Thank You, M’am
Langston Hughes
NEWS ARTICLE
Tutoring Benefits Seniors’ Health, Students’ Skills
David Crazy
RESEARCH ARTICLE WITH GRAPHS
The Return of the Multi-Generational Family Household
Pew Research Center

**The Holocaust**
DRAMA
from Kindertasten
Diane Samuels
DIARY ENTRIES
from Anne Frank: The Diary of a Young Girl
Anne Frank
MEMOR
from Anne Frank Remembered
Meep Gos (with Allison Leslie Gold)
AUTOBIOGRAPHICAL NARRATIVE (WITH MAP)
from Night
Elie Wiesel
RESEARCH ARTICLE WITH GRAPHS
The Return of the Multi-Generational Family Household
Pew Research Center

**Freedom Fighters**
PERUSSIVE SPEECH
from The American Dream
Martin Luther King, Jr.
NARRATIVE POEM
Runagate Runagate
Robert Hayden
HISTORICAL ESSAY
Emancipation from Lincoln: A Photobiography
Russell Freedman
LYRIC POEM
Harriet Beecher Stone
PAINTING
Brown vs. Board of Education
Walter Dean Myers
PERUSSIVE SPEECH
from Women on the Frontlines
Susan B. Anthony
PERUSSIVE SPEECH
from Address to the Commonwealth Club of San Francisco
Cesar Chavez
CHART
Nonviolence Tree

**The Great Depression**
SPEECH EXEMPLARY TEXT
First Inaugural Address
Franklin Delano Roosevelt
EXPOSITORY ESSAY
from Nothing to Fear
Alan Axelrod
HISTORY
from Americans in the Great Depression
Eric Rauchway
JOURNALISM
from Women on the Breadlines
Meredith LeSueur
PHOTOGRAPH
Bread Line, New York City, 1932
N. W. Fechter

**The Kennedy Assassination**
POEM
The Assassination of John F. Kennedy
Gwendolyn Brooks
POEM
Instead of an Elegy
G. S. Fraser
MEMOR
from A White House Diary
Lady Bird Johnson
SHORT STORY
American History
Judith Ortiz Cofer
SPEECH
Address Before a Joint Session of the Congress
Lyndon Baines Johnson
VISUAL TIMELINE
Images of a Tragedy

**Conformity**
SHORT STORY
The Scarlet Ibis
James Hurst
POEM
Much Madness is divinest Sense—
Emily Dickinson
SHORT STORY
My English
Julia Alvarez
MAGAZINE ARTICLE
The Case for Fitting In
David Berreby
EXPOSITORY ESSAY
from The Geeks Shall Inherit the Earth
Alexandra Robbins
MEMOR
from Swimming to Antarctica
Lyne Cox
VISUAL TIMELINE
Images of a Tragedy

**Aspiration**
DRAMA
from The Importance of Being Earnest
Oscar Wilde
SHORT STORY
The Necklace Guy de Maupassant
Peter Daskosk
AUTOBIOGRAPHY
from The Upside of Quitting
Stephen J. Dubner
EXPOSITORY ESSAY
from How the Brain Works
John McCrone
SCIENCE WRITING
Seeing Things from How the Brain Works
James Beik
PAINTING
Car Reflections, 1970
Richard Estes

**Defining Heroism**
EPIC
from the Ramayana
retold by R. K. Narayan
MYTH
Perseus
Shelley Hamilton
NARRATIVE ESSAY
The Washwoman
Isaac Bashevis Singer
INTERVIEW
from The Hero’s Adventure
Joseph Campbell and Bill Moyers
PHOTOGRAPH
Bread Line, New York City, 1932
H. W. Fechter

**Vision**
EXPOSITORY ESSAY
How to React to Familiar Faces
Umberto Eco
NOVEL EXCERPT
from Magdalena Looking
Susan Vreeland
EXPOSITORY NONFICTION
from The Statue That Didn’t Look Right, from Blink: The Power of Thinking Without Thinking
Malcolm Gladwell
EXPOSITORY NONFICTION
from The Shape of the World
from Life by the Numbers
Keith Devlin
SCIENCE WRITING
Seeing Things from How the Brain Works
James Beik
PAINTING
Car Reflections, 1970
Richard Estes

**Perseverance**
SHORT STORY
Contents of the Dead Man’s Pocket
Jack Finney
MEMOR
from Swimming to Antarctica
Lyne Cox
AUTOBIOGRAPHY
Occupation: Conductorette from I Know Why the Caged Bird Sings
Macy Angelou
EXPOSITORY ESSAY
from The Upside of Quitting
Stephen J. Dubner
EXPOSITORY ESSAY
from The Winning Edge
Peter Daskosk
SCIENCE WRITING
Science Fiction and the Future from Dancing at the Edge of the World
Ursula K. Le Guin
PHOTOGRAPH
from the series Empire State (Laying Steel)
Lewis Hine

**Lost Civilizations**
POEM
A Tree Telling of Orpheus
Denise Levertov
SHORT STORY
Young Girl
Mary Carroll
AUTOBIOGRAPHY
from Swimming to Antarctica
Lyne Cox
NOVEL EXCERPT
from The Way to Rainy Mountain
N. Scott Momaday
HISTORY
Understanding Stonehenge
Rosella Lorenzi
EXPOSITORY ESSAY
from Collapse: How Societies Choose to Fail or Succeed
Jared Diamond
DRAWING
Aquatex Sulis, Roman Baths

**Conscientious Objections**
DRAMA
Antigone, Part 1 and Part 2
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POEM
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Edna St. Vincent Millay
SPEECH
from Nobel Lecture
Alexander Solzhenitsyn
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The Censors
Luisa Valenzuela
MAGAZINE ARTICLE
Culture of Shock
Stephen Reicher, S. Alexander Haslam
GOVERNMENT POLICY
from Army Regulation 600-43: Conscientious Objection
Department of the Army
PHOTOGRAPH
Tiananmen Square “Tank Man”
Jeff Widener

**The Arthurian Legend**
NOVEL EXCERPT
Arthur Becomes King of Britain
from The Once and Future King
T. H. White
POEM
Morte d’Arthur
Alfred, Lord Tennyson
PARODY
from A Connecticut Yankee in King Arthur’s Court
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Youth and Chivalry from A Distant Mirror: The Calamitous 14th Century
Barbara W. Tuchman
HISTORY
from The Birth of Britain
Winston S. Churchill
MAGAZINE ARTICLE
A Pilgrim’s Search for Relics of the Once and Future King
Caroline Alexander
DRAWING
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**Freedom Fighters**
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from The American Dream
Martin Luther King, Jr.
NARRATIVE POEM
Runagate Runagate
Robert Hayden
HISTORICAL ESSAY
Emancipation from Lincoln: A Photobiography
Russell Freedman
LYRIC POEM
Harriet Beecher Stone
PAINTING
Brown vs. Board of Education
Walter Dean Myers
PERUSSIVE SPEECH
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Susan B. Anthony
PERUSSIVE SPEECH
from Address to the Commonwealth Club of San Francisco
Cesar Chavez
CHART
Nonviolence Tree

**Conformity**
SHORT STORY
The Scarlet Ibis
James Hurst
POEM
Much Madness is divinest Sense—
Emily Dickinson
SHORT STORY
My English
Julia Alvarez
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The Case for Fitting In
David Berreby
EXPOSITORY ESSAY
from The Geeks Shall Inherit the Earth
Alexandra Robbins
MEMOR
from Swimming to Antarctica
Lyne Cox
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The Necklace Guy de Maupassant
Peter Daskosk
AUTOBIOGRAPHY
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Stephen J. Dubner
EXPOSITORY ESSAY
from How the Brain Works
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Seeing Things from How the Brain Works
James Beik
PAINTING
Car Reflections, 1970
Richard Estes

**Aspiration**
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Oscar Wilde
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The Necklace Guy de Maupassant
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**Defining Heroism**
EPIC
from the Ramayana
retold by R. K. Narayan
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Perseus
Shelley Hamilton
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The Washwoman
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Joseph Campbell and Bill Moyers
PHOTOGRAPH
Bread Line, New York City, 1932
H. W. Fechter

**Vision**
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How to React to Familiar Faces
Umberto Eco
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from Magdalena Looking
Susan Vreeland
EXPOSITORY NONFICTION
from The Statue That Didn’t Look Right, from Blink: The Power of Thinking Without Thinking
Malcolm Gladwell
EXPOSITORY NONFICTION
from The Shape of the World
from Life by the Numbers
Keith Devlin
SCIENCE WRITING
Seeing Things from How the Brain Works
James Beik
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Car Reflections, 1970
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**Perseverance**
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Contents of the Dead Man’s Pocket
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Occupation: Conductorette from I Know Why the Caged Bird Sings
Macy Angelou
EXPOSITORY ESSAY
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Stephen J. Dubner
EXPOSITORY ESSAY
from The Winning Edge
Peter Daskosk
SCIENCE WRITING
Science Fiction and the Future from Dancing at the Edge of the World
Ursula K. Le Guin
PHOTOGRAPH
from the series Empire State (Laying Steel)
Lewis Hine

**Lost Civilizations**
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A Tree Telling of Orpheus
Denise Levertov
SHORT STORY
Young Girl
Mary Carroll
AUTOBIOGRAPHY
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Lyne Cox
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from The Way to Rainy Mountain
N. Scott Momaday
HISTORY
Understanding Stonehenge
Rosella Lorenzi
EXPOSITORY ESSAY
from Collapse: How Societies Choose to Fail or Succeed
Jared Diamond
DRAWING
Aquatex Sulis, Roman Baths

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