



**READING & WRITING SOURCEBOOKS**  
 correlated to  
**NEW YORK STATE LEARNING STANDARDS FOR ENGLISH LANGUAGE  
 ARTS**  
 ❧  
**GRADES 9-12**

**STANDARD 1: Language for Information and Understanding**

**Listening and Reading**

**Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.**

**STUDENTS:**

- interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates and primary source material in their subject area courses.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	“Pilot’s Reflection”	Student Book: 34-41	Teacher’s Guide: 81-82
	“The Widows of the Reserve”	Student Book: 153-160	Teacher’s Guide: 197-198
10	“The Knight in Person”	Student Book: 144-151	Teacher’s Guide: 189-190
	“Ancestry”	Student Book: 180-187	Teacher’s Guide: 225-226
11	“Confronting Columbus Again”	Student Book: 12-20	Teacher’s Guide: 63-64
	“Nonviolence”	Student Book: 132-140	Teacher’s Guide: 171-172
12	“The Grey Beginnings”	Student Book: 88-97	Teacher’s Guide: 135-136
	“The Struggle for Existence	Student Book: 98-110	Teacher’s Guide: 143-144

**STUDENTS:**

- synthesize information from diverse sources and identify complexities and discrepancies in the information.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objective falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objective falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objective falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objective falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.

**STUDENTS:**

- use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“You’re Being So Good, So Kind”</b>	Student Book: 50-56	Teacher’s Guide: 99-100
	<b>“The Cyclops’ Cave”</b>	Student Book: 86-98	Teacher’s Guide: 135-136
10	<b>“How It Feels to Be Colored”</b>	Student Book: 52-63	Teacher’s Guide: 99-100
	<b>“The Guest Who Ran Away”</b>	Student Book: 88-93	Teacher’s Guide: 135-136
11	<b>“The Day of Jubilee”</b>	Student Book: 41-50	Teacher’s Guide: 89-90
	<b>“Welcome to Manzar”</b>	Student Book: 92-99	Teacher’s Guide: 135-136
12	<b>“The Land”</b>	Student Book: 40-48	Teacher’s Guide: 89-90
	<b>“Mama is Chinese”</b>	Student Book: 196-202	Teacher’s Guide: 233-234

**STUDENTS:**

- make distinctions about the relative value and significance of specific data, facts, and ideas.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“Adventures of the U-202”</b>	Student Book: 42-48	Teacher’s Guide: 89-90
	<b>“The Richer, the Poorer”</b>	Student Book: 112-118	Teacher’s Guide: 153-154
10	<b>“How It Is to Be Colored”</b>	Student Book: 52-63	Teacher’s Guide: 99-100
	<b>“If You Ain’t Got Heart, You Ain’t Got Nada”</b>	Student Book: 115-122	Teacher’s Guide: 161-162
11	<b>“Millions in His Firing Squad”</b>	Student Book: 159-166	Teacher’s Guide: 197-198
	<b>“Work is Work”</b>	Student Book: 189-196	Teacher’s Guide: 225-226
12	<b>“The Land”</b>	Student Book: 40-48	Teacher’s Guide: 89-90
	<b>“Stuck Fast”</b>	Student Book: 148-156	Teacher’s Guide: 189-190

**STUDENTS:**

- make perceptive and well developed connections to prior knowledge.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“Animals Unite”</b>	Student Book: 126-135	Teacher’s Guide: 171-172
	<b>“A Soldier’s Letter Home”</b>	Student Book: 198-205	Teacher’s Guide: 243-244
10	<b>“Survival”</b>	Student Book: 41-50	Teacher’s Guide: 89-90
	<b>“A Puerto Rican Paradise”</b>	Student Book: 106-114	Teacher’s Guide: 153-154
11	<b>“Angola Amy”</b>	Student Book: 30-40	Teacher’s Guide: 81-82
	<b>“Alaskan Bears”</b>	Student Book: 204-213	Teacher’s Guide: 243-244
12	<b>“One Way Out”</b>	Student Book: 157-166	Teacher’s Guide: 197-198
	<b>“Letter from C. S. Lewis”</b>	Student Book: 204-210	Teacher’s Guide: 243-244

**STUDENTS:**

- evaluate writing strategies and presentational features that affect interpretation of information.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	“Harrison Bergeron”	Student Book: 220-227	Teacher’s Guide: 262-262
	“The Kid That Nobody Could Handle”	Student Book: 228-238	Teacher’s Guide: 269-270
10	“A Man Reserves a Seat and Justice”	Student Book: 170-178	Teacher’s Guide: 215-216
	“The Guest Who Ran Away”	Student Book: 88-93	Teacher’s Guide: 135-136
11	“Living Like Weasels”	Student Book: 52-61	Teacher’s Guide: 99-100
	“Success Is Counted Sweetest”	Student Book: 168-175	Teacher’s Guide: 207-108
12	“The River”	Student Book: 32-39	Teacher’s Guide: 81-82
	“The Death of the Moth”	Student Book: 111-126	Teacher’s Guide: 153-154, 161-162

**STANDARD 1: Language for Information and Understanding****Speaking and Writing**

**Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.**

**STUDENTS:**

- write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	“Refusing Service”	Student Book: 178-186	Teacher’s Guide: 227, 230
	“Time to Look and Listen”	Student Book: 187-196	Teacher’s Guide: 235, 237
10	“One Morning”	Student Book: 134-142	Teacher’s Guide: 181, 184
	“Ancestry”	Student Book: 180-187	Teacher’s Guide: 227-230
11	“Angola Amy”	Student Book: 30-40	Teacher’s Guide: 83, 86
	“Living Like Weasels”	Student Book: 62-70	Teacher’s Guide: 109, 112
12	“The Struggle for Existence”	Student Book: 98-110	Teacher’s Guide: 145, 148
	“The Brilliant Konrad Schneider”	Student Book: 177-186	Teacher’s Guide: 217, 220

**STUDENTS:**

- present a controlling idea that conveys an individual perspective and insight into the topic.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	“Pilot’s Reflections”	Student Book: 34-41	Teacher’s Guide: 83, 86
	“Maud Martha and New York”	Student Book: 57-64	Teacher’s Guide: 109, 112
10	“The Victorious Feudal Knight”	Student Book: 152-160	Teacher’s Guide: 199, 201
	“War Comes to Our Island”	Student Book: 208-218	Teacher’s Guide: 253, 256

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
11	“Nonviolence”	Student Book: 132-140 Teacher’s Guide: 173, 178
	“Americanization is Tough on Macho”	Student Book: 141-148 Teacher’s Guide: 181, 184
12	“The Brilliant Konrad Schneider”	Student Book: 177-186 Teacher’s Guide: 217, 220
	“The Need to Say It”	Student Book: 211-220 Teacher’s Guide: 253-256

**STUDENTS:**

- use a wide range of organizational patterns such as chronological order, logical (both deductive and inductive), cause and effect, and comparison/contrast.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	“The Good Daughter”	Student Book: 12-20 Teacher’s Guide: 65, 68
	“The Richer, the Poorer”	Student Book: 112-118 Teacher’s Guide: 155, 158
10	“Her Life Was Not a Joke”	Student Book: 124-133 Teacher’s Guide: 173, 176
	“Rosa Parks”	Student Book: 188-196 Teacher’s Guide: 235, 238
11	“A Mistake of Terrifically Horrible Proportions”	Student Book: 100-112 Teacher’s Guide: 145, 148
	“Man and Nature”	Student Book: 231-238 Teacher’s Guide: 271, 274
12	“Visitors”	Student Book: 21-30 Teacher’s Guide: 73, 76
	“The Struggle for Existence”	Student Book: 98-110 Teacher’s Guide: 145, 148

**STUDENTS:**

- support interpretations and decisions about relative significance of information with explicit statement, evidence and appropriate argument.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	“Adventures of the U-202”	Student Book: 42-48 Teacher’s Guide: 89-90
	“A Simple Proposition”	Student Book: 73-84 Teacher’s Guide: 127, 130
10	“Visit to Africa”	Student Book: 74-81 Teacher’s Guide: 119, 122
	“Ancestry”	Student Book: 180-187 Teacher’s Guide: 227, 230
11	“My America”	Student Book: 21-28 Teacher’s Guide: 73, 76
	“Vietnam War Songs”	Student Book: 72-81 Teacher’s Guide: 119, 222
12	“The Death of the Moth”	Student Book: 119-126 Teacher’s Guide: 163, 166
	“Raju”	Student Book: 230-239 Teacher’s Guide: 271, 274

**STUDENTS:**

- revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<p><i>Writer’s Checklists appear on the following pages of the Student Sourcebook:</i></p> <p><i>Guidelines for using the Writer’s Checklist appear on the following pages in the Teacher’s Guide:</i></p>	<p>Student Book: 19, 31, 40, 48, 56, 63, 72, 83, 97, 109 117,, 124, 134 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238</p> <p>Teacher’s Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
10	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b></i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: : 18, 31, 39, 49, 62, 71, 80, 86, 92, 103 113, 122, 132 141, 150, 159, 168, 177, 186, 196, 206, 217, 227, 237</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
11	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: 19, 28, 39, 49, 60, 69, 80, 89, 98, 111 121, 129 , 137 147, 157, 165, 174, 183, ,195, 201, 212, 221, 239, 237</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
12	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: 19, 29, 38, 47, 57, 67, 78, 85, 96, 109, 117, 125, 137 145, 155, 165, 175, 185, 194, 201, 209, 219, 229, 236</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>

#### **STUDENTS:**

- use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: 19, 31, 40, 48, 56, 63, 72, 83, 97, 109 117, 124, 134 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
10	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: 18, 31, 39, 49, 62, 71, 80, 86, 92, 103 113, 122, 132 141, 150, 159, 168, 177, 186, 196, 206, 217, 227, 237</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
11	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: 19, 28, 39, 49, 60, 69, 80, 89, 98, 111 121, 129 , 137 147, 157, 165, 174, 183, ,195, 201, 212, 221, 239, 237</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
12	<p><i>Writer's Checklists appear on the following pages of the <b>Student Sourcebook</b></i></p> <p><i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i></p>	<p>Student Book: : 19, 29, 38, 47, 57, 67, 78, 85, , 96, 109, 117, 125, 137 145, 155, 165, 175, 185, 194, 201, 209, 219, 229, 236</p> <p>Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>

**STANDARD 2: Language for Literary Response and Expression****Listening and Reading**

Listening and reading for literacy response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

**STUDENTS:**

- Read and view independently and fluently across many genres of literature from many cultures and historical periods.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“Maud Martha and New York”</b>	Student Book: 57-64	Teacher’s Guide: 107-108
	<b>“The Fast”</b>	Student Book: 136-144	Teacher’s Guide: 179-180
10	<b>“It’s Quiet Now”</b>	Student Book: 34-40	Teacher’s Guide: 81-82
	<b>“The Eatonville Anthology”</b>	Student Book: 64-72	Teacher’s Guide: 107-108
11	<b>“Angola Army”</b>	Student Book: 30-40	Teacher’s Guide: 81-82
	<b>“Success is Counted Sweetest” and other poems</b>	Student Book: 168-175	Teacher’s Guide: 207-208
12	<b>“Okonkwo’s Story”</b>	Student Book: 50-68	Teacher’s Guide: 99-100, 107-108
	<b>“Raju”</b>	Student Book: 222-237	Teacher’s Guide: 261-262, 269-270

**STUDENTS:**

- Identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“Pilots’ Reflections”</b>	Student Book: 34-41	Teacher’s Guide: 81-82
	<b>“Good-bye”</b>	Student Book: 206-218	Teacher’s Guide: 251-252
10	<b>“The Guest Who Ran Away”</b>	Student Book: 88-93	Teacher’s Guide: 135-136
	<b>“Puerto Rican Paradise”</b>	Student Book: 106-114	Teacher’s Guide: 153-154
11	<b>“A Mistake of Terrifyingly Horrible Proportions”</b>	Student Book: 100-112	Teacher’s Guide: 143-144
	<b>“Higher Laws”</b>	Student Book: 224-230	Teacher’s Guide: 261-262
12	<b>“The Charge of the Light Brigade”</b>	Student Book: 139-146	Teacher’s Guide: 179-180
	<b>“Raju”</b>	Student Book: 222-237	Teacher’s Guide: 261-262, 269-270

**STUDENTS**

- recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“The Richer, the Poorer”</b>	Student Book: 112-124	Teacher’s Guide: 153-154, 161-162
	<b>“Harrison Bergeron”</b>	Student Book: 220-227	Teacher’s Guide: 261-262
10	<b>“Dear Tia” and “Papa”</b>	Student Book: 82-86	Teacher’s Guide: 125-126
	<b>“Forgetfulness” and “An Unwritten Letter”</b>	Student Book: 162-169	Teacher’s Guide: 207-208

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
11	<b>“Living Like Weasels”</b>	Student Book: 52-61      Teacher’s Guide: 99-100
	<b>“Alaskan Bears”</b>	Student Book: 204-213      Teacher’s Guide: 243-244
12	<b>“The Death of the Moth”</b>	Student Book: 119-126      Teacher’s Guide: 161-162
	<b>“Father”</b>	Student Book: 188-195      Teacher’s Guide: 225-226

**STUDENTS**

- understand how multiple levels of meaning are conveyed in a text.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>“you’re being so good, so kind”</b>	Student Book: 50-56      Teacher’s Guide: 99-100
	<b>“The Richer, the Poorer”</b>	Student Book: 112-118      Teacher’s Guide: 153-154
10	<b>“How It Feels to be Colored”</b>	Student Book: 52-63      Teacher’s Guide: 99-100
	<b>“Her Life Was Not a Joke”</b>	Student Book: 124-133      Teacher’s Guide: 171-172
11	<b>“Living Like Weasels”</b>	Student Book: 62-70      Teacher’s Guide: 107-108
	<b>“Americanization is Tough on ‘Macho’”</b>	Student Book: 141-148      Teacher’s Guide: 179-180
12	<b>“The Land”</b>	Student Book: 40-48      Teacher’s Guide: 89-90
	<b>“A Personal View”</b>	Student Book: 70-79      Teacher’s Guide: 117-118

**STUDENTS**

- read aloud expressively to convey a clear interpretation of the work.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>“Adventures of the U-202”</b>	Student Book: 42-48      Teacher’s Guide: 89, 90
	<b>“you’re being so good, so kind”</b>	Student Book: 50-56      Teacher’s Guide: 99-100
10	<b>“Finding Patrick”</b>	Student Book: 20-32      Teacher’s Guide: 71-72
	<b>“Visit to Africa”</b>	Student Book: 74-81      Teacher’s Guide: 117-118
11	<b>“A Mistake of Terrifically Horrible Proportions”</b>	Student Book: 100-112      Teacher’s Guide: 143-144
	<b>“Much Madness is divinest Sense” and other poems</b>	Student Book: 176-184      Teacher’s Guide: 215-216
12	<b>“Visitors”</b>	Student Book: 21-30      Teacher’s Guide: 71-72
	<b>“The River”</b>	Student Book: 32-39      Teacher’s Guide: 81-82

**STUDENTS**

- evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<i>A Reader’s Checklists appears on the following pages of the <b>Student Sourcebook</b>:</i>  <i>Guidelines for using the Reader’s Checklist appear on the following pages in the <b>Teacher’s Guide</b>:</i>	Student Book: 20, 32, 41, 48, 56, 64, 72, 84, 98, 110, 118, 124, 134, 144, 152, 160, 170, 176, 186, 196, 205, 218, 227, 238  Teacher’s Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
10	<p><i>A Reader's Checklists appears on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Reader's Checklist appear on the following pages in the <b>Teacher's Guide</b>:</i></p>	<p>Student Book: 19, 32, 40, 50, 63, 72, 81, 86, 93, 104, 114, 122, 133, 142, 151, 160, 169, 178, 187, 196, 207, 218, 227, 238</p> <p>Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
11	<p><i>A Reader's Checklists appears on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Reader's Checklist appear on the following pages in the <b>Teacher's Guide</b>:</i></p>	<p>Student Book: 20, 28, 40, 50, 61, 70, 81, 90, 99, 112, 122, 130, 140, 148, 158, 166, 175, 184, 196, 202, 213, 222, 230, 238</p> <p>Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>
12	<p><i>A Reader's Checklists appears on the following pages of the <b>Student Sourcebook</b>:</i></p> <p><i>Guidelines for using the Reader's Checklist appear on the following pages in the <b>Teacher's Guide</b>:</i></p>	<p>Student Book: 20, 30, 39, 48, 58, 68, 79, 86, 97, 110, 118, 126, 138, 146, 156, 166, 176, 186, 195, 202, 210, 220, 229, 237</p> <p>Teacher's Guide: 65, 73, 83, 91, 101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271</p>

## STANDARD 2: Language for Literary Response and Expression

### Speaking and Writing

Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

#### STUDENTS:

- present response to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>"Bridges"</b>	Student Book: 21-32      Teacher's Guide: 73, 76
	<b>"A Simple Proposition"</b>	Student Book: 73-84      Teacher's Guide: 127, 131
10	<b>"Visit to Africa"</b>	Student Book: 74-81      Teacher's Guide: 119, 122
11	<b>"The Day of Jubilee"</b>	Student Book: 41-50      Teacher's Guide: 91, 94
	<b>"Millions in His Firing Squad"</b>	Student Book: 159-166      Teacher's Guide: 199, 201
12	<b>"The Brilliant Konrad Schneider"</b>	Student Book: 168-176      Teacher's Guide: 209-212
	<b>"Raju"</b>	Student Book: 230-237      Teacher's Guide: 271, 274

#### STUDENTS:

- produce literary interpretations that explicate the multiple layers of meaning

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>"The Richer, The Poorer"</b>	Student Book: 119-124      Teacher's Guide: 163, 166
	<b>"A Sea of Dunes"</b>	Student Book: 146-152      Teacher's Guide: 191, 194
10	<b>"War Comes to Our Island"</b>	Student Book: 208-218      Teacher's Guide: 253, 256
	<b>"Her Life Was Not a Joke"</b>	Student Book: 124-133      Teacher's Guide: 173, 176

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
11	<b>“Higher Laws”</b>	Student Book: 224-230	Teacher’s Guide: 263, 266
	<b>“Man and Nature”</b>	Student Book: 231-238	Teacher’s Guide: 271, 274
12	<b>“The Gray Beginnings”</b>	Student Book: 88-96	Teacher’s Guide: 137, 140
	<b>“The Struggle for Existence”</b>	Student Book: 98-110	Teacher’s Guide: 145, 148

**STUDENTS:**

- write original pieces in a variety of literary forms correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<b>“Legal Aliens” and “Immigrants”</b>	Student Book: 66-72	Teacher’s Guide: 119, 122
	<b>“The Cyclops Cave”</b>	Student Book: 86-98	Teacher’s Guide: 137, 140
10	<b>“Forgetfulness” and “An Unwritten Letter”</b>	Student Book: 162-169	Teacher’s Guide: 209-212
	<b>“A Man Reserves a Seat and Justice”</b>	Student Book: 170-178	Teacher’s Guide: 217, 220
11	<b>“My Defense”</b>	Student Book: 114-122	Teacher’s Guide: 155, 158
	<b>“The Prosecution”</b>	Student Book: 123-130	Teacher’s Guide: 163, 168
12	<b>“Charge of the Light Brigade”</b>	Student Book: 139-146	Teacher’s Guide: 101, 104, 109, 112
	<b>“Death in the Sun”</b>	Student Book: 128-138	Teacher’s Guide: 173, 176

**STUDENTS:**

- use standard English skillfully and with individual style

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>	
9	<i>Writer’s Checklists appear on the following pages of the Student Sourcebook:</i>	Student Book: 19, 31, 40, 48, 56, 63, 72, 83, 97, 109 117, 124, 134 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238	
	<i>Guidelines for using the Writer’s Checklist appear on the following pages in the Teacher’s Guide:</i>	Teacher’s Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271	
10	<i>Writer’s Checklists appear on the following pages of the Student Sourcebook:</i>	Student Book: 18, 31, 39, 49, 62, 71, 80, 86, 92, 103 113,, 122, 132 141, 150, 159, 168, 177, 186, 196, 206, 217, 227, 237	
	<i>Guidelines for using the Writer’s Checklist appear on the following pages in the Teacher’s Guide:</i>	Teacher’s Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271	
11	<i>Writer’s Checklists appear on the following pages of the Student Sourcebook:</i>	Student Book: 19, 28, 39, 49, 60, 69, 80, 89, 98, 111 121, 129, 137 147, 157, 165, 174, 183, ,195, 201, 212, 221, 239, 237	
	<i>Guidelines for using the Writer’s Checklist appear on the following pages in the Teacher’s Guide:</i>	Teacher’s Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271	
12	<i>Writer’s Checklists appear on the following pages of the Student Sourcebook</i>	Student Book: : 19, 29, 38, 47, 57, 67, 78, 85, , 96, 109, 117, 125, 137 145, 155, 165, 175, 185, 194, 201, 209, 219, 229, 236	
	<i>Guidelines for using the Writer’s Checklist appear on the following pages in the Teacher’s Guide:</i>	Teacher’s Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271	

**STANDARD 3: Language for Critical Analysis and Evaluation****Listening and Reading**

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

**STUDENTS:**

- analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	“Time to Look and Listen”	Student Book: 187-196    Teacher’s Guide: 234-235
	“A Soldier’s Letter Home”	Student Book: 198-205    Teacher’s Guide: 243-244
10	“A Man Reserves a Seat”	Student Book: 170-178    Teacher’s Guide: 215-216
	“Rosa Parks”	Student Book: 188-196    Teacher’s Guide: 233-234
11	“Nonviolence”	Student Book: 132-140    Teacher’s Guide: 171-172
	“Millions in His Firing Squad”	Student Book: 159-166    Teacher’s Guide: 197-198
12	“Letter from C.S. Lewis”	Student Book: 204-210    Teacher’s Guide: 243-244
	“The Need to Say It”	Student Book: 211-220    Teacher’s Guide: 251-252

**STUDENTS:**

- evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe’s elements of a short story and the elements of “naturalist fiction” to evaluate a modern story).

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.

**STUDENTS:**

- make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (e.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length).

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.

**STUDENTS:**

- evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.

**STANDARD 3: Language for Critical Analysis and Evaluation****Speaking and Writing**

**Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.**

**STUDENTS:**

- present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives I such forms as formal speeches, debates, thesis-support papers, literary critiques, and issues analyses.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>"A Simple Proposition"</b>	Student Book: 73-84      Teacher's Guide: 127, 130
	<b>"Refusing Service"</b>	Student Book: 178-186      Teacher's Guide: 227, 230
10	<b>"The Victorious Feudal Knight"</b>	Student Book: 152-160      Teacher's Guide: 199, 202
	<b>"Ancestry"</b>	Student Book: 180-187      Teacher's Guide: 227, 230
11	<b>"My America"</b>	Student Book: 21-28      Teacher's Guide: 73, 78
	<b>"Living Like Weasels"</b>	Student Book: 52-61      Teacher's Guide: 101, 104
12	<b>"The Need To Say It"</b>	Student Book: 211-220      Teacher's Guide: 253, 256
	<b>"Raju"</b>	Student Book: 230-237      Teacher's Guide: 271, 274

**STUDENTS:**

- make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position.

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>"A Simple Proposition"</b>	Student Book: 73-84      Teacher's Guide: 127, 130
	<b>"Refusing Service"</b>	Student Book: 178-186      Teacher's Guide: 227, 230
10	<b>"The Victorious Feudal Knight"</b>	Student Book: 152-160      Teacher's Guide: 199, 202
	<b>"Ancestry"</b>	Student Book: 180-187      Teacher's Guide: 227, 230
11	<b>"The Victorious Feudal Knight"</b>	Student Book: 152-160      Teacher's Guide: 199, 202
	<b>"Ancestry"</b>	Student Book: 180-187      Teacher's Guide: 227, 230
12	<b>"The Need To Say It"</b>	Student Book: 211-220      Teacher's Guide: 253, 256
	<b>"Raju"</b>	Student Book: 230-237      Teacher's Guide: 271, 274

**STUDENTS:**

- monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<i>The Teacher's Guide for each Reading and Writing Sourcebook provides strategies for teachers to encourage their students to monitor and adjust their presentations.</i>	Teacher's Guide: 65,73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
10		Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
11		Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
12		Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

**STUDENTS:**

- use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate

Grade	Speaking and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<i>Writer's Checklists appear on the following pages of the Student Sourcebook</i>  <i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i>	Student Book: 19, 31, 40, 48, 56, 63, 72, 83, 97, 109 117,, 124, 134 143, 152, 159, 169, 175, 185, 195, 204, 217, 227, 238  Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
10	<i>Writer's Checklists appear on the following pages of the Student Sourcebook:</i>  <i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i>	Student Book: 18, 31, 39, 49, 62, 71, 80, 86, 92, 103 113,, 122, 132 141, 150, 159, 168, 177, 186, 196, 206, 217, 227, 237  Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
11	<i>Writer's Checklists appear on the following pages of the Student Sourcebook</i>  <i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i>	Student Book: : 19, 28, 39, 49, 60, 69, 80, 89, 98, 111 121, 129 , 137 147, 157, 165, 174, 183, ,195, 201, 212, 221, 239, 237  Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 55, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271
12	<i>Writer's Checklists appear on the following pages of the Student Sourcebook:</i>  <i>Guidelines for using the Writer's Checklist appear on the following pages in the Teacher's Guide:</i>	Student Book: 19, 29, 38, 47, 57, 67, 78, 85, , 96, 109, 117, 125, 137 145, 155, 165, 175, 185, 194, 201, 209, 219, 229, 236  Teacher's Guide: 65, 73, 83, 91,101, 109, 119, 127, 137, 145, 155, 163, 173, 181, 191, 199, 209, 217, 227, 235, 245, 253, 263, 271

**STANDARD 4: Language for Social Interaction****Listening and Speaking**

**Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.**

**STUDENTS:**

- engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them.

Grade	Listening and Speaking Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	The Teacher's Guide for each Sourcebook provides teachers with the opportunity to encourage their students to practice appropriate listening and speaking skills.	Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
10		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
11		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
12		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271

**STUDENTS:**

- express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	The Teacher's Guide for each Sourcebook provides teachers with the opportunity to encourage their students to practice appropriate listening and speaking skills.	Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
10		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
11		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271
12		Teacher's Guide: 63-65, 71-73, 81-83, 89-91, 99-101, 107-109, 117-119, 125-127, 135-137, 143-145, 153-155, 161-163, 171-173, 179-181, 189-191, 197-199, 207-209, 215-217, 225-227, 233-235, 243-245, 251-253, 261-263, 269-271

**STUDENTS:**

- use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.

**STANDARD 4: Language for Social Interaction****Reading and Writing**

**Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.**

**STUDENTS:**

- use a variety of print and electronic forms for social communication with peers and adults; and make effective use of language and style to connect the message with the audience and context

Grade	Reading and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>“Pilot’s Reflections”</b>	Student Book: 34-41      Teacher’s Guide: 83, 86
	<b>“A Soldier’s Letter Home”</b>	Student Book: 198-205      Teacher’s Guide: 245, 248
10	<b>“Survival”</b>	Student Book: 41-50      Teacher’s Guide: 91, 94
11	<b>“Letters Home”</b>	Student Book: 82-90      Teacher’s Guide: 127, 130
	<b>“Elizabeth Eckford Goes to School”</b>	Student Book: 150-158      Teacher’s Guide: 191,194
12	<b>“A Personal View”</b>	Student Book: 70-79      Teacher’s Guide: 119, 121
	<b>“Letter from C. S. Lewis”</b>	Student Book: 204-210      Teacher’s Guide: 245, 248

**STUDENTS:**

- make effective use of language and style to connect the message with the audience and context.

Grade	Reading and Writing Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9	<b>“Pilot’s Reflections”</b>	Student Book: 34-41      Teacher’s Guide: 83, 86
	<b>“A Soldier’s Letter Home”</b>	Student Book: 198-205      Teacher’s Guide: 245, 248
10	<b>“Survival”</b>	Student Book: 41-50      Teacher’s Guide: 91, 94
11	<b>“Letters Home”</b>	Student Book: 82-90      Teacher’s Guide: 127, 130
	<b>“Elizabeth Eckford Goes to School”</b>	Student Book: 150-158      Teacher’s Guide: 191,194
12	<b>“A Personal View”</b>	Student Book: 70-79      Teacher’s Guide: 119, 121
	<b>“Letter from C. S. Lewis”</b>	Student Book: 204-210      Teacher’s Guide: 245, 248

**STUDENTS:**

- study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.

Grade	Listening and Reading Lessons	<i>Reading &amp; Writing Sourcebooks</i>
9		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 9.
10		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 10.
11		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 11.
12		This objectives falls outside the scope of Great Source Education Group <i>Reading and Writing Sourcebook</i> , Grade 12.