



EMC's Mirrors & Windows Program Overview and Correlation to the Sunshine State Standards

Your *Best Resource* for Teaching to the New
Florida Reading and Language Arts Standards

Grades 6–12



Add more rigor to your literature and language arts lessons, and develop the skills your students need for the 21st century, with EMC's *Mirrors & Windows: Connecting with Literature*.

This new and innovative literature program for grades 6–12 also provides extensive and varied opportunities and materials to help students prepare for the FCAT.

Mirrors & Windows and Florida Standards Share...

...an Emphasis on Literary Analysis

No other literature program contains as much background information on literary analysis, or as many opportunities for students to apply higher-level analysis skills to the development of their own personal, thoughtful responses to literature.

- Comparing Literature selections ask students to analyze and compare the literary elements of two selections.
- Understanding Literary Criticism lessons expose students to the various theories and methods of literary analysis.

Understanding Literary Criticism Sociological Criticism

What does it mean to study society? Society is both a larger group and the individuals who comprise it. A group is not fixed but rather in constant flux. This also is true of the works of art in which a society is reflected. As seen through the sociological lens, a literary text is part of a cultural process. It cannot be seen apart from the values and rules that govern the society at large. However, just as the social structure keeps changing and evolving, so do the expectations or attitudes of authors and readers. **Sociological criticism** is sensitive to how a work of both mirrors and influences society.

People grow used to everything except living in a society which has not their own manners.

LEO TOLSTOY, NINETEENTH-CENTURY HISTORIAN

Overview of Sociological Criticism
Sociological reading of literature proposes to discover the mind-set and behavior of the individuals and groups a text portrays. At the same time, such a reading recognizes the power of the text to reshape social perceptions.

Sociological literary criticism overlaps with political criticism in some ways (see Unit 7, pages 972–973), but study a text for what it reveals about economic or social class. Sociological criticism is less rigid than political criticism, however, and looks at a text from a range of perspectives. The sociological critic asks questions such as Who is the writer? Who is the audience of this text? How does the work reflect on the society depicted? What is the writer's political and social agenda?

Such questions are especially relevant today. In fact, sociological criticism is most pertinent when literature asks profound questions about the society it depicts. The very act of raising such issues can be seen as a form of political and social action.

There is a clear historical basis for modern sociological criticism. In the late-nineteenth century, novelists and intellectuals began responding directly to the pressures of industrialized life. The relationship of the individual to new economic and social structures was addressed in novels by authors such as Mark Twain, Theodore Dreiser, and Upton Sinclair. It seemed as though society finally had become aware of itself and that writers were at the forefront of this social consciousness.

The field of modern sociology also has its roots in this rapidly changing era. In the United States, a new breed of social scientists began studying social patterns and structures. They paid particular attention to industrialization, urbanization (the movement of people to the cities), the growing immigrant population, and the emergence of a leisure class. Contemporary sociological theory continues to follow social trends and patterns, and literary theory keeps pace with these changes.

Application of Sociological Criticism
Some works lend themselves particularly well to sociological analysis. Consider Amy Tan's memoir of an immigrant Chinese mother who spoke so-called broken English. As you study "Mother Tongue," notice the following elements.

Author's Voice and Tone
Tan defines herself as "someone who has always loved language," but her identity as a Chinese American is complicated by the question of which language to speak: the language of her Chinese family or the language of mainstream American culture. Notice how language and identity come together in her description of this scene:

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was

82 UNIT 8 CONTEMPORARY ERA

The Good Deed
A Short Story by Pearl S. Buck

Tears of Autumn
A Short Story by Yoshiko Uchida

COMPARING LITERATURE

BEFORE READING

BUILD BACKGROUND
Cultural Context The selections, "The Good Deed" and "Tears of Autumn," explore the experiences of coming to live in a new country, as well as traditional Chinese and Japanese marriage customs. "The Good Deed" tells the story of Mrs. Pan, an elderly immigrant from China, brought to the United States by her son. Mrs. Pan is surprised by many aspects of American life, especially that of young Americans choosing their own mates.

In "Tears of Autumn," Hana Omiya travels to America to marry a man she has never met. In the early 1900s, thousands of women came to the United States as "picture brides" for Japanese men who had come to the United States looking for new opportunities and who wanted Japanese wives.

Reader's Context Describe a good deed you have done or that somebody has done for you. How did it make you feel? Some people say that "one good turn deserves another." Do you believe that good deeds have a ripple effect? Explain your opinion.

USE READING SKILLS
Author's Purpose A writer's purpose is his or her aim or goal. An author may write with one or more purposes: to reflect, to entertain, to describe, to enrich, to tell a story, to inform, or to persuade. Use a chart like the one below to identify and summarize each author's purpose.

Buck	Uchida
Purpose	Purpose

COMPARE LITERATURE: Motivation and Character

Motivation is a force that moves a character, or individual that takes part in a story's action, to think, feel, or behave in a certain way. Compare the characters of Mrs. Pan in "The Good Deed" and Hana Omiya in "Tears of Autumn." As you read, note their main traits or characteristics, and their motivations.

- Both Mrs. Pan and Hana have been removed from their countries.
- Consider how the degree of choice each had in that removal might have affected their opinions of America.
- Both characters make life-changing decisions. What motivates them to make these decisions? Consider the outside forces that affect their choices and determine the motivations of other characters who affect their choices.

MEET THE AUTHORS

Pearl S. Buck (1892–1973) Born in West Virginia, Buck spent most of her childhood in China and spoke Chinese before she learned to speak English. After attending college in the United States, she returned to China, where she served as a translator and taught English. Buck received the Pulitzer Prize in 1932 for *The Good Earth*. In 1938, she was awarded the Nobel Prize in Literature, becoming the first American woman, and only the third American, to win that prize.

Yoshiko Uchida (1921–1992) was born in California to Japanese immigrants. She often recounted the experiences of Asian Americans in her writing, including stories about Japanese internment camps, which Uchida experienced firsthand during World War II. Uchida said, "through my books I hope to give young Asian Americans a sense of their past and to reinforce their self-esteem and self-knowledge."

82 UNIT 1 FICTION

...a Belief in Higher Levels of Rigor

READING INDEPENDENTLY
Theme: Visions of the Future

"And I see something even beyond this. It may be fantastic now, a mere dream..."
—Isaac Asimov, from "The Feeling of Power"

When you think of the future, do you feel afraid or hopeful? Many writers have contemplated the future of humanity in light of advances in technology and political conflicts between nations. For such writers, the future holds grim promise, unless humans change their ways. Other writers may take a more optimistic view of the future, believing that technology will allow people to do amazing things. The stories in this section could be read as either a warning or a promise.

USE READING SKILLS

When you read independently, you use various reading skills without thinking about it. Each of these excerpts from "A Sound of Thunder" by Ray Bradbury (page 882) are followed by a model for applying the reading skills you have practiced in Units 1–5.

A warm phlegm gathered in Eckels's throat; he swallowed and pushed it down. The muscles around his mouth formed a smile as he put his hand slowly out upon the air, and in that hand waved a check for ten thousand dollars to the man behind the desk.

"Does this safari guarantee I come back alive?"

Determine Author's Approach: The story is told from the third-person limited point of view, meaning that we're able to see things from Eckels's perspective. This helps us experience what he experiences and to understand his feelings.

Eckels glanced across the vast office at a mass and tangle, a snaking and humming of wires and steel boxes, at an anarax that flickered now orange, now silver, now blue. There was a sound like a gigantic bombline burning all of Time, all the years and all the parchment calendars, all the hours piled high and set aflame.

860 UNIT 6 INDEPENDENT READING

Mirrors & Windows is the most rigorous secondary literature program currently available. The scaffolded instructional approach gradually reduces the level of instruction and support as students work their way through the program, encouraging students to become independent readers and thinkers.

- Independent Readings provide students with opportunities to apply the strategies and skills that they have learned previously in the program, and to monitor their own comprehension.
- Text-to-Text Connections encourage students to make connections between the literary selections and other literature, informational texts, and primary sources.
- *Exceeding the Standards* resource books offer additional in-depth study, practice, and enrichment.



...a Focus on Information and Media Literacy Skills

Mirrors & Windows emphasizes technology, computer, and work-related skills to help your students succeed in the 21st century.

- Nonfiction units include an overview of Informational Text and Visual Media.
- Informational Text Connections present related informational texts, graphics, and technical and consumer documents.

Informational Text CONNECTION

Contracts are legal documents that describe an agreement between two parties. Both parties sign the contract and agree to abide by its rules. An employment contract outlines the terms of employment, the salary, time off, rules of termination, and the process for grievances. Think about what benefits a contract might have for both an employer and an employee. As you read the contract, consider how a similar contract would have affected Nellie in "Who Said We All Have to Talk Alike."

EMPLOYMENT CONTRACT FOR A NANNY

BETWEEN

1. Ronald and Philippa MacKubin ("the Employer")
2. Sophie Armour ("the Nanny")

It is agreed that the Employer will employ the Nanny on the following terms and conditions:

I. Terms of Employment

- 1.a. The Nanny is employed to work at the Employer's home at 1265 Fern Glen Drive, Abbsdale, PA, or any other locations that the Employer may require within reason.
- 1.b. The Nanny will start employment on June 15, 2008, and finish employment at a future time to be determined by both parties.
- 1.c. The Nanny's duties shall be:
 - A. Caring for these children:
 - Name: Hugh MacKubin Age: 7
 - Name: Linda MacKubin Age: 4
 - Name: Jackson MacKubin Age: 2
 - B. Babysitting at times agreed in advance.
 - C. Other duties as specified here: Preparing breakfast and lunch for the children, bathing the children, tidying the children's rooms.

EMPLOYMENT CONTRACT FOR A NANNY 163

Introduction to Informational Text and Visual Media

Purposes of Nonfiction
In the previous unit, you read several types of nonfiction, including autobiography, biography, and essay. One of the characteristics shared by these types of nonfiction is a subjective approach, an emphasis on the writer's personal response to his or her subject. There are many other types of nonfiction, however, where the writer's approach to the subject is much more objective. To help understand this distinction, read the following passages. Both deal with the importance of space exploration. How do the two passages differ?
"The question I am most often asked is, 'Where is the frontier now?' The answer should be obvious. Our frontier lies in outer space. The moon, the asteroids, the planets, these are mere stepping stones, where we will test ourselves, learn useful lessons, and grow in knowledge before we attempt those frontiers beyond our solar system."
—Neil Armstrong, "The Final Frontier"

Types of Informational Text
An informational text is a type of nonfiction whose basic purpose is to inform rather than to entertain or persuade. Among the most common types of informational texts are articles of various kinds. Here are a few of the most familiar.

News Article
A news article is an informational text about a particular topic, issue, event, or series of events. News articles can be found in newspapers, magazines, and on internet sites. Broadcast news stories on radio and television are also news articles. The main purpose of such articles is to convey information. This is particularly evident in the newspaper story, where the traditional structure is the "inverted pyramid." In a news story using this structure, the most important facts are presented first, followed by less important supporting details.

Science Article
A familiar type of news article is the science article, which offers information about a particular theory, scientific observation, or discovery. These articles are sometimes filled with a specialized vocabulary, or jargon. Writers who write about science for a mainstream audience, however, usually avoid terms with which most readers would be unfamiliar. Robert Johnson's "The Size of Things" (page 378), for example, discusses the size of the universe in a way that is concise and easily understood.

Web Page
A web page is the basic unit of the World Wide Web, an organizational structure that includes a large part of what is offered on the Internet. One of the main purposes of web pages is to provide information. Web pages can contain links, or connections to other pages within the site or in completely different sites altogether. These connections are mostly in the form of "hotlinks" or "hypertexts," which are addresses signaled by underlined or differently colored text.

Illustration
An illustration is a photograph, drawing, or diagram that serves to make a concept clearer by providing a visual example. The illustrations in Tim Flannery and Peter Schouten's *Astonishing Animals: Extraordinary Creatures and the Fantastic Worlds They Inhabit* (page 443) help readers understand the strange animals that the text describes.

Chart
A chart is a visual representation of data that is intended to clarify, highlight, or put a certain perspective on the information presented. There are many types of charts, each with a different purpose. Here are some common examples:
• A time line shows the relative order of a series of events, such as dates in a period of history.
• A flow chart is a graphic representation of a process. For example, a flow chart might show how a bill becomes a law.
• A pie chart or circle chart shows the parts that make up the whole of something. For example, a pie chart might show the proportion of the world's fresh water on each continent.

Diagram
A diagram is an illustration that serves to explain a concept or process, and the arrangement and relationships among its various parts.

Map
A map is a representation, often on a flat surface such as a sheet of paper, of a geographic area that shows various significant features. These features vary with the purpose of the map. For example, a political map includes such features as the boundaries of countries and the locations of cities and towns. The map included in the entry from David Allen Sibley's *The Sibley Guide to Birds* (page 398) shows the specific range of a particular bird.

Photograph
A photograph is an image typically created by light acting on a sensitive material. Photography is one of the primary visual methods of providing information. Like an informational text, a photograph needs to be "read" carefully. This might include identifying the overall subject, focusing in on specific details, and checking the title, label, caption, or other accompanying text. Photographers take photographs for a purpose. Arthur Rothstein's famous photographs of the Dust Bowl (page 432), for example, were taken to create a historical record and to inform viewers of the plight of poor farmers.

376 UNIT 4 NONFICTION INTRODUCTION TO INFORMATIONAL TEXT AND VISUAL MEDIA 377

- Writing Workshops include assignments to develop applied writing skills.

- *Exceeding the Standards: Special Topics* resource books offer lessons on computer skills and personal and career development.



- *Exceeding the Standards: Speaking & Listening* provides explicit instruction expanding on the topics covered in the textbook's Speaking & Listening Workshops.



Correlation to the Florida

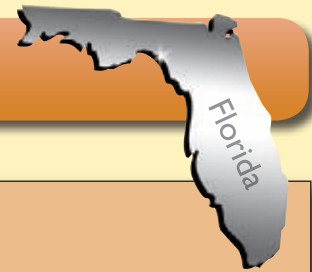


Correlation of Mirrors & Windows to *Florida* Reading and Language Arts Standards

On the following pages you will find a listing of the Florida standards and benchmarks for each selection and lesson in *Mirrors & Windows: Connecting with Literature*.



Sunshine State Standards

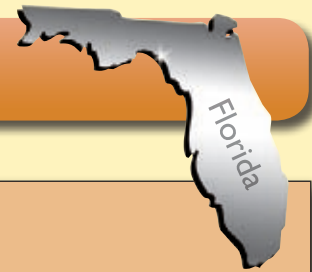


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Sunshine State Standards



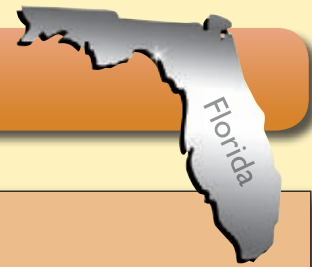
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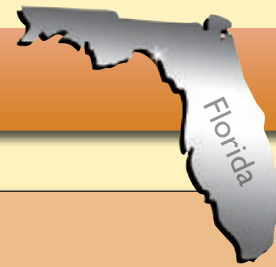


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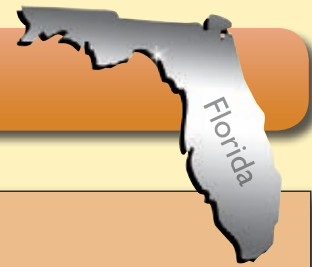


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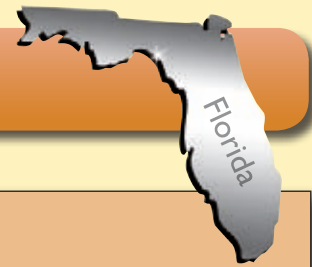


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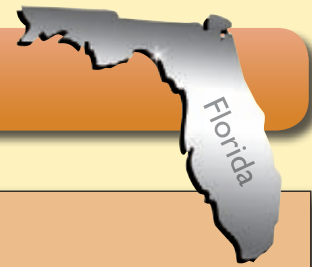


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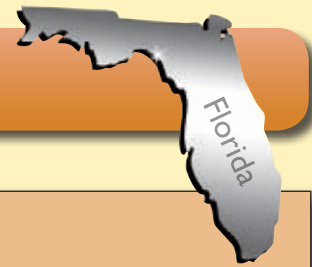


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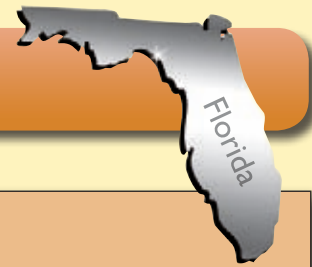
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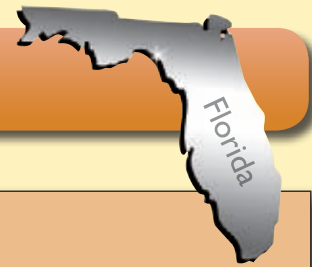


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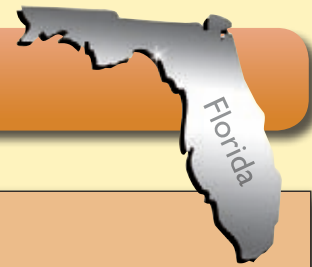


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Informational Text Connection The Architecture of Chicago 630	Nonfiction LA.1112.2.2.1, LA.1112.2.2.2, LA.1112.2.2.4 Informational Text LA.1112.6.1.1
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Part 3 Harlem Renaissance 639	Vocabulary Development LA.1112.1.6.1 Nonfiction LA.1112.2.2.2 Informational Text LA.1112.6.1.1
Author Focus 640	Nonfiction LA.1112.2.2.2
The Negro Speaks of Rivers 641	Vocabulary Development LA.1112.1.6.1 Reading Comprehension LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.7 Informational Text LA.1112.6.1.1
I, Too, Sing America 644	Reading Comprehension LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.7
Primary Source Connection from The Big Sea 645	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.2, LA.1112.1.7.3, LA.1112.1.7.7 Fiction LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.8 Nonfiction LA.1112.2.2.2 Creative LA.1112.4.1.1 Informative LA.1112.4.2.1 Media Literacy LA.1112.6.3.2
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A Black Man Talks of Reaping 650	Vocabulary Development LA.1112.1.6.1 Fiction LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.7 Creative LA.1112.4.1.1 Informative LA.1112.4.2.1 Informational Text LA.1112.6.1.1 Technology LA.1112.6.4.1
Vocabulary & Spelling Synonyms and Antonyms 653	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.4, LA.1112.1.6.5, LA.1112.1.6.10 Informative LA.1112.4.2.1
Author Focus 654	Nonfiction LA.1112.2.2.2

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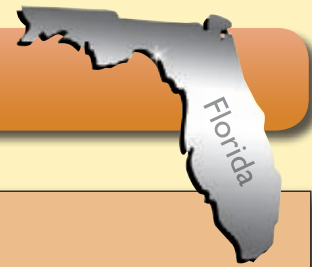
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My City	655	Vocabulary Development LA.1112.1.6.1 Fiction LA.1112.2.1.3, LA.1112.2.1.4, LA.1112.2.1.7 Informational Text LA.1112.6.1.1
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For Your Reading List	674	Fiction LA.1112.2.1.10 Nonfiction LA.1112.2.2.5
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Unit 6 Depression and World War II 1929–1945	Florida Sunshine State Standards
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Historical Introduction 690	Nonfiction LA.1112.2.2.1 Informational Text LA.1112.6.1.1
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<i>from</i> Let Us Now Praise Famous Men 694	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Nonfiction LA.1112.2.2.1 Creative LA.1112.4.1.1 Informative LA.1112.4.2.1 Research Process LA.1112.6.2.2 Technology LA.1112.6.4.1
Grammar & Style Precise Language 701	Revising LA.1112.3.3.3 Editing for Language Conventions LA.1112.3.4.4 Informative LA.1112.4.2.1
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<i>from</i> The Grapes of Wrath 703	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.2, LA.1112.2.1.8
Primary Source Connection Letter to Elizabeth Otis 708	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.7 Nonfiction LA.1112.2.2.2
The Chrysanthemums 710	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.6, LA.1112.1.7.7 Fiction LA.1112.2.1.1, LA.1112.2.1.2 Creative LA.1112.4.1.1 Persuasive LA.1112.4.3.1, LA.1112.4.3.2 Listening and Speaking LA.1112.5.2.1, LA.1112.5.2.3 Media Literacy LA.1112.6.3.3

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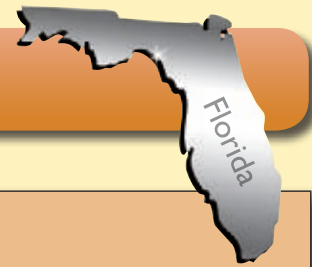


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A Date Which Will Live in Infamy	722	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.2 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4
Literature Connection <i>from</i> No Ordinary Time	725	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.7 Nonfiction LA.1112.2.2.2 Creative LA.1112.4.1.1 Research Process LA.1112.6.2.2 Technology LA.1112.6.4.2
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Informational Text Connection World War II Recruitment Posters	731	Reading Comprehension LA.1112.1.7.7 Nonfiction LA.1112.2.2.1, LA.1112.2.2.2, LA.1112.2.2.4 Creative LA.1112.4.1.1 Informative LA.1112.4.2.1 Informational Text LA.1112.6.1.1, LA.1112.6.1.2 Research Process LA.1112.6.2.3 Media Literacy LA.1112.6.3.1
A Noiseless Flash, <i>from</i> Hiroshima	735	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Nonfiction LA.1112.2.2.2 Creative LA.1112.4.1.1 Persuasive LA.1112.4.3.1, LA.1112.4.3.2 Research Process LA.1112.6.2.1 Media Literacy LA.1112.6.3.1
Grammar & Style Active and Passive Voice	751	Revising LA.1112.3.3.1 Editing for Language Conventions LA.1112.3.4.4
Independent Reading The Watch	752	Fluency LA.1112.1.5.1 Vocabulary Development LA.1112.1.6.3 Nonfiction LA.1112.2.2.2 Creative LA.1112.4.1.1
Part 2 Southern Renaissance	757	Reading Comprehension LA.1112.1.7.1
Understanding Literary Forms The Short Story	758	Fiction LA.1112.2.1.2, LA.1112.2.1.7
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A Rose for Emily	771	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.2
Literature Connection Nobel Prize Acceptance Speech	780	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.7 Nonfiction LA.1112.2.2.2
Darl, <i>from</i> As I Lay Dying	782	Vocabulary Development LA.1112.1.6.3 Fiction LA.1112.2.1.1, LA.1112.2.1.2, LA.1112.2.1.7 Creative LA.1112.4.1.1 Informative LA.1112.4.2.1 Listening and Speaking LA.1112.5.2.5
Grammar & Style Possessive Nouns and Pronouns	788	Vocabulary Development LA.1112.1.6.2 Editing for Language Conventions LA.1112.3.4.3
Literature of the Americas The Son	789	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.6, LA.1112.1.7.7 Fiction LA.1112.2.1.1, LA.1112.2.1.6
A Worn Path	794	Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.2
Primary Source Connection Is Phoenix Jackson’s Grandson Really Dead?	802	Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.7 Fiction LA.1112.2.1.1, LA.1112.2.1.4 Creative LA.1112.4.1.1, LA.1112.4.1.2 Media Literacy LA.1112.6.3.2, LA.1112.6.3.3
Vocabulary & Spelling Contractions	807	Vocabulary Development LA.1112.1.6.2 Editing for Language Conventions LA.1112.3.4.3
Independent Reading Portrait of a Girl in Glass	808	Fluency LA.1112.1.5.1 Vocabulary Development LA.1112.1.6.3 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.2 Creative LA.1112.4.1.1 Persuasive LA.1112.4.3.1
Vocabulary & Spelling Colloquial Language	817	Fiction LA.1112.2.1.7 Revising LA.1112.3.3.1
For Your Reading List	818	Fiction LA.1112.2.1.10 Nonfiction LA.1112.2.2.5
Speaking & Listening Workshop Deliver a How-to Presentation	819	Listening and Speaking LA.1112.5.2.1, LA.1112.5.2.2, LA.1112.5.2.3, LA.1112.5.2.4, LA.1112.5.2.5

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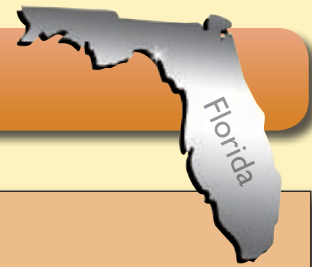
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Test Practice Workshop Reading Skills: Compare and Contrast Characters from <i>The Glass Menagerie</i> 822 Writing Skills: Address Alternate Viewpoints 824 Revising and Editing Skills 825	Fiction LA.1112.2.1.2 Reading Comprehension LA.1112.1.7.2 Revising LA.1112.3.3.1, LA.1112.3.3.4 Editing for Language Conventions LA.1112.3.4.5	

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Grammar & Style Hyphens, Ellipses, and Italics 861	Editing for Language Conventions LA.1112.3.4.3	
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One Art	865	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.3, LA.1112.2.1.7 Creative LA.1112.4.1.1, LA.1112.4.1.2
Literature of the Americas Farewell to a Traveler	868	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.3, LA.1112.2.1.7 Creative LA.1112.4.1.1, LA.1112.4.1.2
Independent Reading Once More to the Lake	871	Fluency LA.1112.1.5.1 Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.3 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4 Revising LA.1112.3.3.3
Part 2 Conflict and Conformity	877	Nonfiction LA.1112.2.2.1, LA.1112.2.2.5
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The Crucible, Act 1	881	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.8
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Informational Text Connection Senate Hearings: McCarthy-Welsh Exchange, “Have You No Sense of Decency?”	953	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.3, LA.1112.1.7.7 Fiction LA.1112.2.1.7 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4, LA.1112.2.2.5 Research Process LA.1112.6.2.3 Media Literacy LA.1112.6.3.3

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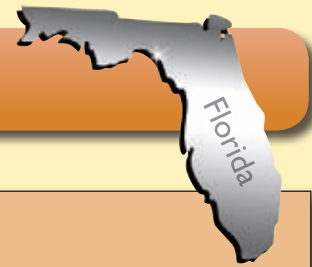
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The Crucible, Act 4	957	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.4, LA.1112.2.1.8 Creative LA.1112.4.1.1
Understanding Literary Criticism Political Criticism	972	Reading Comprehension LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.2, LA.1112.2.1.7, LA.1112.2.1.8
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<i>from</i> Black Boy	976	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.2, LA.1112.1.7.3 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4, LA.1112.2.2.5 Creative LA.1112.4.1.1, LA.1112.4.1.2 Technology LA.1112.6.4.1, LA.1112.6.4.2
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Informational Text Connection U.S. Supreme Court Decision: <i>Brown v. Board of Education of Topeka</i>	982	Reading Comprehension LA.1112.1.7.3, LA.1112.1.7.6, LA.1112.1.7.7 Fiction LA.1112.2.1.3, LA.1112.2.1.7 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4, LA.1112.2.2.5
Independent Reading <i>from</i> Quiet Strength	985	Fluency LA.1112.1.5.1 Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.3 Nonfiction LA.1112.2.2.2, LA.1112.2.2.4, LA.1112.2.2.5
Part 3 The Beat Movement	989	Nonfiction LA.1112.2.2.1, LA.1112.2.2.4, LA.1112.2.2.5
<i>from</i> On the Road	990	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.2, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.8 Creative LA.1112.4.1.1, LA.1112.4.1.2 Listening and Speaking LA.1112.5.2.2, LA.1112.5.2.5
Vocabulary & Spelling Compound Words	994	Vocabulary Development LA.1112.1.6.8, LA.1112.1.6.10
A Supermarket in California	995	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1, LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.3, LA.1112.2.1.7 Creative LA.1112.4.1.2 Listening and Speaking LA.1112.5.2.5 Media Literacy LA.1112.6.3.3
Vocabulary & Spelling Borrowed Words	999	Vocabulary Development LA.1112.1.6.10

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Riprap	1000	Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.1 Fiction LA.1112.2.1.1, LA.1112.2.1.3
Pine Tree Tops	1002	Reading Comprehension LA.1112.1.7.3, LA.1112.1.7.7 Fiction LA.1112.2.1.1, LA.1112.2.1.3 Creative LA.1112.4.1.1, LA.1112.4.1.2 Listening and Speaking LA.1112.5.2.2
Independent Reading Constantly risking absurdity	1005	Fluency LA.1112.1.5.1 Vocabulary Development LA.1112.1.6.1, LA.1112.1.6.2 Reading Comprehension LA.1112.1.7.3 Fiction LA.1112.2.1.1, LA.1112.2.1.10 Creative LA.1112.4.1.1
For Your Reading List	1008	Fluency LA.1112.1.5.1 Reading Comprehension LA.1112.1.7.1 Nonfiction LA.1112.2.2.4, LA.1112.2.2.5
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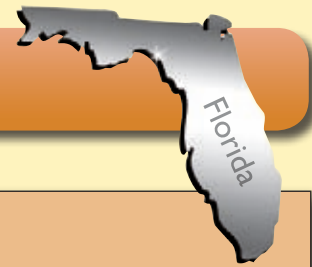


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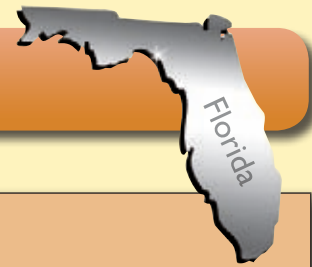


Unit 8 Early Contemporary Era 1960–1980	Florida Sunshine State Standards	
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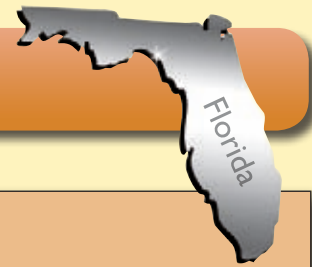
Unit 8 Early Contemporary Era 1960–1980		Florida Sunshine State Standards
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Correlation to the Florida

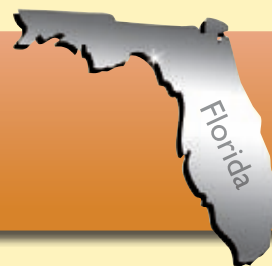
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