

PRENTICE HALL LITERATURE



PENGUIN



EDITION

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PRENTICE HALL LITERATURE



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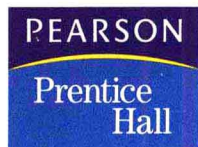
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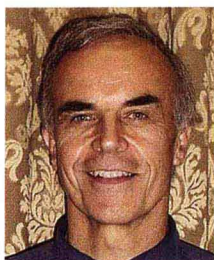
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(Continued on page R68, which is hereby considered an extension of this copyright page.)

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The contributing authors guided the direction and philosophy of *Prentice Hall Literature: Penguin Edition*. Working with the development team, they helped to build the pedagogical integrity of the program and to ensure its relevance for today's teachers and students.

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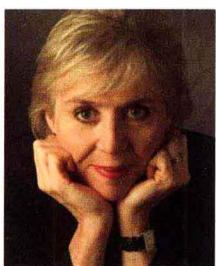


Kevin Feldman, Ed.D., is the Director of Reading and Intervention for the Sonoma County Office of Education and an independent educational consultant. He publishes and provides consultancy and training nationally, focusing upon improving school-wide literacy skills as well as targeted interventions for struggling readers, special needs students, and second

language learners. Dr. Feldman is the co-author of the California Special Education Reading Task Force report and the lead program author for the 2002 Prentice Hall secondary language arts program *Timeless Voices, Timeless Themes*. He serves as technical consultant to the California Reading and Literature Project and the CalSTAT State Special Education Improvement Project. Dr. Feldman has taught for nineteen years at the university level in Special Education and Masters' level programs for University of California, Riverside, and Sonoma State University.

Dr. Feldman earned his undergraduate degree in Psychology from Washington State University and has a Master's Degree from UC Riverside in Special Education, Learning Disabilities, and Instructional Design. He has an Ed.D. from the University of San Francisco in Curriculum and Instruction.

Sharon Vaughn



Sharon Vaughn, Ph.D., is the H.E. Hartfelder/The Southland Corporation Regents Professor at the University of Texas and also director of the Vaughn Gross Center for Reading and Language Arts at the University of Texas (VGCRLA). As director of the VGCRLA, she leads more than five major initiatives, including The Central Regional Reading First Technical Assistance Center; the

Three-Tier Reading Research Project; a bilingual-biliteracy (English/Spanish) intervention research study; the Grades 1–4 Teacher Reading Academies that have been used for teacher education throughout Texas and the nation; and the creation of online professional development in reading for teachers and other interested professionals.

Dr. Vaughn has published more than ten books and over one hundred research articles. She is Editor in Chief of the *Journal of Learning Disabilities* and serves on the editorial board of more than ten research journals, including the *Journal of Educational Psychology*, the *American Educational Research Journal*, and the *Journal of Special Education*.

Kate Kinsella



Kate Kinsella, Ed.D., is a teacher educator in the Department of Secondary Education at San Francisco State University. She teaches coursework addressing academic language and literacy development in linguistically and culturally diverse classrooms. Dr. Kinsella maintains secondary classroom involvement by teaching an academic literacy class

for adolescent English learners through the University's Step to College Program. She publishes and provides consultancy and training nationally, focusing upon responsible instructional practices that provide second language learners and less proficient readers in grades 4–12 with the language and literacy skills vital to educational mobility.

Dr. Kinsella is the program author for *Reading in the Content Areas: Strategies for Reading Success*, published by Pearson Learning, and the lead program author for the 2002 Prentice Hall secondary language arts program *Timeless Voices, Timeless Themes*. She is the co-editor of the *CATESOL Journal* (California Association of Teachers of ESL) and serves on the editorial board for the *California Reader*. A former Fulbright scholar, Dr. Kinsella has received numerous awards, including the prestigious Marcus Foster Memorial Reading Award, offered by the California Reading Association in 2002 to a California educator who has made a significant statewide impact on both policy and pedagogy in the area of literacy.

Differentiated Instruction Advisor Don Deshler



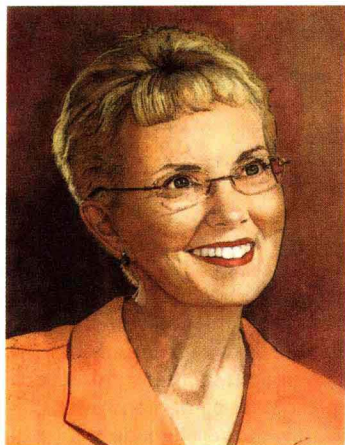
Don Deshler, Ph.D., is the Director of the Center for Research on Learning (CRL) at the University of Kansas. Dr. Deshler's expertise centers on adolescent literacy, learning strategic instruction, and instructional strategies for teaching content-area classes with academically diverse student bodies. He is the author of

Teaching Content to All: Evidence-Based Inclusive Practices in Middle and Secondary Schools, a text which presents the instructional practices that have been tested and validated through his research at CRL.



UNIT AUTHORS

An award-winning contemporary author hosts each unit in each level of Prentice Hall Literature. Serving as guides for your students, these authors introduce literary concepts, answer questions about their work, and discuss their own writing processes, using their works as models. Following are the featured unit authors for Grade 10.



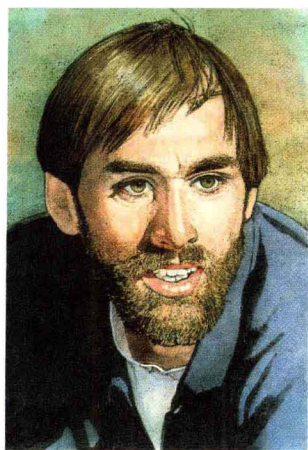
Susan Vreeland (b. 1946)

Unit 1: Fiction and Nonfiction Susan Vreeland has extensive experience in writing both fiction and nonfiction. Her book *Girl in Hyacinth Blue*, which describes the successive owners of an imaginary painting by Vermeer, received the San Diego Book Awards' Best Novel of the Year prize. Other novels include *The Forest Lover* and *The Passion of Artemisia*. Ms. Vreeland has also written about 250 nonfiction articles on a variety of subjects.



C. J. Cherryh (b. 1942)

Unit 2: Short Stories C. J. Cherryh is the ideal guide for the short-story unit. A popular and critically acclaimed fantasy and science-fiction writer, she has won numerous prizes for her short stories and for her more than forty novels. For example, she received the coveted Hugo Award for both her short story "Cassandra" and her novels *Downbelow Station* and *Cyteen*. Her hobbies include traveling, weaving, and ice skating, in addition to studying marine life, dinosaurs, and art.



Erik Weißenmayer (b. 1968)

Unit 3: Types of Nonfiction: Essays and Speeches As an athlete and motivational speaker, Erik Weißenmayer has experience in writing various types of nonfiction, including informal essays and an autobiography. On May 25, 2001, he became the first blind climber in history to reach the summit of Mt. Everest. He wrote about his life and the experience of climbing Everest in *Touch the Top of the World*, a bestseller that *Publishers Weekly* called "moving and adventure packed."

Cornelius Eady (b. 1954)

Unit 4: Poetry Cornelius Eady is a well-known poet and teacher of poetry, making him an ideal guide for this unit. His books include *Victims of the Latest Dance Craze*, which was named a Lamont Poetry Selection by the Academy of American Poets, and *The Gathering of My Name*, which was nominated for a Pulitzer Prize. A music-theater piece he collaborated on was a finalist for a Pulitzer Prize in Drama. In addition, his work frequently draws inspiration from African American musical traditions.



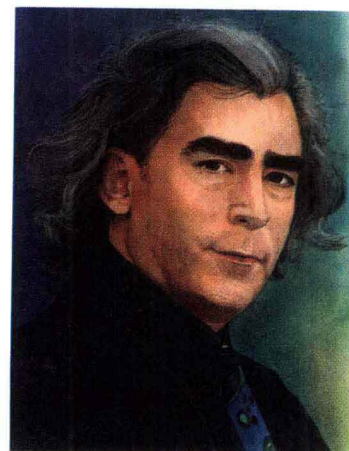
David Henry Hwang (b. 1957)

Unit 5: Drama As a dramatist, David Henry Hwang achieved early success in the theater with his first play, *FOB* (*Fresh Off the Boat*). It won the 1981 Obie Award as the best new off-Broadway play of the season. He established himself as a major talent with *M. Butterfly*, which won a Tony Award for best play on Broadway. His recent work includes *Tibet Through the Red Box*, a play that appeals to both young people and adults.



John Phillip Santos (b. 1957)

Unit 6: Themes in Literature: Heroes and Dreamers John Phillip Santos is well suited to serve as a guide for this unit by virtue of his memoir, *Places Left Unfinished at the Time of Creation*, a National Book Award Finalist. This lyrical book weaves together family history, literary references, and reflections to explore a variety of themes. Mr. Santos, the first Mexican American to win a Rhodes scholarship, has also written documentary films.



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Your Guide to Illinois Standards and Testing

What's a Performance Descriptor?

In Illinois, curriculum standards are called the **Illinois Learning Standards**. Your teachers are responsible for helping you master all of the Illinois Learning Standards for language arts. Accompanying the Learning Standards for each grade is a list of Performance Descriptors, which outline what students are expected to know and be able to do once they have mastered the Learning Standards. Here is a sample Performance Descriptor for tenth grade as well as a question that tests your understanding of the standard.

SAMPLE STANDARD

Literature (LT) 2B.9.6 Evaluate a character's behavior.

Standards Groupings

To help you better understand the Performance Descriptors, we've assigned them names and abbreviations that relate to what they cover. For example, State Goal 2 covers the area of literature, so we've assigned it the name **Literature** or **LT** to make it a bit more clear.

As a student in Illinois, your reading skills will be tested in grade 11. The Illinois grade 11 reading test is called the **Prairie State Achievement Exam (PSAE)**. The PSAE consists of the ACT Assessment in Reading and English and the WorkKeys Reading for Information test.

SAMPLE QUESTION

1. How does Anatheia's behavior change in the passage?
 - A. She becomes more agitated.
 - B. Her movements slow down.
 - C. She begins to act less uncomfortable.
 - D. She interacts with people in a more hostile manner.

(LT.2B.9.6)



Illinois Learning Standards

Grade 10 (Stage I)

The following pages list the Grade 10 Performance Descriptors of the Illinois Learning Standards, which specify what you are expected to learn this year in language arts class. (**Note:** The Performance Descriptors have been shortened and simplified for easier reading.)

STATE GOAL 1 Read with understanding and fluency.

RD Reading

1A Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.

- RD.1A.9.1** Expand knowledge of word origins, derivations.
- RD.1A.9.2** Extend vocabulary through idioms, similes, analogies, metaphors.
- RD.1A.9.3** Use roots, affixes to understand words/phrases.
- RD.1A.9.4** Analyze specialized vocabulary.
- RD.1A.9.5** Analyze structure/function of words.
- RD.1A.9.6** Analyze word usage in traditional, contemporary sources.
- RD.1A.9.7** Interpret American idioms.
- RD.1A.9.8** Identify, use analogy.

1B Students who meet the standard can apply reading strategies to improve understanding and fluency.

- RD.1B.9.1** Use previewing, questioning before/during reading.
- RD.1B.9.2** Relate reading to other sources.
- RD.1B.9.3** Analyze purpose, structure, content, detail, effect.
- RD.1B.9.4** Compare purpose, structure, content, detail, effect.
- RD.1B.9.5** Discover coherence of themes.
- RD.1B.9.6** Focus on key ideas to clarify text.
- RD.1B.9.7** Identify organizational requirements of different content areas.
- RD.1B.9.8** Read aloud fluently from variety of materials.
- RD.1B.9.9** Read for recreation.

Key to Standard Codes

- RD** Reading
- LT** Literature
- WR** Writing
- LS** Listening
- IN** Information

Illinois Learning Standards—Performance Descriptors (continued)

1C Students who meet the standard can comprehend a broad range of reading materials.

- RD.1C.9.1** Ask questions, before, during, after reading.
- RD.1C.9.2** Use topic, theme, organization, context, point of view to interpret text.
- RD.1C.9.3** Make connections, interpretations through analysis, evaluation, inference, comparison.
- RD.1C.9.4** Analyze use of text, art.
- RD.1C.9.5** Evaluate accuracy of information.
- RD.1C.9.6** Relate summaries/generalizations to text.
- RD.1C.9.7** Recognize kinds of writing.
- RD.1C.9.8** Justify interpretation using references.
- RD.1C.9.9** Challenge text through questions.
- RD.1C.9.10** Interpret tables, graphs, diagrams, maps.

STATE GOAL 2 Read and understand literature representative of various societies, eras, and ideas.**LT** Literature**2A Students who meet the standard can understand how literary elements and techniques are used to convey meaning.**

- LT.2A.9.1** Explain author's use of technique.
- LT.2A.9.2** Support assertions with textual evidence.
- LT.2A.9.3** Explain author's use of literary elements.
- LT.2A.9.4** Identify author's style.
- LT.2A.9.5** Evaluate impact of word choice, structure, syntax.
- LT.2A.9.6** Identify details of genre.
- LT.2A.9.7** Understand relationships among reader, author, form, text.
- LT.2A.9.8** Evaluate how text reflects culture, period.

2B Students who meet the standard can read and interpret a variety of literary works.

- LT.2B.9.1** Identify ideas, impressions in literature.
- LT.2B.9.2** Evaluate key ideas of text.
- LT.2B.9.3** Support evaluation with media.

Illinois Learning Standards—Performance Descriptors (continued)

- LT.2B.9.4** Connect text to its culture.
- LT.2B.9.5** Study how attitudes toward problems vary with time/culture.
- LT.2B.9.6** Evaluate character's behavior.
- LT.2B.9.7** Engage in literary discussions.

STATE GOAL 3 Write to communicate for a variety of purposes.

WR Writing

3A Students who meet the standard can use correct grammar, spelling, punctuation, capitalization, and structure.

- WR.3A.9.1** Compose/edit with standard English.
- WR.3A.9.2** Format document for submission/publication.
- WR.3A.9.3** Proofread for conventions

3B Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.

- WR.3B.9.1** Use writing process.
- WR.3B.9.2** Compose clear thesis.
- WR.3B.9.3** Defend choice of words, techniques.
- WR.3B.9.4** Alter document for different audience/purpose.
- WR.3B.9.5** Use variety of genres.
- WR.3B.9.6** Evaluate/use figurative language.
- WR.3B.9.7** Identify, use analogy.
- WR.3B.9.8** Use revision strategies.

3C Students who meet the standard can communicate ideas in writing to accomplish a variety of purposes.

- WR.3C.9.1** Write informational piece that supports topic/thesis with evidence.
- WR.3C.9.2** Compose paper that evaluates 2 positions, selects better one.
- WR.3C.9.3** Complete sample application.
- WR.3C.9.4** Fit voice, tone, vocabulary, grammar to purpose/audience.

Key to Standard Codes

- RD** Reading
- LT** Literature
- WR** Writing
- LS** Listening
- IN** Information

Illinois Learning Standards—Performance Descriptors (continued)

- WR.3C.9.5** Use format, conventions for business letter.
- WR.3C.9.6** Convert formal letter to informal.
- WR.3C.9.7** Write cover letter, resume.
- WR.3C.9.8** Write creatively for specific audience, purpose.
- WR.3C.9.9** Use technology for compositions, multi-media works.

STATE GOAL 4 Listen and speak effectively in a variety of situations.

LS Listening

4A Students who meet the standard can listen effectively in formal and informal situations.

- LS.4A.9.1** Understand material, concepts in presentations.
- LS.4A.9.2** Synthesize, evaluate recorded/live presentations.
- LS.4A.9.3** Summarize presentations with editorial comments.
- LS.4A.9.4** Ask probing questions.
- LS.4A.9.5** Evaluate verbal/nonverbal clues.
- LS.4A.9.6** Critique speaker's verbal vs. nonverbal communicating skills.
- LS.4A.9.7** Control distractions.

4B Students who meet the standard can speak effectively using language appropriate to the situation and audience.

- LS.4B.9.1** Communicate message effectively.
- LS.4B.9.2** Use feedback strategies to adjust message.
- LS.4B.9.3** Use verbal, nonverbal cues.
- LS.4B.9.4** Use clear, audible, appropriate language.
- LS.4B.9.5** Use appropriate grammar, word choice, pacing.
- LS.4B.9.6** Use visual aids, technology.
- LS.4B.9.7** Rehearse presentation to overcome anxiety.
- LS.4B.9.8** Calmly confront opposing viewpoints.
- LS.4B.9.9** Assume different roles in group.
- LS.4B.9.10** Attempt consensus to solve problem.

STATE GOAL 5 Use the language arts to acquire, assess, and communicate information.

IN Information

5A Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

- IN.5A.9.1** Select topic with minimal guidance.
- IN.5A.9.2** Distinguish sources needed to solve problem, extend information.
- IN.5A.9.3** Determine credibility of sources.
- IN.5A.9.4** Fit organization to format.
- IN.5A.9.5** Follow style manual.

5B Students who meet the standard can analyze and evaluate information acquired from various sources.

- IN.5B.9.1** Analyze, evaluate information.
- IN.5B.9.2** Evaluate primary, secondary sources.
- IN.5B.9.3** Identify reasoning strategies of writer.
- IN.5B.9.4** Cite all sources.
- IN.5B.9.5** Develop bibliography.

5C Students who meet the standard can apply acquired information, concepts, and ideas to communicate in a variety of formats.

- IN.5C.9.1** Match method of inquiry to question.
- IN.5C.9.2** Use multiple sources to develop/support ideas.
- IN.5C.9.3** Revise, edit, and proofread.
- IN.5C.9.4** Design/present effective, engaging, organized project.
- IN.5C.9.5** Critique individual/group project.

Key to Standard Codes

- RD** Reading
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Writing Assessment Scoring Rubrics



The rubrics below are used to score writing in Illinois. The stronger your writing is, the higher the score you will receive. For example, if your essay has a clear focus but is disorganized, you would receive a 6 in Focus and a 2 in Organization.

Use these rubrics to evaluate and to improve your writing. In categories where your scores tend to be low, ask your teacher to provide exercises or extra instruction in those areas.

Following the rubrics are two sample writing prompts. Try them on your own or with your class.

Points	Focus	Support	Organization	Integration
6	<ul style="list-style-type: none"> Position/subject stated and developed clearly. Demonstrates insight. Hook captures the reader's attention. Logical throughout. Conclusion ties important points together. 	<ul style="list-style-type: none"> Position/subject supported with abundant, original detail using multiple strategies. Details important, vivid, explicit, and used evenly. Powerful words and phrases relate to subject and audience. 	<ul style="list-style-type: none"> Organized by a plan throughout. Important points tied together skillfully. Logical progression of ideas. Sentence variation adds interest. 	<ul style="list-style-type: none"> Fully developed for grade level. Focus clear and developed. Contains balanced, specific, appropriate details. Strong purpose and clear audience. Smoothly flowing sentences and paragraphs. Very few convention errors.
5	<ul style="list-style-type: none"> Position/subject stated clearly. Position/subject logical throughout. Conclusion builds closure in orderly way. 	<ul style="list-style-type: none"> Position/subject supported with sufficient details. Most details developed evenly by multiple strategies. Intended message conveyed in an interesting and natural way. 	<ul style="list-style-type: none"> Clear plan of logical ideas/paragraphs. Some sentence/word variation. Cohesive ties used. Paragraphs logically organized 	<ul style="list-style-type: none"> Developed for grade level. Focus clear and developed. Contains specific, appropriate details. Word choice appropriate for audience and purpose. Well flowing sentences and paragraphs. Few convention errors.

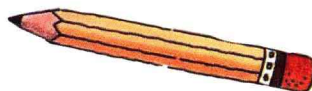
Points	Focus	Support	Organization	Integration
4	<ul style="list-style-type: none"> Position/subject approached by preview or theme. Hook attempted but somewhat unclear. Clear conclusion. 	<ul style="list-style-type: none"> Most major points developed by specific details; some details uneven or incomplete. Most major points make sense, but some uneven or incomplete. Appropriate words used; some lapse into slang. 	<ul style="list-style-type: none"> Most paragraphs appropriate. Some sentence/word variation. Clear progression of ideas. 	<ul style="list-style-type: none"> Simple yet clear and appropriate. Essential details included but no further support. Word choice mostly appropriate for audience and purpose. Some convention errors; do not interfere with reading.
3	<ul style="list-style-type: none"> Position/subject identified briefly in introduction or other location. Points make sense but may be unrelated. Little or no sense of closure. Too little information about position/subject. 	<ul style="list-style-type: none"> Some main points developed. Details lack support. Simple word choice. Too short. 	<ul style="list-style-type: none"> Plan is identifiable. Inappropriate transitions. At least one minor digression disrupts progression of ideas 	<ul style="list-style-type: none"> Partially developed for grade level. One or more features incomplete; response confusing.
2	<ul style="list-style-type: none"> Position/subject not clearly identified. Narrative instead of persuasive or expository. Ideas confusing, not related logically, or repetitious. Too little information about the position or subject. 	<ul style="list-style-type: none"> Unnecessary repetition with few details. Details included as a list. Too short to judge support. 	<ul style="list-style-type: none"> Somewhat organized but confusing to reader. Important details omitted. No logical sequence/connection of ideas. Not persuasive or expository. Irrelevant ideas included. 	<ul style="list-style-type: none"> Some response, but no subject/position. Contains few features of writing. Not persuasive or expository. Confusing. Too short for reliable judgment. Many serious convention errors.
1	<ul style="list-style-type: none"> No subject/position. Little writing in response. 	<ul style="list-style-type: none"> Details weak or not present. Too short to judge support. 	<ul style="list-style-type: none"> No clear position/subject. Little evidence of cohesive plan. 	<ul style="list-style-type: none"> Confusing and illogical. Too short for reliable judgment. Frequent convention errors obscure ideas.

Conventions

2	<ul style="list-style-type: none"> Sentence structure correct. Pronouns used correctly. Few run-ons or fragments in proportion to amount written. Punctuation and capitalization generally correct. 	<ul style="list-style-type: none"> Verb tense and subject-verb agreement correct. Few minor and very few major errors.
1	<ul style="list-style-type: none"> Number of errors interferes with understanding/communication. 	



Writing Assessment Practice



Writing Prompt 1

Your high school has proposed a new program that requires all seniors to apply to college. In the suggested program, students must apply to at least one college or university, regardless of their postgraduate plans. Students will not be graded on whether or not they are accepted, but their overall efforts will be reflected in their final grades.

Prepare a speech to be given at the next school board meeting, discussing your views on the proposed program. You may argue either for or against the program, but attempt to persuade the rest of the community to take your side.

Writing Prompt 2

In our society, people are often rewarded for performing well. For example, hard work and discipline in school are usually rewarded with good grades, and some students find this recognition satisfying. On the other hand, Ralph Waldo Emerson once wrote, "The reward of a thing well done is to have done it."

Write a speech in which you respond to Emerson's observation. Be sure to explain what he meant and whether you agree or disagree with him.

As you write your response, remember to:

- Focus on the Prompt.
- Consider the audience, purpose, and context of your response.
- Organize the ideas and details effectively.
- Include specific examples that clearly develop your response.
- Edit your response for standard grammar, spelling, and punctuation.



PSAE Skills Review



Skills Review for the Prairie State Achievement Exam

Your mastery of the Illinois Learning Standards in English language arts is measured by the Prairie State Achievement Exam (PSAE). To do well on this exam, you'll need to practice the skills assessed.

PSAE Skills Review provides six short tests with questions that assess skills tested on the PSAE. Your teacher will set the pace for the review. As you work through the material, note the Skill Focus for each test and the types of questions that pose a struggle for you. For a full-length practice test, use the one in the *PSAE Test Preparation Workbook*.

The Review

Test	Use After Unit	Skill Focus	Skill Review
1	1	Make Predictions Cause and Effect	27–104 105–197
2	2	Make Inferences Draw Conclusions	215–302 303–403
3	3	Main Idea and Supporting Details Persuasive Appeals	423–494 495–575
4	4	Read Fluently Paraphrase	589–660 661–723
5	5	Summarize Reading Shakespeare	743–814 815–959
6	6	Cultural Context Compare and Contrast Worldviews	977–1058 1059–1163

A Note to Parents

The Illinois Learning Standards outline the knowledge that your child needs to pass the Prairie State Achievement Exam. Using the chart to the left, you can help your child review the skills covered in this textbook and monitor your child's progress in mastering these concepts.