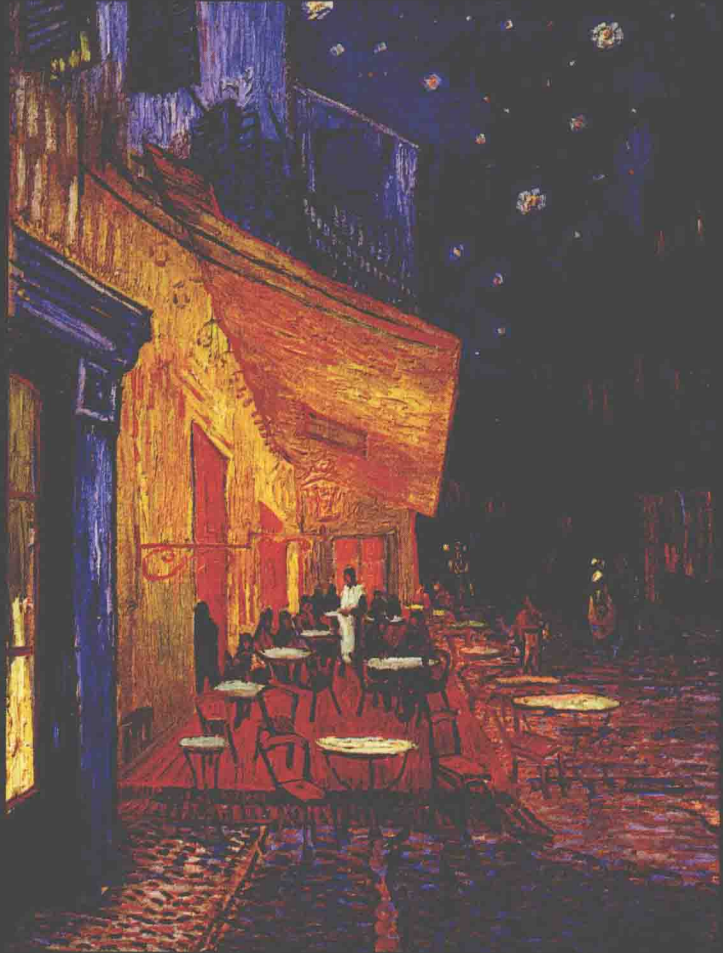


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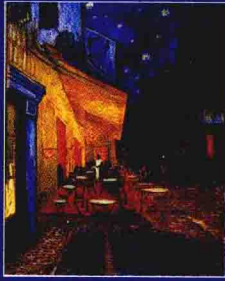
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PRENTICE HALL LITERATURE



P E N G U I N  E D I T I O N



Upper Saddle River, New Jersey
Boston, Massachusetts

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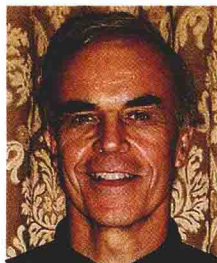
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(Continued on page R68, which is hereby considered an extension of this copyright page.)

CONTRIBUTING AUTHORS

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.

Kevin Feldman



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.



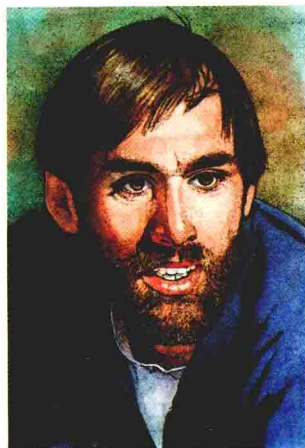
Susan Vreeland (b. 1946)

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.

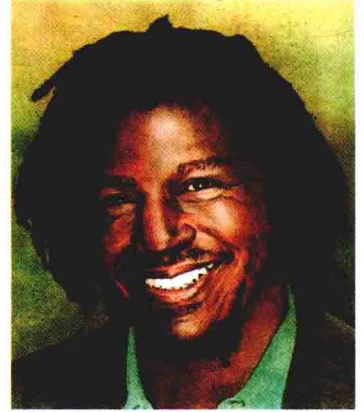


Erik Weihenmayer (b. 1968)

Unit 3: Types of Nonfiction: Essays and Speeches As an athlete and motivational speaker, Erik Weihenmayer 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."

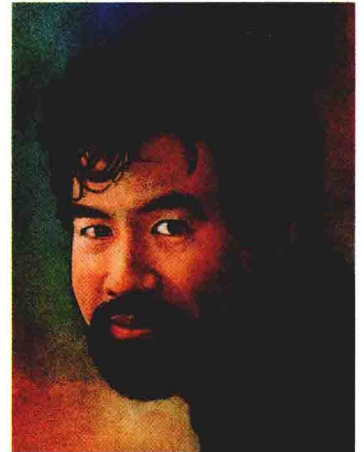
Cornelius Eady (b. 1954)

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.



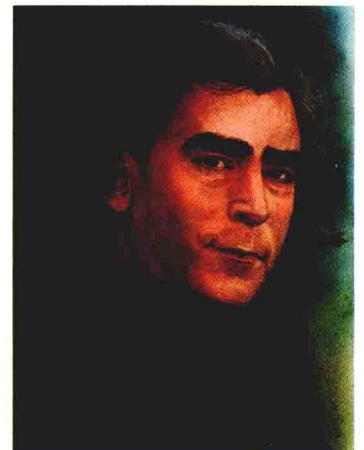
David Henry Hwang (b. 1957)

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.



State of Tennessee

Program Advisors

Susanne Buttrey

Sycamore Middle School
Pleasant View, Tennessee

Donna M. Cardwell

Metro Davidson County Schools
Brentwood, Tennessee

Connie Hauer

Mt. Juliet Middle School
Mt. Juliet, Tennessee

J. William Jolley III

Science Hill High School
Johnson, Tennessee

Sandy Stafford Milton

R.T. Fisher Alternative School
Gallatin, Tennessee

William A. Milton

White House Middle School
White House, Tennessee

Janis Myers

Lincoln County High School
Fayetteville, Tennessee

Donna Poling

Halls Middle School
Knoxville, Tennessee

Katherine Psihogios

Bearden High School
Knoxville, Tennessee

Cathy Robbs Turner

Chattanooga Central High School
Harrison, Tennessee

Myra T. Vinson

Memphis City Schools
Memphis, Tennessee

Erin Weis

Kipp Diamond Academy
Memphis, Tennessee

Arlene F. Young

Hendersonville High School
Hendersonville, Tennessee

Your Guide to Tennessee Standards and Testing

What are Tennessee Content Standards?

Content Standards are part of the Tennessee Curriculum Standards. The Content Standards are broken down into performance indicators that describe what you are expected to learn this year. Your English teachers are responsible for helping you master all of the performance indicators for language arts. Here is a sample performance indicator for English II as well as a question that tests your understanding of the indicator.

SAMPLE STANDARD

R.EII.2.spi.3 Identify figurative language and sound devices in poetry.

Standards Groupings

To help you better understand the Standards, they have been assigned names and abbreviations that relate to what they cover. For example, content standard two covers the area of reading, so it has been assigned the name **Reading**, or **R**, to make it a bit more clear.

As a student in Tennessee, your reading and writing skills will be tested each year from grades 6 to 11. This year you will take the Gateway Test that is part of the **Tennessee Comprehensive Assessment Program (TCAP)**. This test consists of multiple choice questions, and is based on the Tennessee Performance Indicators. The Tennessee Writing Assessment is next given in grade 11, and requires you to write a persuasive essay.

SAMPLE QUESTION

1. Which line from the poem is an example of a paradox?

- A "a fishing string being blown by the autumn wind"
- B "more than last year, I now feel solitude"
- C "moon in the sky's top, clearly passes through this poor town street"
- D "this being alone may even be a kind of happy"

Sunset at Great Smoky Mountains National Park, Tennessee



Curriculum Standards

English II

The following pages list the Tennessee English II Content Standards and Performance Indicators, which specify what you are expected to learn this year in English class.

Writing: Content Standard 1.0: The student will develop the structural and creative skills necessary to produce written language that can be read and interpreted by various audiences.

W Writing

At Level 1, the student is able to:

- W.EII.1.spi.1** combine sentences using a comma and coordinating conjunction or correct a run-on sentence within a writing sample
- W.EII.1.spi.2** distinguish fact from opinion from a passage or writing sample
- W.EII.1.spi.3** identify the targeted audience for a selected passage
- W.EII.1.spi.4** choose the sentence that relates the writer's purpose in a selected passage
- W.EII.1.spi.5** evaluate the relevance of each supporting sentence by deleting an irrelevant sentence in a passage
- W.EII.1.spi.6** select the most appropriate title for a passage
- W.EII.1.spi.7** recognize the proper use of the comparative and superlative form of adjectives (CVS)
- W.EII.1.spi.8** select the correct word for the sense of the sentence (your and you're; where and were; it's and its; their, they're and there; to and too) (CVS)
- W.EII.1.spi.9** choose the correct word for the sense of the sentence (stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect) (CVS)
- W.EII.1.spi.10** determine the stage of the writing process

Key to Standard Codes

- W** Writing
- R** Reading
- V** Viewing and Representing
- S** Speaking and Listening

At Level 2, the student is able to:

- W.EII.1.spi.11** combine or correct sentence fragments using a subordinate conjunction within a writing sample.
- W.EII.1.spi.12** recognize correct subject/verb agreement with confusing intervening prepositional phrases within a writing sample.
- W.EII.1.spi.13** select sentences to strengthen an argument.
- W.EII.1.spi.14** select correct pronoun/antecedent agreement.
- W.EII.1.spi.15** select the appropriate transitional word for a given sentence.
- W.EII.1.spi.16** distinguish the strongest or weakest point of an argument.
- W.EII.1.spi.17** select the most effective method of combining three sentences to improve the structure within a passage.
- W.EII.1.spi.18** select vivid words to strengthen a description (adjective or adverb).
- W.EII.1.spi.19** select vivid words to strengthen a sentence (verb).
- W.EII.1.spi.20** determine the most effective order of sentences.
- W.EII.1.spi.21** choose the correct pronoun case in a sentence in which the pronoun follows "than" within a writing sample or a passage.
- W.EII.1.spi.22** recognize a shift in any of the following: verb tense, point of view, tone, or pronoun usage within a writing sample.
- W.EII.1.spi.23** recognize the correct use of quotation marks in a direct quote (CVS).
- W.EII.1.spi.24** recognize the correct use of a semicolon in a compound sentence.
- W.EII.1.spi.25** choose the thesis that is more effective than the underlined thesis statement (given an introductory paragraph of a student essay).

Content Standards and Performance Indicators (continued)

- W.EI.1.spi.26** rearrange the order of the supporting paragraphs in the specified organizational pattern within a writing sample.
- W.EI.1.spi.27** select the best placement for an additional supporting sentence within a writing sample.
- W.EI.1.spi.28** recognize the correct use of the comma to set off nonessential elements in a sentence (CVS).

At Level 3, the student is able to:

- W.EI.1.spi.29** determine which rebuttal statement best refutes the writer's viewpoint or a line that reveals the writer's biases, assumptions, or values within a passage.
- W.EI.1.spi.30** revise sentences using effective parallelism within a writing sample.
- W.EI.1.spi.31** choose the transitional device that appropriately connects paragraphs within a writing sample.

Reading: Content Standard 2.0: The student will develop the reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of the written text.

R Reading

At Level 1, the student is able to:

- R.EI.2.spi.1** discern an implied main idea from a passage.
- R.EI.2.spi.2** interpret an author's point of view.
- R.EI.2.spi.3** identify the simile, metaphor, onomatopoeia, alliteration, or personification in a given portion of a poem.
- R.EI.2.spi.4** identify how the author reveals character.

Key to Standard Codes

- W** Writing
R Reading
V Viewing and Representing
S Speaking and Listening

Content Standards and Performance Indicators (continued)

At Level 2, the student is able to:

- R.EII.2.spi.5** draw inference(s) from a selected passage (T).
- R.EII.2.spi.6** determine the meaning of a word in context (T).
- R.EII.2.spi.7** differentiate between verbal and situational irony (T).
- R.EII.2.spi.8** pinpoint a cause/effect relationship in a given passage (T optional).
- R.EII.2.spi.9** discover the common theme in a series of passages (T).
- R.EII.2.spi.10** determine the significance of a symbol in a written selection (T optional).
- R.EII.2.spi.11** determine the analogous relationship of a vocabulary word.

At Level 3, the student is able to:

- R.EII.2.spi.12** select the allusion in a given passage.

Viewing and Representing: Content Standard 3.0: The student will use, read, and view media/technology and analyze content and concepts accurately.

V Viewing and Representing

At Level 1, the student is able to:

- V.EII.3.spi.1** select the type of conflict in a photograph.

Content Standards and Performance Indicators (continued)

At Level 2, the student is able to:

V.EII.3.spi.2 select the appropriate persuasive device in a given ad.

V.EII.3.spi.3 infer the mood or tone in a photograph.

At Level 3, the student is able to:

V.EII.3.spi.4 prioritize the most reliable media sources given four different sources.

Speaking and Listening: Content Standard 4.0: The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening skills in the analysis and evaluation of spoken ideas.

S Speaking and Listening

At Level 1, the student is able to:

S.EII.4.spi.1 determine appropriate preparation for an oral presentation to a specified audience or a special interest group.

At Level 2, the student is able to:

S.EII.4.spi.2 determine the interest level of an audience through nonverbal communication.

At Level 3, the student is able to:

S.EII.4.spi.3 choose the appropriate volume, pitch, rate, diction, inflection, gestures, or body language when delivering a speech.

Key to Standard Codes

- W** Writing
- R** Reading
- V** Viewing and Representing
- S** Speaking and Listening



Writing Assessment Scoring Rubric



The following rubric is used to score your response on the TCAP Writing Assessment, which you are required to take in eleventh grade. The rubric is used to assign a score for the content of what you write — how well you express and organize your ideas. It is also used to assign a score for form — how well your writing conforms to the conventions of English grammar.

Scores from 6 to 1 reflect the range of excellence in the papers written in response to the assignment. The broad categories define the score ranges for the writing assignment.

Score of 6

A 6 paper is **OUTSTANDING**. It demonstrates a high degree of proficiency in response to the assignment but may have a few minor errors.

An essay in this category:

- is well organized and coherently developed
- clearly explains or illustrates key ideas
- demonstrates syntactic variety
- clearly displays facility in the use of language
- is generally free from errors in mechanics, usage, and sentence structure

Score of 5

A 5 paper is **STRONG**. It demonstrates clear proficiency in response to the assignment and may have minor errors.

An essay in this category:

- is generally well organized and coherently developed
- explains or illustrates key ideas
- demonstrates some syntactic variety
- displays facility in the use of language
- is generally free from errors in mechanics, usage, and sentence structure

Score of 4

A 4 paper is **COMPETENT**. It demonstrates proficiency in response to the assignment.

An essay in this category:

- is adequately organized and developed
- explains or illustrates some of the key ideas
- demonstrates adequate facility in the use of language
- may display some errors in mechanics, usage, or sentence structure

**Score
of 3**

A 3 paper is **LIMITED**. It demonstrates some degree of proficiency in response to the assignment, but it is clearly flawed.

An essay in this category reveals one or more of the following weaknesses:

- inadequate organization or development
- inadequate explanation or illustration of key ideas
- limited or inappropriate word choice
- a pattern or accumulation of errors in mechanics, usage, or sentence structure

**Score
of 2**

A 2 paper is **FLAWED**. It demonstrates limited proficiency in response to the assignment.

An essay in this category reveals one or more of the following weaknesses:

- weak organization or very little development
- little or no relevant detail
- serious errors in mechanics, usage, sentence structure, or word choice

**Score
of 1**

A 1 paper is **DEFICIENT**. It demonstrates fundamental deficiencies in writing skills.

An essay in this category contains serious and persistent writing errors or is incoherent or is undeveloped.

**Score
of 0**

A 0 paper is reported accompanied by one of the following codes to indicate a paper **could not be scored** for one of the following reasons:

- 0-A Blank or Refusal
- 0-B Insufficient to score or Illegible
- 0-C Off Topic
- 0-D Written predominantly in another language



Writing Assessment Practice



In grade 11, you will be required to take the TCAP Writing Assessment. This test requires you to write a persuasive essay in response to a prompt. Below are two sample prompts. Use the prompts to practice writing in the test format. Then use the TCAP Scoring rubric to evaluate how well you did.

Sample Prompt

Writing Situation: Your school wants to renovate its science labs, art studios, gymnasium, and many of its classrooms. This will cause significant disruptions during the school day, but will result in improved learning facilities.

Think about the effects of renovating your school. Decide whether you are for or against this proposal.

Directions for Writing:

Now write an essay in which you persuade the reader why this is or is not a good idea. Defend your position with specific reasons supported by several detailed examples.



Directions for Writing:

Now write an essay in which you persuade the reader why this is or is not a good idea. Defend your position with specific reasons supported by several detailed examples.



Sample Prompt

Writing Situation: Imagine that your school district has proposed giving students more time for after-school endeavors by beginning and ending the school day an hour earlier.

Think about the possible effects of beginning and ending the school day an hour earlier. Decide whether you are for or against this proposal.



Gateway Skills Review



Skills Review for the Tennessee Gateway Test

Are You Ready?

Your mastery of the Tennessee Language Arts Content Standards and Performance Indicators is measured by the Tennessee Gateway Test. To do well on this exam, you'll need to practice. *Gateway Skills Review* provides six short tests with questions that assess skills tested on the Gateway Test. Your teacher will set the pace for the Skills 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 *Gateway Preparation Workbook*.

The Countdown

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 Appeal	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 world views	977–1058 1059–1163

A Note to Parents

The Tennessee Language Arts Content Standards and Performance Indicators outline the knowledge that your child needs to pass the Tennessee Gateway Test. Using the chart to the left, you can help your child review the skills covered in this textbook and monitor your child's progress toward mastering these concepts.