

LITERATURE & THOUGHT

# WHAT ON EARTH?

AN ECOLOGY READER



T E A C H E R   G U I D E

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# Literature & Thought

## What on Earth? An Ecology Reader

| <b>English Language Arts Standards » Reading: Literature »<br/>Grades 9–10 (RL)</b>   |   |
|---|---|
| <b>Key Ideas and Details</b>  |   |
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>TG:</b> pp. 15–16, 23, 27–28, 34, 43, 60<br><b>IWL:</b> 1.1, 1.2, 2.1, 2.2   |
| 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   | <b>TG:</b> pp. 23, 35, 44, 54–55<br><b>IWL:</b> 4.1, 4.2  |
| 3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  | <b>TG:</b> pp. 18, 34, 60   |
| <b>Craft and Structure</b>  |   |
| 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | <b>SB:</b> p. 14<br><b>TG:</b> pp. 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63   |
| 5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  | <b>TG:</b> pp. 20, 23, 43, 48, 49   |
| 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   | <b>TG:</b> p. 48  |
| <b>Integration of Knowledge and Ideas</b>   |   |
| 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).  | <b>TG:</b> p. 34  |
| 8. (Not applicable to literature)   | (Not applicable to literature)  |
| 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  |   |
| <b>Range of Reading and Level of Text Complexity</b>  |   |
| 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.   | <b>SB:</b> The anthology includes texts of varying levels of complexity.<br><b>TG:</b> Suggestions for additional readings on page 71 include selections that are challenging, average, and easy. |

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## What on Earth? An Ecology Reader

### English Language Arts Standards » Reading: Informational Text » Grades 9–10 (RI)

#### Key Ideas and Details

|   |   |
|---|---|
| 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>TG:</b> pp. 15–16, 27–28, 45, 47, 59<br><b>IWL:</b> 1.1, 1.2, 2.1, 2.2                     |
| 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.      | <b>SB:</b> p. 78<br><b>TG:</b> pp. 31, 33, 36–37, 42, 54–55<br><b>IWL:</b> 2.3, 2.4, 4.1, 4.2 |
| 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | <b>SB:</b> p. 78<br><b>TG:</b> pp. 36–37, 45, 58<br><b>IWL:</b> 2.3, 2.4                      |

#### Craft and Structure

|   |   |
|---|---|
| 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | <b>SB:</b> p. 14<br><b>TG:</b> pp. 17, 19, 26, 29, 38, 41, 52, 56, 61, 63 |
| 5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  | <b>TG:</b> pp. 46, 58   |
| 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   | <b>TG:</b> pp. 30, 32, 57   |

#### Integration of Knowledge and Ideas

|  |  |
|--|--|
| 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.   | <b>TG:</b> pp. 42, 62  |
| 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  | <b>SB:</b> pp. 44, 108<br><b>TG:</b> pp. 15–16, 21, 24–25, 31, 33, 46, 50–51, 61<br><b>IWL:</b> 1.1, 1.2, 1.3, 1.4, 3.3, 3.4 |
| 9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. |  |

#### Range of Reading and Level of Text Complexity

|   |   |
|---|---|
| 10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <b>SB:</b> The anthology includes texts of varying levels of complexity.<br><b>TG:</b> Suggestions for additional readings on page 71 include selections that are challenging, average, and easy. |
|---|---|

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## What on Earth? An Ecology Reader

### English Language Arts Standards » Writing » Grades 9–10 (W)

#### Text Types and Purposes

|  |   |
|--|---|
| <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>   | <p><b>SB:</b> p. 44<br/> <b>TG:</b> pp. 24–25, 47, 49, 66, 67<br/> <b>IWL:</b> 1.3, 1.4</p> |
| <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> | <p><b>SB:</b> p. 78<br/> <b>TG:</b> pp. 36–37<br/> <b>IWL:</b> 2.3, 2.4</p>                 |

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| English Language Arts Standards » Writing » Grades 9–10 (W)   |   |
|---|---|
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> | <p><b>SB:</b> p. 108<br/> <b>TG:</b> pp. 18, 44, 50–51<br/> <b>IWL:</b> 3.3, 3.4</p>  |
| Production and Distribution of Writing  |   |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>  | <p><b>SB:</b> pp. 44, 78, 108<br/> <b>TG:</b> pp. 24–25, 36–37, 50–51, 66, 69<br/> <b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</p> |
| <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>  | <p><b>SB:</b> p. 108<br/> <b>TG:</b> pp. 44, 50–51, 69<br/> <b>IWL:</b> 3.3, 3.4</p>  |
| <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>  | <p><b>TG:</b> pp. 62, 64</p>  |
| Research to Build and Present Knowledge   |   |
| <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  | <p><b>TG:</b> pp. 39–40, 54–55, 62, 64, 65<br/> <b>IWL:</b> 3.1, 3.2, 4.1, 4.2</p>  |
| <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>   | <p><b>TG:</b> pp. 39–40, 69<br/> <b>IWL:</b> 3.1, 3.2</p>   |

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### English Language Arts Standards » Writing » Grades 9–10 (W)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

**SB:** pp. 44, 78, 108

**TG:** pp. 24–25, 36–37, 50–51, 54–55, 66, 67, 69

**IWL:** 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SB:** pp. 44, 78, 108

**TG:** pp. 24–25, 36–37, 50–51, 54–55, 66, 67, 69

**IWL:** 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2

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## What on Earth? An Ecology Reader

### English Language Arts Standards » Speaking and Listening » Grades 9–10 (SL)

#### Comprehension and Collaboration

|   |                                  |
|---|----------------------------------|
| <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p><b>TG:</b> pp. 19, 65</p>     |
| <p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>  | <p><b>TG:</b> pp. 22, 64, 65</p> |
| <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>   | <p><b>TG:</b> pp. 30, 57</p>     |

#### Presentation of Knowledge and Ideas

|   |                         |
|---|-------------------------|
| <p>4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> | <p><b>TG:</b> p. 22</p> |
| <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   | <p><b>TG:</b> p. 65</p> |
| <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)</p>   | <p><b>TG:</b> p. 22</p> |

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| <b>History/Social Studies Standards » Reading » Grades 9–10 (RH)</b>  |   |
|---|---|
| <b>Key Ideas and Details</b>  |   |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       | <b>TG:</b> pp. 15–16, 27–28, 47<br><b>IWL:</b> 1.1, 1.2, 2.1, 2.2   |
| 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.         | <b>SB:</b> p. 78<br><b>TG:</b> pp. 31, 33, 36–37, 42, 54–55<br><b>IWL:</b> 2.3, 2.4, 4.1, 4.2   |
| 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  | <b>SB:</b> p. 78<br><b>TG:</b> pp. 36–37, 58<br><b>IWL:</b> 2.3, 2.4  |
| <b>Craft and Structure</b>  |   |
| 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.         | <b>SB:</b> p. 14<br><b>TG:</b> pp. 17, 19, 26, 29, 38, 41, 52, 56, 63   |
| 5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.   | <b>TG:</b> p. 46  |
| 6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |   |
| <b>Integration of Knowledge and Ideas</b>   |   |
| 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   | <b>TG:</b> pp. 42, 62, 64   |
| 8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.   | <b>SB:</b> p. 44<br><b>TG:</b> pp. 15–16, 21, 24–25, 31, 33, 46<br><b>IWL:</b> 1.1, 1.2, 1.3, 1.4   |
| 9. Compare and contrast treatments of the same topic in several primary and secondary sources.  | <b>SB:</b> p. 44<br><b>TG:</b> pp. 24–25<br><b>IWL:</b> 1.3, 1.4  |
| <b>Range of Reading and Level of Text Complexity</b>  |   |
| 10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.                                | <b>SB:</b> The anthology includes texts of varying levels of complexity.<br><b>TG:</b> Suggestions for additional readings on page 71 include selections that are challenging, average, and easy. |



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| History/Social Studies Standards » Writing » Grades 9–10 (WHST)   |   |
|---|---|
| Text Types and Purposes   |   |
| <p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>   | <p><b>SB:</b> p. 44<br/> <b>TG:</b> pp. 24–25, 47, 66, 67<br/> <b>IWL:</b> 1.3, 1.4</p>                   |
| <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul> | <p><b>SB:</b> p. 78<br/> <b>TG:</b> pp. 36–37<br/> <b>IWL:</b> 2.3, 2.4</p>                               |
| <p>3. Not applicable as a separate requirement.</p>   | <p>Not applicable as a separate requirement.</p>  |
| Production and Distribution of Writing  |   |
| <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>  | <p><b>SB:</b> pp. 44, 78<br/> <b>TG:</b> pp. 24–25, 36–37, 66, 69<br/> <b>IWL:</b> 1.3, 1.4, 2.3, 2.4</p> |

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## What on Earth? An Ecology Reader

| History/Social Studies Standards » Writing » Grades 9–10 (WHST)  |   |
|--|---|
| 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  | <b>TG:</b> p. 69  |
| 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  | <b>TG:</b> p. 65  |
| Research to Build and Present Knowledge  |   |
| 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  | <b>TG:</b> pp. 39–40, 62, 64, 65<br><b>IWL:</b> 3.1, 3.2  |
| 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | <b>TG:</b> pp. 39–40, 69<br><b>IWL:</b> 3.1, 3.2  |
| 9. Draw evidence from informational texts to support analysis, reflection, and research.   | <b>SB:</b> pp. 44, 78<br><b>TG:</b> pp. 24–25, 36–37, 54–55, 66, 67, 69<br><b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 4.1, 4.2 |
| Range of Writing   |   |
| 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   | <b>SB:</b> pp. 44, 78<br><b>TG:</b> pp. 24–25, 36–37, 54–55, 66, 67, 69<br><b>IWL:</b> 1.3, 1.4, 2.3, 2.4, 4.1, 4.2 |

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### All Standards Correlated by Selection >> Grades 9–10

| Content  | Pages                                       | RL<br>ELA<br>Reading<br>Literature  | RI<br>ELA Reading<br>Informational<br>Text | W<br>ELA<br>Writing              | SL<br>ELA<br>Speaking<br>and<br>Listening | RH<br>HSS<br>Reading   | WHST<br>HSS<br>Writing                    |
|--|---|-------------------------------------|--|----------------------------------|---|------------------------|---|
| Concept Vocabulary   | SB: p. 14                                   | RL.9–10.4                           | RI.9–10.4                                  |                                  |   | RH.9–10.4              |   |
| <b>Cluster One: What Is Our Relationship with Nature?</b>          |   |                                     |  |                                  |   |                        |   |
| Teaching the Critical Thinking Skill: Evaluating                   | TG: pp. 15–16<br>IWL: 1.1, 1.2              | RL.9–10.1                           | RI.9–10.1<br>RI.9–10.8                     |                                  |   | RH.9–10.1<br>RH.9–10.8 |   |
| Cluster One Vocabulary   | TG: p. 17                                   | RL.9–10.4                           | RI.9–10.4                                  |                                  |   | RH.9–10.4              |   |
| The Growin' of Paul Bunyan, William J. Brooke                      | TG: p. 18                                   | RL.9–10.3<br>RL.9–10.4              |  | W.9–10.3                         |   |                        |   |
| Wisdomkeepers, Harvey Arden and Steve Wall                         | TG: p. 19                                   |                                     | RI.9–10.4                                  |                                  | SL.9–10.1                                 | RH.9–10.4              |   |
| For Richard Chase, Jim Wayne Miller                                | TG: p. 20                                   | RL.9–10.4<br>RL.9–10.5              |  |                                  |   |                        |   |
| Is Humanity a Special Threat?, Gregg Easterbrook                   | TG: p. 21                                   |                                     | RI.9–10.8                                  |                                  |   | RH.9–10.8              |   |
| Nacho Loco, Gary Soto  | TG: p. 22                                   | RL.9–10.4                           |  |                                  | SL.9–10.2<br>SL.9–10.4<br>SL.9–10.6       |                        |   |
| Baptisms, Joseph Bruchac   | TG: p. 23                                   | RL.9–10.1<br>RL.9–10.2<br>RL.9–10.5 |  |                                  |   |                        |   |
| Responding to Cluster One Writing Activity: Position Paper         | SB: p. 44<br>TG: pp. 24–25<br>IWL: 1.3, 1.4 |                                     | RI.9–10.8                                  | W.9–10.1<br>W.9–10.4<br>W.9–10.9 |   | RH.9–10.8<br>RH.9–10.9 | WHST.9–10.1<br>WHST.9–10.4<br>WHST.9–10.9 |
| Cluster One Vocabulary Test  | TG: p. 26                                   | RL.9–10.4                           | RI.9–10.4                                  |                                  |   | RH.9–10.4              |   |
| <b>Cluster Two: What Happens When Humanity and Nature Collide?</b> |   |                                     |  |                                  |   |                        |   |
| Teaching the Critical Thinking Skill: Analyzing                    | TG: pp. 27–28<br>IWL: 2.1, 2.2              | RL.9–10.1                           | RI.9–10.1                                  |                                  |   | RH.9–10.1              |   |
| Cluster Two Vocabulary   | TG: p. 29                                   | RL.9–10.4                           | RI.9–10.4                                  |                                  |   | RH.9–10.4              |   |
| A Fable for Tomorrow from <i>Silent Spring</i> , Rachel Carson     | TG: p. 30                                   |                                     | RI.9–10.6                                  |                                  | SL.9–10.3                                 |                        |   |

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### All Standards Correlated by Selection >> Grades 9–10

| Content   | Pages                                       | RL<br><i>ELA Reading Literature</i> | RI<br><i>ELA Reading Informational Text</i> | W<br><i>ELA Writing</i>          | SL<br><i>ELA Speaking and Listening</i> | RH<br><i>HSS Reading</i> | WHST<br><i>HSS Writing</i>                |
|---|---|-------------------------------------|---|----------------------------------|---|--------------------------|---|
| <b>Battle for the Rain Forest</b> , Joe Kane  | TG: p. 31                                   |                                     | RI.9–10.2<br>RI.9–10.8                      |                                  |   | RH.9–10.2<br>RH.9–10.8   |   |
| <b>All Revved Up About an Even Bigger Vehicle</b> , Dave Barry                                    | TG: p. 32                                   |                                     | RI.9–10.6                                   |                                  |   |                          |   |
| <b>When Nature Comes Too Close</b> , Anthony Brandt   | TG: p. 33                                   |                                     | RI.9–10.2<br>RI.9–10.8                      |                                  |   | RH.9–10.2<br>RH.9–10.8   |   |
| <b>A Sound of Thunder</b> , Ray Bradbury  | TG: p. 34                                   | RL.9–10.1<br>RL.9–10.3              |   |                                  |   |                          |   |
| <b>And They Lived Happily Ever After for a While</b> , John Ciardi<br><i>CCSS Exemplar Author</i> | TG: p. 35                                   | RL.9–10.2<br>RL.9–10.4              |   |                                  |   |                          |   |
| <b>Responding to Cluster Two</b><br>Writing Activity: Environmental Analysis                      | SB: p. 78<br>TG: pp. 36–37<br>IWL: 2.3, 2.4 |                                     | RI.9–10.2<br>RI.9–10.3                      | W.9–10.2<br>W.9–10.4<br>W.9–10.9 |   | RH.9–10.2<br>RH.9–10.3   | WHST.9–10.2<br>WHST.9–10.4<br>WHST.9–10.9 |
| <b>Cluster Two Vocabulary Test</b>  | TG: p. 38                                   | RL.9–10.4                           | RI.9–10.4                                   |                                  |   | RH.9–10.4                |   |
| <b>Cluster Three: How Can We Live in Harmony with Nature?</b>                                     |   |                                     |   |                                  |   |                          |   |
| <b>Teaching the Critical Thinking Skill: Problem Solving</b>                                      | TG: pp. 39–40<br>IWL: 3.1, 3.2              |                                     |   | W.9–10.7<br>W.9–10.8             |   |                          | WHST.9–10.7<br>WHST.9–10.8                |
| <b>Cluster Three Vocabulary</b>   | TG: p. 41                                   | RL.9–10.4                           | RI.9–10.4                                   |                                  |   | RH.9–10.4                |   |
| <b>Heroes for the Planet: Then and Now</b> , <i>Time Magazine</i>                                 | TG: p. 42                                   |                                     | RI.9–10.2<br>RI.9–10.7                      |                                  |   | RH.9–10.2<br>RH.9–10.7   |   |
| <b>The Sun</b> , Mary Oliver  | TG: p. 43                                   | RL.9–10.1<br>RL.9–10.5              |   |                                  |   |                          |   |
| <b>A Palace of Bird Beaks</b> , Howard Schwartz and Barbara Rush                                  | TG: p. 44                                   | RL.9–10.2                           |   | W.9–10.3<br>W.9–10.5             |   |                          |   |
| <b>The Face of a Spider</b> , David Quammen   | TG: p. 45                                   |                                     | RI.9–10.1<br>RI.9–10.3                      |                                  |   |                          |   |

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|---|--|-------------------------------------|---|--|---|--------------------------|----------------------------|
| David Meets Goliath at City Hall,<br>Andrew Holleman                      | TG: p. 46                                    |                                     | RI.9–10.5<br>RI.9–10.8                      |  |   | RH.9–10.5<br>RH.9–10.8   |                            |
| Animals, Vegetables and Minerals,<br>Jessica Szymczyk                     | TG: p. 47                                    |                                     | RI.9–10.1                                   | W.9–10.1                                     |   | RH.9–10.1                | WHST.9–10.1                |
| Working Against Time,<br>David Wagoner                                    | TG: p. 48                                    | RL.9–10.5<br>RL.9–10.6              |   |  |   |                          |                            |
| The King of the Beasts,<br>Philip José Farmer                             | TG: p. 49                                    | RL.9–10.5                           |   | W.9–10.1                                     |   |                          |                            |
| Responding to Cluster Three<br>Writing Activity:<br>Future World Scenario | SB: p. 108<br>TG: pp. 50–51<br>IWL: 3.3, 3.4 |                                     | RI.9–10.8                                   | W.9–10.3<br>W.9–10.4<br>W.9–10.5<br>W.9–10.9 |   |                          |                            |
| Cluster Three Vocabulary Test   | TG: p. 52                                    | RL.9–10.4                           | RI.9–10.4                                   |  |   | RH.9–10.4                |                            |
| <b>Cluster Four: Thinking on Your Own</b>                                 |  |                                     |   |  |   |                          |                            |
| Teaching the Critical Thinking Skill: Synthesizing                        | TG: pp. 54–55<br>IWL: 4.1, 4.2               | RL.9–10.2                           | RI.9–10.2                                   | W.9–10.7<br>W.9–10.9                         |   | RH.9–10.2                | WHST.9–10.9                |
| Cluster Four Vocabulary   | TG: p. 56                                    | RL.9–10.4                           | RI.9–10.4                                   |  |   | RH.9–10.4                |                            |
| A Young Environmentalist Speaks Out,<br>Severn Cullis-Suzuki              | TG: p. 57                                    |                                     | RI.9–10.6                                   |  | SL.9–10.3                               |                          |                            |
| The Mushroom,<br>H.M. Hoover  | TG: p. 58                                    |                                     | RI.9–10.3<br>RI.9–10.5                      |  |   | RH.9–10.3                |                            |
| Duck Hunting,<br>Gary Paulsen   | TG: p. 59                                    |                                     | RI.9–10.1                                   |  |   |                          |                            |
| The Last Dog,<br>Katherine Paterson<br><i>CCSS Exemplar Author</i>        | TG: p. 60                                    | RL.9–10.1<br>RL.9–10.3              |   |  |   |                          |                            |
| Is the Weather Getting Worse?,<br>Colin Marquis and Stu Ostro             | TG: p. 61                                    |                                     | RI.9–10.4<br>RI.9–10.8                      |  |   |                          |                            |

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|---|-----------|-------------------------------------|---|--|---|--------------------------|--|
| The Last Street, Abraham Reisen           | TG: p. 62 | RL.9–10.4                           | RI.9–10.7                                   | W.9–10.6<br>W.9–10.7                         |   | RH.9–10.7                | WHST.9–10.7  |
| Cluster Four Vocabulary Test              | TG: p. 63 | RL.9–10.4                           | RI.9–10.4                                   |  |   | RH.9–10.4                |  |
| <b>Additional Teacher Guide Resources</b> |           |                                     |   |  |   |                          |  |
| Research, Writing, and Discussion Topics  | TG: p. 64 |                                     |   | W.9–10.6<br>W.9–10.7<br>W.9–10.10            | SL.9–10.2                               | RH.9–10.7                | WHST.9–10.7<br>WHST.9–10.10                              |
| Assessment and Project Ideas              | TG: p. 65 |                                     |   | W.9–10.7<br>W.9–10.10                        | SL.9–10.1<br>SL.9–10.2<br>SL.9–10.5     |                          | WHST.9–10.6<br>WHST.9–10.7<br>WHST.9–10.10               |
| Answering the Essential Question          | TG: p. 66 |                                     |   | W.9–10.1<br>W.9–10.4<br>W.9–10.9             |   |                          | WHST.9–10.1<br>WHST.9–10.4<br>WHST.9–10.9                |
| Essay Test                                | TG: p. 67 |                                     |   | W.9–10.1<br>W.9–10.9<br>W.9–10.10            |   |                          | WHST.9–10.1<br>WHST.9–10.9<br>WHST.9–10.10               |
| Rubric for Project Evaluation             | TG: p. 69 |                                     |   | W.9–10.4<br>W.9–10.5<br>W.9–10.8<br>W.9–10.9 |   |                          | WHST.9–10.4<br>WHST.9–10.5<br>WHST.9–10.8<br>WHST.9–10.9 |
| Related Literature                        | TG: p. 71 | RL.9–10.10                          | RI.9–10.10                                  |  |   | RH.9–10.10               |  |