

Key Common Core State Standards and Performance Tasks

from *Journals*, pages 1–8

Henry David Thoreau

Standard: RI.9-10.6 [Reading Informational Texts, Grades 9–10]

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.

Based on this excerpt from Henry David Thoreau’s *Journals*, students determine Thoreau’s purpose for writing *Journals* and analyze how his use of rhetoric, including how the author portrays himself and the level of formality of his tone, advances his purpose.

from *Walden; or, Life in the Woods*, pages 9–25

Henry David Thoreau

Standard: RI.11-12.2 [Reading Informational Texts, Grades 11–12]

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Students provide an objective summary of this excerpt from Henry David Thoreau’s *Walden*, wherein they analyze how the author articulates the central ideas of living simply and being self-reliant and how those ideas interact and build on one another. (E.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”)

from *Huckleberries*, pages 26–36

Henry David Thoreau

Standard: RH.11-12.2 [Literacy in History/Social Studies, Grades 11–12]

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.

Students provide an accurate summary of the passage from Henry David Thoreau’s *Huckleberries*, in which they make clear the relationships between Thoreau’s central ideas about nature, land ownership, and land development, as well as between these ideas and key details from the passage.

from *Letters and Notes on the Manners, Customs, and Condition of the North American Indians*, pages 37–45

George Catlin

Standard: RI.11-12.7 [Reading Informational Texts, Grades 11–12]
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Students address the question of how George Catlin perceived the relationship between American Indians and the buffalo by integrating and evaluating information from the passage from his *Letters and Notes on the Manners, Customs, and Condition of the North American Indians* and his painting *Buffalo Hunt: Approaching in a Ravine*.

“Fallen Forests,” pages 46–47

Lydia Huntley Sigourney

Standard: RL.9-10.1 [Reading Literary Texts, Grades 9–10]
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students cite strong and thorough textual evidence to support their analysis of what the poem says explicitly about what people have done to trees as well as what can be inferred from evidence in the poem. Based on their close reading of the text, students draw inferences about whether and how the author would suggest addressing the issue she raises.

from *Rural Hours*, pages 48–58

Susan Fenimore Cooper

Standard: RI.9-10.3 [Reading Informational Texts, Grades 9–10]
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.

Students analyze how, in the passage from Susan Fenimore Cooper’s *Rural Hours*, the author introduces, develops, and makes connections between the ideas of weeds and change.

from *Table Rock Album*, pages 59–61

Various

Standard: RH.9-10.6 [Literacy in History/Social Studies, Grades 9–10]
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.

Students compare the points of view of the visitors who wrote in the *Table Rock Album* in their reactions to Niagara Falls, including which details the visitors include and emphasize in their respective album entries.

from *Leaves of Grass*, pages 62–70

Walt Whitman

Standard: RL.11-12.2 [Reading Literary Texts, Grades 11–12]

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Students analyze the themes of the greatness of nature and the development of America in the excerpt from Walt Whitman’s *Leaves of Grass*, including how these themes interact, build on one another, and add to the complexity of the poem. Based on their analysis of these themes, students provide an objective summary of the poem excerpt.

from *Man and Nature*, pages 71–80

George Perkins Marsh

Standard: RI.9-10.4 [Reading Informational Texts, Grades 9–10]

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).

Students analyze the use, connotations, and effect of the words “destruction,” “destructive,” “destructiveness,” “organic,” and “civilization” in the passage from George Perkins Marsh’s *Man and Nature*, including the cumulative impact of these word choices on the passage’s meaning and tone.

from *Man and Nature*, pages 71–80

George Perkins Marsh

Standard: RI.9-10.8 [Reading Informational Texts, Grades 9–10]

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Students delineate and evaluate the argument and specific claims about man’s impact on nature in the passage from George Perkins Marsh’s *Man and Nature*, assessing whether the reasoning is valid, whether the evidence is relevant and sufficient, and whether the argument includes false statements or fallacious reasoning.

from *The Humbugs of the World*, pages 81–83

P.T. Barnum

Standard: RH.9-10.8 [Literacy in History/Social Studies, Grades 9–10]

Assess the extent to which the reasoning and evidence in the text support the author’s claims.

Students assess the extent to which the reasoning and evidence in the passage from P.T. Barnum’s *The Humbugs of the World* support Barnum’s claims about the placement of billboards.

from *A Thousand-Mile Walk to the Gulf*, pages 85–89

John Muir

Standard: RI.11-12.4 [Reading Informational Texts, Grades 11–12] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Students analyze how, over the course of a passage from John Muir’s *A Thousand-Mile Walk to the Gulf*, Muir uses and refines the key terms “creation” and “Creator” to support his claims about the relationship between man and nature.

from *A Thousand-Mile Walk to the Gulf*, pages 85–89

John Muir

Standard: RH.9-10.5 [Literacy in History/Social Studies, Grades 9–10] Analyze how a text uses structure to emphasize key points of advance an explanation or analysis.

Students analyze the structure of the passage from John Muir’s *A Thousand-Mile Walk to the Gulf*, including how the anecdote at the beginning of the passage, the discussion of alligators, and the long digression, emphasize and advance Muir’s argument about the relationship between man and nature.

“A Wind-Storm in the Forests,” pages 89–97

John Muir

Standard: RST.9-10.6 [Literacy in Science/Technical Texts, Grades 9–10]

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Students analyze the author’s purpose in including an explanation in John Muir’s “A Wind-Storm in the Forests” of which trees are most and least likely to be blown down in a storm. Define the question that Muir seeks to address through this explanation.

from *My First Summer in the Sierra*, pages 98–104

John Muir

Standard: RI.9-10.2 [Reading Informational Texts, Grades 9–10]

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.

Students analyze the development of the author’s reaction to nature over the course of the passage from John Muir’s *My First Summer in the Sierra*, including how it emerges and is shaped and refined by specific details, including the use of figurative language.

“Hetch Hetchy Valley,” pages 104–112

John Muir

Standard: RI.11-12.6 [Reading Informational Texts, Grades 11–12]
Determine the author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how the style and content contribute to the power, persuasiveness, or beauty of the text.

Students analyze how the language, style, structure, and content of John Muir’s “Hetch Hetchy Valley” contribute to the power, persuasiveness, and beauty of Muir’s argument about the valley’s future.

from *Adventures in the Wilderness*, pages 113–119

W. H. H. Murray

Standard: RH.9-10.1 [Literacy in History/Social Studies, Grades 9–10]
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Students analyze the passage from W. H. H. Murray’s *Adventures in the Wilderness*, citing specific textual evidence related to the 1869 date of the passage and to the origin of the information in Murray’s experience and advocacy related to the Adirondacks.

from *A Review of Recent Changes, and Changes Which Have Been Projected, in the Plans of the Central Park*, pages 120–125

Frederick Law Olmsted

Standard: RI.11-12.1 [Reading Informational Texts, Grades 11–12]
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Students cite strong and thorough textual evidence to support analysis of the passage from Frederick Law Olmsted’s *A Review of Recent Changes, and Changes Which Have Been Projected, in the Plans of the Central Park*, inferences drawn from the text about the park’s purpose, and matters the text leaves uncertain.

“About Trees,” pages 126–128

J. Sterling Morton

Standard: RI.9-10.5 [Reading Informational Texts, Grades 9–10]

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).

Students analyze in detail how the author’s claims about the importance of trees and the need to preserve them are developed and refined in each paragraph of J. Sterling Morgan’s “About Trees.”

To Frank Michler Chapman, pages 129–131

Theodore Roosevelt

Standard: RH.11-12.1 [Literacy in History/Social Studies, Grades 11–12]

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Students cite specific textual evidence to support their analysis of Theodore Roosevelt’s letter to Frank Michler Chapman, connecting insights gained from details about specific kinds of birds to an understanding of the author’s feelings about birds in the text as a whole.

To John Borroughs, page 131

Theodore Roosevelt

Standard: RH.9-10.10 [Literacy in History/Social Studies, Grades 9–10]

By the end of Grade 10, read and comprehend history/social studies texts in the grades 9–10 complexity band independently and proficiently.

Students read and comprehend Theodore Roosevelt’s letter to John Borroughs independently and proficiently. Students restate information from the letter about bears in Yellowstone in their own words to demonstrate comprehension.

Speech at Grand Canyon, Arizona, May 6, 1903, pages 132–133

Theodore Roosevelt

Standard: RH.9-10.4 [Literacy in History/Social Studies, Grades 9–10]

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.

Students determine the meanings of the words “irrigation” and “preserve” as they are used in relation to land development in Theodore Roosevelt’s Speech at Grand Canyon, Arizona, May 6, 1903.

“The Scavengers,” pages 134–139

Mary Austin

Standard: RST.9-10.2 [Literacy in Science/Technical Texts, Grades 9–10]

Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Students trace the explanation of the role and importance of buzzards and other scavengers in the desert ecosystem in Mary Austin’s “The Scavengers” and provide an accurate summary of the text.

from *Man and Earth*, pages 140–144

Nathaniel Southgate Shaler

Standard: RST.9-10.8 [Literacy in Science/Technical Texts, Grades 9–10]

Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

Students assess the extent to which the reasoning and evidence in the passage from Nathaniel Southgate Shaler’s *Man and Earth* support the author’s claims about human use of mineral resources and his recommendations regarding other energy sources.

“The Art of Seeing Things,” pages 145–159

John Burroughs

Standard: RH.11-12.2 [Literacy in History/Social Studies, Grades 11–12]

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Students provide an accurate summary of John Burroughs’s “The Art of Seeing Things,” in which they make clear the relationships among the author’s central ideas about observing nature and other key details and ideas in the text.

“The Grist of the Gods,” pages 159–168

John Burroughs

Standard: RST.11-12.2 [Literacy in Science/Technical Texts, Grades 11–12]

Determine the central idea or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Students summarize John Burroughs’s “The Grist of the Gods” by paraphrasing in simpler but still accurate terms the process of soil formation and the other information about soil presented in the text.

“Nature Near Home,” pages 168–171

John Burroughs

Standard: RST.9-10.1 [Literacy in Science/Technical Texts, Grades 9–10]

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Students cite specific textual evidence to support analysis of John Burroughs’s “Nature Near Home,” attending to the precise details of his descriptions of the variations among the winter birds he observes.

“Prosperity,” pages 172–180

Gifford Pinchot

Standard: RST.9-10.5 [Literacy in Science/Technical Texts, Grades 9–10]

Analyze the structure of the relationships among concepts in the text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

Students analyze the structure of the relationships among concepts in Gifford Pinchot’s “Prosperity,” including the concepts of prosperity, conservation, and civilization.

“The Bird Tragedy on Laysan Island,” pages 181–185

William T. Hornaday

Standard: RI.11-12.5 [Reading Informational Texts, Grades 11–12]

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Students analyze and evaluate the effectiveness of the structure William T. Hornaday uses in “The Bird Tragedy on Laysan Island,” including whether the structure makes points about the decimation of the island’s bird life clear, convincing, and engaging.

“A Certain Oil Refinery,” pages 186–191

Theodore Dreiser

Standard: RH.11-12.5 [Literacy in History/Social Studies, Grades 11–12]

Analyze in detail how a complex primary source is structured, including how key sentences and paragraphs, and larger portions of the text contribute to the whole.

Students analyze in detail how Theodore Dreiser’s “A Certain Oil Refinery” is structured, including how Dreiser uses key sentences and paragraphs to contribute to and build the whole impression of oil refinery workers’ lives.

“The Last Passenger Pigeon,” pages 192–204

Gene Stratton-Porter

Standard: RH.11-12.8 [Literacy in History/Social Studies, Grades 11–12]

Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

Students evaluate the premises, claims, and evidence about the disappearance of the American passenger pigeon in Gene Stratton-Porter’s “The Last Passenger Pigeon” by corroborating them or challenging them with information from other research sources about the extinction of the passenger pigeon.

“Orion Rises on the Dunes,” pages 205–208

Henry Beston

Standard: RI.11-12.3 [Reading Informational Texts, Grades 11–12]

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the text.

Students analyze Henry Beston’s “Orion Rises on the Dunes” and explain how the author’s ideas about nature and humans’ perceptions of nature interact over the course of the text.

“The Indigenous and the Metropolitan,” pages 209–223

Benton McKaye

Standard: RH.11-12.4 [Literacy in History/Social Studies, Grades 11–12]

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Students determine the meanings of “primeval,” “rural,” “urban,” and “metropolitan” as they are used in Benton McKaye’s “The Indigenous and the Metropolitan,” including how McKaye uses these meanings to further refine the meaning of “metropolitan” over the course of the text.

“What a Few More Seasons Will Do to the Ducks,” page 224

J. N. “Ding” Darling

and

“The Last Passenger Pigeon,” pages 192–204

Gene Stratton-Porter

Standard: RH.11-12.7 [Literacy in History/Social Studies, Grades 11–12]

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Students integrate and evaluate the information about the effects of hunting wild birds in J. N. “Ding” Darling’s cartoon “What a Few More Seasons Will Do to the Ducks” with the information about the same topic in Gene Stratton-Porter’s essay “The Last Passenger Pigeon” in order to address the questions of how humans have caused species to become extinct and to what extent people in the early 20th century were aware of this issue.

from *Wintertrip into a New Country*, pages 225–234

Robert Marshall

Standard: RI.9-10.10 [Reading Informational Texts, Grades 9–10]

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.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Students read the passage from Robert Marshall’s *Wintertrip into a New Country*. To demonstrate comprehension, students create a presentation tracking Marshall’s journey, its highlights, and its difficulties.

“what the ants are saying,” pages 235–238

Don Marquis

Standard: RL.11-12.6 [Reading Literary Texts, Grades 11–12]

Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Students analyze the insects’ point of view in Don Marquis’s “what the ants are saying,” including distinguishing what is directly stated in the text about the impact of human actions on nature from what is really meant about these effects.

“Letter from the Dust Bowl,” pages 239–244

Caroline Henderson

Standard: RH.9-10.2 [Literacy in History/Social Studies, Grades 9–10]

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.

Students determine the central ideas and information in Caroline Henderson’s “Letter from the Dust Bowl” and provide an accurate

summary of how information about the past, present, and possible future effects of the drought develops over the course of the letter.

“Birds that Are New Yorkers,” pages 245–250

Donald Culross Peattie

Standard: RI.11-12.10 [Reading Informational Texts, Grades 11–12]

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

Students read Donald Culross Peattie’s “Birds that Are New Yorkers” and demonstrate comprehension by paraphrasing in their own words the traits that make birds successful in New York and identifying several birds that have these qualities.

“The Answer,” pages 251–252

Robinson Jeffers

Standard: RL.9-10.2 [Reading Literary Texts, Grades 9–10]

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.

Students provide an objective summary of Robinson Jeffers’s “The Answer,” including a detailed analysis of the theme of beauty or integrity, how the theme emerges, and how it is refined by specific details in the poem.

“Carmel Point,” pages 252–253

Robinson Jeffers

Standard: RL.11-12.10 [Reading Literary Texts, Grades 11–12]

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Students read Robinson Jeffers’s “Carmel Point” and demonstrate comprehension by restating in prose the poet’s ideas about nature and humans.

from *The Grapes of Wrath*, pages 254–257

John Steinbeck

Standard: RL.11-12.3 [Reading Literary Texts, Grades 11–12]

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Students analyze the impact on this passage from John Steinbeck’s *The Grapes of Wrath* of the author’s choices to include an extended descriptive passage and to refer to the men, women, and children as groups, rather than to particular individual characters.

“This Land Is Your Land,” pages 258–259

Woody Guthrie

Standard: RL.11-12.1 [Reading Literary Texts, Grades 11–12]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Students cite strong and thorough textual evidence from Woody Guthrie’s “This Land Is Your Land” to support their analysis of what the song says explicitly about the American landscape, as well as what can be inferred from evidence in the song. Based on their close reading, students draw inferences from the text regarding its description of the connection between land and freedom.

from *The Everglades: River of Grass*, pages 260–264

Marjory Stoneman Douglas

Standard: RST.9-10.4 [Literacy in Science/Technical Texts, Grades 9–10]

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Students determine the meanings of words and phrases from the passage from Marjory Stoneman Douglas’s *The Everglades: River of Grass* specific to the domain of the Everglades ecosystem, such as “saw grass” and “muck.”

from *A Sand County Almanac*, pages 265–294

Aldo Leopold

Standard: RST.11-12.6 [Literacy in Science/Technical Texts, Grades 11–12]

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Students analyze the author’s purpose in describing the relationship between humans, animals, and the land and in explaining his idea of ethics toward the land in this passage from Aldo Leopold’s *A Sand County Almanac*, and they identify any important issues that these descriptions and explanations leave unresolved.

“The Fog,” pages 295–312

Berton Roueché

Standard: RST.11-12.1 [Literacy in Science/Technical Texts, Grades 11–12]

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Students cite specific textual evidence from Berton Roueché’s “The Fog” to support analysis of the causes and effects of the toxic Donora fog, attending to distinctions between various people’s reaction to the fog and any gaps or inconsistencies in their understanding of the fog.

“The Longest Day,” pages 313–317

Edwin Way Teale

Standard: RI.9-10.2 [Reading Informational Texts, Grades 9–10]

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.

Students provide an objective summary of Edwin Way Teale’s “The Longest Day,” in which they analyze the development of the idea of experiencing the spring, including how this idea emerges and is shaped and refined by specific details in the text.

from *Living the Good Life*, pages 318–322

Helen and Scott Nearing

Standard: RH.9-10.1 [Literacy in History/Social Studies, Grades 9–10]

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Students cite specific textual evidence to support analysis of the passage from Helen and Scott Nearing’s *Living the Good Life*, attending to such features as how the Great Depression influenced the Nearings’ decisions about their subsistence farming way of life.

“Northern Lights,” pages 323–326

Sigurd F. Olson

Standard: RI.9-10.7 [Reading Informational Texts, Grades 9–10]

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.

Students analyze Sigurd F. Olson’s connection to the natural world as told in the passage from *Northern Lights* and as shown in the photo of Olson stocking Minnesota’s Crooked Lake with smallmouth bass fingerlings, including which details are emphasized in each source.

“Sootfall and Fallout,” pages 327–336

E. B. White

Standard: RH.11-12.3 [Literacy in History/Social Studies, Grades 11–12]

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Students evaluate the explanation of nuclear paralysis in E. B. White’s “Sootfall and Fallout,” determining how well his explanation accords with the evidence in the text and other sources, as well as acknowledging where the text leaves matters uncertain.

“How Flowers Changed the World,” pages 337–347

Loren Eiseley

Standard: RST.9-10.9 [Literacy in Science/Technical Texts, Grades 9–10]

Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. Students compare and contrast findings about the co-evolution of flowers and human life in Loren Eiseley’s “How Flowers Changed the World” to findings about human evolution in other sources, noting when the findings in any source support or contradict previous explanations or accounts.

from *My Wilderness: The Pacific West*, pages 348–355

William O. Douglas

Standard: RI.9-10.1 [Reading Informational Texts, Grades 9–10]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students cite strong and thorough evidence to support analysis of what the passage from William O. Douglas’s *My Wilderness: The Pacific West* says explicitly about the landscape of Glacier Peak, as well as inferences about Douglas’s view of nature drawn from the text.

Dissent in *Sierra Club v. Morton*, pages 355–358

William O. Douglas

Standard: RH.9-10.2 [Literacy in History/Social Studies, Grades 9–10]

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.

Students determine the central ideas of William O. Douglas’s dissent in *Sierra Club v. Morton* and provide an accurate summary of how legal ideas about natural objects develop over the course of the text.

from *The Death and Life of Great American Cities*, pages 359–364

Jane Jacobs

Standard: RH.9-10.3 [Literacy in History/Social Studies, Grades 9–10]

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Students analyze in detail the series of events and ideas related to and proceeding from the suburbanization of America as described in the passage from Jane Jacobs’s *The Death and Life of Great American Cities* and determine whether suburbanization caused or simply preceded the development of these ideas and attitudes, or whether these ideas and attitudes caused or simply preceded suburbanization.

from *Silent Spring*, pages 365–376

Rachel Carson

Standard: RST.11-12.8 [Literacy in Science/Technical Texts, Grades 11–12]

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Students evaluate the hypotheses, data, analysis, and conclusions about the actual and potential effects of DDT and other pesticides, including corroborating or challenging conclusions with other sources of information.

“The Great Paver,” pages 377–379

Russell Baker

Standard: RH.11-12.1 [Literacy in History/Social Studies, Grades 11–12]

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Students cite strong and thorough evidence to support analysis of what Russell Baker’s “The Great Paver” says explicitly about paving and urban development, as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

“The Great Paver,” pages 377–379

Russell Baker

and

“Polemic: Industrial Tourism and the National Parks,” pages 413–433

Edward Abbey

Standard: RH.9-10.9 [Literacy in History/Social Studies, Grades 9–10]
Compare and contrast treatments of the same topic in several primary and secondary source.

Students compare and contrast the treatments of the topic of road-building in Russell Baker’s “The Great Paver” and Edward Abbey’s “Polemic: Industrial Tourism and the National Parks.”

“The Living Canyon,” pages 380–391

Eliot Porter

Standard: RI.9-10.7 [Reading Informational Texts, Grades 9–10]
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.

Students analyze the description of the geology and plant and animal life in the Lake Powell area as described in Eliot Porter’s “The Living Canyon” and his photograph “Arch and Box Elder Tree, Davis Gulch, Escalante River, Lake Powell, Utah, May 12, 1965,” determining which details are emphasized in each source.

from the Wilderness Act of 1964, pages 392–394

Howard Zahniser

Standard: RI.11-12.8 [Reading Informational Texts, Grades 11–12]
Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Students delineate and evaluate the reasoning in and actions required by the passage from the Wilderness Act of 1964, written by Howard Zahniser, including the act’s premises about and purposes related to wilderness and its conservation.

Remarks at the Signing of the Highway Beautification Act of 1965, pages 395–398

Lyndon B. Johnson

Standard: RI.9-10.9 [Reading Informational Texts, Grades 9–10]
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.

Students analyze the themes of American greatness and of preserving nature in Lyndon B. Johnson’s remarks at the signing of the Highway Beautification Act of 1965, including how these themes and concepts are related to those in other seminal U.S. documents.

from *The Economics of the Coming Spaceship Earth*, pages 399–404
Kenneth E. Boulding

Standard: RST.11-12.4 [Literacy in Science/Technical Texts, Grades 11–12]

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Students determine the meanings of the terms “cowboy economy,” “spaceman economy,” “throughput,” and “GNP” as they are used in the passage from Kenneth E. Boulding’s *The Economics of the Coming Spaceship Earth*.

from *The Historical Roots of Our Ecological Crisis*, pages 405–412
Lynn White Jr.

Standard: RH.11-12.6 [Literacy in History/Social Studies, Grades 11–12]

Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

Students evaluate the author’s point of view on the reasons for Americans’ particular relationship to nature in the passage from Lynn White Jr.’s *The Historical Roots of Our Ecological Crisis*, comparing and contrasting White’s point of view with that of other authors such as Jane Jacobs by assessing the authors’ claims, reasoning, and evidence.

“Polemic: Industrial Tourism and the National Parks,” pages 413–433
Edward Abbey

Standard: RI.11-12.5 [Reading Informational Texts, Grades 11–12]

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Students analyze and evaluate the effectiveness of the structure Edward Abbey uses in his argument in “Polemic: Industrial Tourism and the National Parks,” including whether the structure makes points about excluding motor traffic from the national parks clear, convincing, and engaging.

from *The Population Bomb*, pages 434–437
Paul R. Ehrlich

Standard: RST.9-10.7 [Literacy in Science/Technical Texts, Grades 9–10]

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Students translate the quantitative information about the rate of human population growth in the passage from Paul R. Ehrlich's *The Population Bomb* into a graph, table, or other visual format.

from *The Tragedy of the Commons*, pages 438–450

Garrett Hardin

Standard: RH.9-10.4 [Literacy in History/Social Studies, Grades 9–10]

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.

Students determine the meanings of the word “commons” and the phrase “the tragedy of the commons” as used in the passage from Garrett Hardin's *The Tragedy of the Commons*.

from *Do Androids Dream of Electric Sheep?*, pages 451–453

Philip K. Dick

Standard: RL.9-10.5 [Reading Literary Texts, Grades 9–10]

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.

Students analyze how the author's choices about how to structure the text, including the narrator's actions in the present and private thoughts about key background information, create mystery, tension, or surprise in the passage from Philip K. Dick's *Do Androids Dream of Electric Sheep?*

“A Sample Day in the Kitchen,” pages 454–463

Colin Fletcher

Standard: RI.9-10.3 [Reading Informational Texts, Grades 9–10]

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.

Students analyze how the series of the day's wilderness meals unfolds in Colin Fletcher's “A Sample Day in the Kitchen,” including the order in which they occur and the way the author draws and develops connections between various parts of his wilderness routine as the day proceeds.

“Spaceship Earth,” pages 464–468

R. Buckminster Fuller

Standard: RST.11-12.5 [Literacy in Science/Technical Texts, Grades 11–12]

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Students analyze how R. Buckminster Fuller’s “Spaceship Earth” structures information into categories such as energy, Earth’s ecosystem, and humans doing science, demonstrating understanding of how these categories are both distinct and related.

Mills College Valedictory Address, pages 469–472

Stephanie Mills

Standard: RI.9-10.5 [Reading Informational Texts, Grades 9–10]

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).

Students analyze in detail how the author’s claims and ideas about overpopulation in Stephanie Mills’s valedictory address are developed and refined by particular sentences and paragraphs in the address.

“Smokey the Bear Sutra,” pages 473–477

Gary Snyder

Standard: RL.9-10.4 [Reading Literary Texts, Grades 9–10]

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).

Students determine the meaning of the terms “sutra,” “Buddha,” and “Dharma” as used in Gary Snyder’s “Smokey the Bear Sutra” and analyze the cumulative impact of these word choices on the meaning and tone of the poem.

“Covers the Ground,” pages 477–479

Gary Snyder

Standard: RL.9-10.10 [Reading Literary Texts, Grades 9–10]

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

Students read Gary Snyder’s poem “Covers the Ground” and demonstrate comprehension by paraphrasing in prose the main contrast highlighted in the poem.

“The Beginning,” pages 480–483

Denis Hayes

Standard: RI.11-12.2 [Reading Informational Texts, Grades 11–12]
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Students provide an objective summary of Denis Hayes’s “The Beginning,” including an analysis of how the themes of environmental irresponsibility and the U.S. government’s priorities develop, interact, and build on one another.

“Millions Join Earth Day Observances across the Nation,” pages 484–488

Joseph Lelyveld

and

“The Beginning,” pages 480–483

Denis Hayes

Standard: RH.9-10.9 [Literacy in History/Social Studies, Grades 9–10]
Compare and contrast treatments of the same topic in several primary and secondary sources.

Students compare and contrast treatment of Earth Day in Joseph Lelyveld’s article “Millions Join Earth Day Observances across the Nation,” in Denis Hayes’s “The Beginning,” in Robert Rauschenberg’s Earth Day poster, and in the photograph of Earth Day in New York City.

“Big Yellow Taxi,” pages 489–490

Joni Mitchell

Standard: RL.9-10.2 [Reading Literary Texts, Grades 9–10]
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.

Students analyze in detail the theme of human destructiveness of natural beauty in Joni Mitchell’s “Big Yellow Taxi,” including how the theme emerges and is shaped and refined by specific details in the song.

“Mercy Mercy Me (The Ecology),” pages 491–492

Marvin Gaye

Standard: RL.11-12.1 [Reading Literary Texts, Grades 11–12]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Students cite strong and thorough textual evidence to support analysis of what Marvin Gaye’s “Mercy Mercy Me (The Ecology)” says explicitly about the effects of human activities on the environment, as well as inferences drawn from the song, including determining where the lyrics leave matters uncertain.

from *Encounters with the Archdruid*, pages 493–499

John McPhee

Standard: RI.9-10.8 [Reading Informational Texts, Grades 9–10]

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Students delineate and evaluate Dominy’s and Brower’s arguments and specific claims about the creation of Lake Powell and its effects in the passage from John McPhee’s *Encounters with the Archdruid*, assessing whether the reasoning is valid and the evidence is relevant and sufficient for each argument, and identifying any false statements or fallacious reasoning.

from *Encounters with the Archdruid*, pages 493–499

John McPhee

and

“The Living Canyon,” pages 380–391

Eliot Porter

Standard: RH.11-12.9 [Literacy in History/Social Studies, Grades 11–12]

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Students integrate information from the passage from John McPhee’s *Encounters with the Archdruid* and from Eliot Porter’s “The Living Canyon” into a coherent discussion of the ongoing controversy surrounding the creation of Lake Powell, noting any discrepancies among the sources.

from *Only One Earth*, pages 500–503

Friends of the Earth

Standard: RST.9-10.6 [Literacy in Science/Technical Texts, Grades 9–10]

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

Students analyze the authors' purpose in providing an explanation of the development of Earth and life on Earth in the passage from Friends of the Earth's *Only One Earth*, defining the question the authors seek to address.

"Manifesto: The Mad Farmer Liberation Front," pages 504–506

Wendell Berry

Standard: RL.11-12.5 [Reading Literary Texts, Grades 11–12]

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Students analyze how Wendell Berry's choice to structure "Manifesto: The Mad Farmer Liberation Front" as a series of imperatives contributes to the poem's overall meaning as well as its aesthetic impact.

"The Making of a Marginal Farm," pages 507–516

Wendell Berry

Standard: RI.9-10.4 [Reading Informational Texts, Grades 9–10]

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).

Students determine the meanings of the words "marginal" and "subsistence" as they are used in Wendell Berry's "The Making of a Marginal Farm" and analyze the impact of these word choices on the meaning and tone of the essay.

"Preserving Wilderness," pages 516–530

Wendell Berry

Standard: RI.11-12.3 [Reading Informational Texts, Grades 11–12]

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the text.

Students analyze the set of ideas about wilderness and human beings in Wendell Berry's "Preserving Wilderness" and explain how the author's ideas about wilderness and humans interact and develop over the course of the essay.

“Fecundity,” pages 531–549

Annie Dillard

Standard: RST.9-10.2 [Literacy in Science/Technical Texts, Grades 9–10]

Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Students provide an accurate summary of Annie Dillard’s “Fecundity” by tracing the essay’s description of the immensity and cycles of life on Earth.

“The World’s Biggest Membrane,” pages 550–553

Lewis Thomas

Standard: RST.9-10.1 [Literacy in Science/Technical Texts, Grades 9–10]

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Students cite specific textual evidence to support analysis of Lewis Thomas’s “The World’s Biggest Membrane,” attending to the precise details of the ways in which Earth’s atmosphere is like a membrane.

“The Third Planet: Operating Instructions,” pages 554–558

David R. Brower

Standard: RI.11-12.6 [Reading Informational Texts, Grades 11–12]

Determine the author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how the style and content contribute to the power, persuasiveness, or beauty of the text.

Students determine the author’s point of view in David R. Brower’s “The Third Planet: Operating Instructions” and analyze how the choice of

an instruction manual style and the content contribute to the power of the text.

from *Energy Strategy: The Road Not Taken*, pages 559–569

Amory B. Lovins

Standard: RST.11-12.7 [Literacy in Science/Technical Texts, Grades 11–12]

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Students integrate and evaluate the graph for an alternative illustrative future for U.S. gross primary energy use and the information in the text in the passage from Amory B. Lovins’s *Energy Strategy*:

The Road Not Taken in order to address the issue of 1970s and future potential U.S. energy use.

“A First American Views His Land,” pages 570–581

N. Scott Momaday

Standard: RL.11-12.5 [Reading Literary Texts, Grades 11–12]

Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Students analyze how the author’s choice to intersperse poetry into N. Scott Momaday’s “A First American Views His Land,” a nonfiction essay on Native Americans, contributes to the overall structure, meaning, and aesthetic impact of the text.

from *Ceremony*, pages 582–589

Leslie Marmon Silko

Standard: RL.9-10.3 [Reading Literary Texts, Grades 9–10]

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.

Students analyze how the character of Tayo develops over the course of the passage from Leslie Marmon Silko’s *Ceremony* and advances the theme of ownership versus theft.

“A Short History of America,” pages 590–594

R. Crumb

Standard: RH.11-12.7 [Literacy in History/Social Studies, Grades 11–12]

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Students integrate and evaluate information from R. Crumb’s comic “A Short History of America” and from textual accounts of the development of urban America in order to address the question of what changes that development included.

“Outside the Solar Village: One Utopian Farm,” pages 595–608

Wes Jackson

Standard: RL.9-10.1 [Reading Literary Texts, Grades 9–10]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students cite strong and thorough textual evidence to support analysis of what Wes Jackson’s “Outside the Solar Village: One Utopian

Farm” says explicitly about the author’s vision of farming in the future as well as inferences about problems that existed at the time the text was written.

from *Love Canal: My Story*, pages 609–621

Lois Marie Gibbs

Standard: RI.9-10.6 [Reading Informational Texts, Grades 9–10]
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.

Students determine the author’s purpose for writing about her experience in the contaminated Love Canal area in the passage from Lois Marie Gibbs’s *Love Canal: My Story* and analyze how Gibbs uses rhetoric to advance her purpose.

from *The Fate of the Earth*, pages 622–631

Jonathan Schell

Standard: RST.9-10.8 [Literacy in Science/Technical Texts, Grades 9–10]

Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.

Students assess the extent to which the reasoning and evidence in the passage from Jonathan Schell’s *The Fate of the Earth* support the author’s claims about the possibility and effects of the extinction of humanity through nuclear weapons.

“Seasons of Want and Plenty,” pages 632–658

William Cronon

Standard: RH.9-10.8 [Literacy in History/Social Studies, Grades 9–10]

Assess the extent to which the reasoning and evidence in the text support the author’s claims.

Students assess the extent to which the reasoning and evidence in William Cronon’s “Seasons of Want and Plenty” support the author’s claims about the lifestyles of Northern New England Indians, Southern New England Indians, and English colonists in the 17th century.

“Everything Is a Human Being,” pages 659–670

Alice Walker

Standard: RI.9-10.6 [Reading Informational Texts, Grades 9–10]

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.

Students determine the author's point of view about the natural world in Alice Walker's "Everything Is a Human Being" and analyze how Walker uses rhetoric to advance her point of view.

"Bernhardsdorp," pages 671–689

E. O. Wilson

Standard: RST.11-12.2 [Literacy in Science/Technical Texts, Grades 11–12]

Determine the central idea or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Students summarize the information about the huge diversity of species presented in E. O. Wilson's "Bernhardsdorp" by paraphrasing it in simpler but still accurate terms.

Wrath of Grapes Boycott Speech, pages 690–695

César Chávez

Standard: RI.11-12.6 [Reading Informational Texts, Grades 11–12]

Determine the author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how the style and content contribute to the power, persuasiveness, or beauty of the text.

Students determine César Chávez's point of view on the use of pesticides in his Wrath of Grapes Boycott speech, analyzing how the style and content of the speech contribute to the power and persuasiveness of the text.

"A Presentation of Whales," pages 696–715

Barry Lopez

Standard: RH.9-10.3 [Literacy in History/Social Studies, Grades 9–10]

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Students analyze in detail the series of events following the beaching of the sperm whales in the central Oregon coast as described in Barry Lopez's "A Presentation of Whales," including describing cause and effect relationships between earlier and later events.

"Place," pages 716–717

W. S. Merwin

Standard: RL.11-12.4 [Reading Literary Texts, Grades 11–12]

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Students determine the metaphorical and connotative meanings of “tree” in W. S. Merwin’s poem “Place” and analyze the impact of the author’s repeated choice of tree-related words on the poem’s meaning and tone.

from *The End of Nature*, pages 718–724
Bill McKibben

Standard: RI.9-10.1 [Reading Informational Texts, Grades 9–10]
 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students cite strong and thorough textual evidence to support analysis of what the passage from Bill McKibben’s *The End of Nature* says explicitly about the changing relationship between human beings and key elements of the natural world as well as inferences drawn from the text.

from *Dumping in Dixie*, pages 725–736
Robert D. Bullard

Standard: RH.9-10.8 [Literacy in History/Social Studies, Grades 9–10]
 Assess the extent to which the reasoning and evidence in the text support the author’s claims.

Students assess the extent to which the reasoning and evidence in the passage from Robert D. Bullard’s *Dumping in Dixie* support the author’s claims about the concentration of pollutants and waste in particular communities and residents’ responses to the situation.

“The Summer Day,” pages 737–738
Mary Oliver

Standard: RL.9-10.4 [Reading Literary Texts, Grades 9–10]
 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).

Students analyze Mary Oliver’s “The Summer Day” to uncover the poem’s analogies. They analyze the impact of specific word choices by Oliver, such as “prayer” and “wild,” and determine how they contribute to the overall meaning and tone of the poem.

from *Refuge: An Unnatural History of Family and Place*,
 pages 739–759

Terry Tempest Williams

Standard: RI.11-12.2 [Reading Informational Texts, Grades 11–12]

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Students provide an objective summary of the passage from Terry Tempest Williams's *Refuge: An Unnatural History of Family and Place*, including the development of the themes of habitat destruction and family illness, how they interact, and how they build on each other.

from *The Ninemile Wolves*, pages 760–769

Rick Bass

Standard: RH.11-12.8 [Literacy in History/Social Studies, Grades 11–12]

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Students evaluate the premises, claims, and evidence about the past and contemporary role of wolves in the United States in the passage from Rick Bass's *The Ninemile Wolves* by corroborating them or challenging them with information from other sources on U.S. wolf reintroduction programs.

“The Dubious Rewards of Consumption,” pages 770–780

Alan During

Standard: RST.9-10.7 [Literacy in Science/Technical Texts, Grades 9–10]

Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Students translate quantitative and technical information about happiness and consumption from Alan During's “The Dubious Rewards of Consumption” into visual form, such as a table or chart.

“After the Flood,” pages 781–789

Scott Russell Sanders

Standard: RI.11-12.1 [Reading Informational Texts, Grades 11–12]

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Students cite strong and thorough textual evidence to support analysis of what Scott Russell Sanders's “After the Flood” says explicitly about the changes to the area where he grew up, as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

from *The Last Panda*, pages 790–792

George B. Schaller

Standard: RI.9-10.3 [Reading Informational Texts, Grades 9–10]

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.

Students analyze how events unfold in the author’s observation of a panda in the passage from George B. Schaller’s *The Last Panda*, including how the events are introduced and developed, and the connections that are drawn between them.

“The Flora and Fauna of Las Vegas,” pages 793–808

Ellen Meloy

Standard: RI.9-10.2 [Reading Informational Texts, Grades 9–10]

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.

Students analyze the theme of water use in Las Vegas, including the means of providing water to the city, in Ellen Meloy’s “The Flora and Fauna of Las Vegas,” including how the theme emerges and is shaped and refined by specific details. Based on their analysis, students provide an objective summary of the text.

“Dwellings,” pages 809–814

Linda Hogan

Standard: RI.11-12.3 [Reading Informational Texts, Grades 11–12]

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of the text.

Students analyze the ideas about human and animal homes in Linda Hogan’s “Dwellings” and explain how the various examples and ideas interact and develop over the course of the text.

from *The Ecology of Magic*: “A Personal Introduction to the Inquiry,” pages 815–834

David Abram

Standard: RI.11-12.4 [Reading Informational Texts, Grades 11–12]

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Students determine the meanings of the words “magic,” “supernatural,” and “spirits” as used in the passage from David Abram’s *The*

Ecology of Magic: “A Personal Introduction to the Inquiry” and analyze how the author uses and refines the meaning of these terms over the course of the passage.

“The Song of the White Pelican,” pages 835–848

Jack Turner

Standard: RI.9-10.5 [Reading Informational Texts, Grades 9–10]

Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter).

Students analyze in detail how the author’s ideas about the white pelican are developed and refined by particular sentences or paragraphs in Jack Turner’s “The Song of the White Pelican.”

“A Multicultural Approach to Ecopsychology,” pages 849–854

Carl Anthony and Renée Soule

Standard: RI.9-10.8 [Reading Informational Texts, Grades 9–10]

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.

Students delineate and evaluate the argument about race, environmentalism, and psychology in Carl Anthony and Renée Soule’s “A Multicultural Approach to Ecopsychology,” assessing whether the reasoning is valid and the evidence is relevant and sufficient and identifying any false statements or fallacious reasoning.

Speech at the Kyoto Climate Change Conference, pages 855–859

Al Gore

Standard: RST.9–10.1 [Literacy in Science and Technical Subjects, Grades 9-10]

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Students cite specific textual evidence from Al Gore’s “Speech at the Kyoto Climate Change Conference” to support their analysis of the importance of global action on climate change. Students include in their analysis precise details from the text (such as Gore’s assertion that nine of the ten hottest years on record had come in the previous decade) to buttress their explanation.

from *Heart and Blood: Living with Deer in America*, pages 860–873

Richard Nelson

Standard: RST.9–10.10 [Literacy in Science and Technical Subjects, Grades 9-10]

By the end of grade 10, read and comprehend science and technical texts in the grades 9–10 text complexity band independently and proficiently.

Students read the passage from Richard Nelson’s *Heart and Blood: Living with Deer in America* and demonstrate comprehension by describing in their own words the birth process and the behavior of the mother deer.

“Planet of Weeds: Tallying the Losses of Earth’s Animals and Plants,” pages 874–897

David Quammen

Standard: RST.11-12.1 [Literacy in Science/Technical Texts, Grades 11–12]

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

Students cite specific textual evidence to support analysis of David Quammen’s “Planet of Weeds: Tallying the Losses of Earth’s Animals and Plants,” including the author’s claim that we are in the midst of a mass extinction, attending to any important distinctions the author makes and to any gaps or inconsistencies in the account.

from *Ecology of a Cracker Childhood*, pages 898–906

Janisse Ray

Standard: RST.9-10.1 [Literacy in Science/Technical Texts, Grades 9–10]

Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Students cite specific textual evidence to support analysis of the passage from Janisse Ray’s *Ecology of a Cracker Childhood*, attending to the precise details of her explanation of the ecological role of the gopher tortoise and her description of the objects and wildlife in the junkyard.

from *The Legacy of Luna*, pages 907–918

Julia Butterfly Hill

Standard: RI.9-10.6 [Reading Informational Texts, Grades 9–10]

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.

Students determine the author’s point of view in the passage from Julia Butterfly Hill’s *The Legacy of Luna* and analyze how Hill uses rhetoric in the description of her experience to advance her point of view.

from *Inspirations for Sustaining Life on Earth*: “Greeting Friends in Their Andean Gardens,” pages 919–928

Calvin DeWitt

and

“The Making of a Marginal Farm,” pages 507–516

Wendell Berry

Standard: RH.9-10.6 [Literacy in History/Social Studies, Grades 9–10]
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.

Students compare the points of view on humans’ relationship with the Earth in Wendell Berry’s “The Making of a Marginal Farm” and the passage from Calvin DeWitt’s *Inspirations for Sustaining Life on Earth*: “Greeting Friends in Their Andean Garden,” including which details they include and emphasize in their respective accounts.

from *Inspirations for Sustaining Life on Earth*: “Greeting Friends in Their Andean Gardens,” pages 919–928

Calvin DeWitt

Standard: RH.9-10.1 [Literacy in History/Social Studies, Grades 9–10]
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Students cite specific textual evidence to support analysis of the passage from Calvin DeWitt’s *Inspirations for Sustaining Life on Earth*: “Greeting Friends in Their Andean Gardens,” attending to the origin of the information in a speech by an Evangelical Christian.

from *Having Faith*, pages 929–938

Sandra Steingraber

Standard: RST.9-10.2 [Literacy in Science/Technical Texts, Grades 9–10]

Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Students provide an accurate summary of the passage from Sandra Steingraber’s *Having Faith* by tracing the text’s explanation of the effects of chemicals in the food chain.

“Knowing Our Place,” pages 939–947

Barbara Kingsolver

Standard: RI.11-12.5 [Reading Informational Texts, Grades 11–12]
Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Students analyze and evaluate the effectiveness of the structure Barbara Kingsolver uses in “Knowing Our Place,” including whether the structure makes the author’s connection to nature in different geographical locations clear and engaging.

from *The Omnivore’s Dilemma*, pages 948–960
Michael Pollan

Standard: RI.11-12.6 [Reading Informational Texts, Grades 11–12]
 Determine the author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how the style and content contribute to the power, persuasiveness, or beauty of the text.

Students determine Michael Pollan’s purpose in the passage from *The Omnivore’s Dilemma*, analyzing how style and content contribute to the power and persuasiveness of his description of the feedlot.

from *Blessed Unrest*, pages 961–970
Paul Hawken

Standard: RI.11-12.7 [Reading Informational Texts, Grades 11–12]
 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Students integrate and evaluate information from the passage from Paul Hawken’s *Blessed Unrest* and from the websites of the Audubon Society, Friends of the Earth, and India Resource Center in order to address the question of how organizations can be effective environmental advocates.

“The Thoreau Problem,” pages 971–974
Rebecca Solnit

Standard: RI.9-10.4 [Reading Informational Texts, Grades 9–10]
 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).

Students determine the figurative and connotative meanings of the words “jail,” “berries,” and “paradise” as they are used in Rebecca Solnit’s “The Thoreau Problem” and analyze the cumulative effect of these word choices on the meaning and tone of the text.