



Appendix B: Reading

What is a Text?

“In academic terms, a text is anything that conveys a set of meanings to the person who examines it.”

–The Word on College Reading and Writing by Carol Burnell, Jaime Wood, Monique Babin, Susan Pesznecker, and Nicole Rosevear

For the purposes of text within the standards, the full breadth of the term *text* is intended. The standards are meant to prepare students to interpret a variety of texts in a variety of formats. In planning instruction, make sure that students are exposed to a diverse selection of quality texts.

Text Complexity

There are three components of text complexity: qualitative, quantitative, and student-centered. Each of these factors is equally important. Singularly, they reveal a partial and potentially misleading impression of a text. The quantitative measures are divided by grade band and address the measurable data of a text such as sentence length, word length, and word frequency. Each readability measure has a different formula for calculating the readability of a text.

Text Complexity Quantitative Grade Bands

Quantitative Measures		
Grade Level	Flesch-Kincaid	Lexile
K – 1st	-1.3 – 2.18	BR – 430L
2nd – 3rd	1.98 – 5.34	420L – 820L
4th – 5th	4.51 – 7.73	740L – 1010L
6th – 8th	6.51 – 10.34	925L – 1185L
9th – 10th	8.32 – 12.12	1050L – 1335L
11th – 12th	10.34 – 14.2	1185L – 1385L



Text Complexity Rubric

This text complexity rubric provides an opportunity to examine the three components of text complexity all together as they relate to a specific text. The first section deals with the qualitative measures, those features of a text that are related to content and meaning. Texts that are higher here may be lower on the next measure, the quantitative, which measures statistical details of the text itself such as word frequency and sentence length. Finally, the last measure examines those features centered around the student. What is the student being asked to do? What are the student's capabilities? What are the knowledge demands of the text?

Low Complexity	Mid Complexity	High Complexity
Qualitative		
The text has a single layer of meaning explicitly stated.	Blend of explicit and implicit details; few uses of multiple meanings; isolated instances of metaphor.	The text has multiple levels of meaning and there may be intentional ambiguity.
The language of the text is literal, although there may be some rhetorical devices.	Figurative language is used to build on what has already been stated plainly in the text.	Figurative language is used throughout the text; multiple interpretations may be possible.
The author's purpose or central idea of the text is immediately obvious and clear.	The author's purpose may not be explicitly stated but is readily inferred from a reading of the text.	The author's purpose is obscure and subject to interpretation.
The text is organized in a straightforward manner with explicit transitions to guide the reader.	The text is largely organized in a straightforward manner, but may contain isolated incidences of shifts in time/place, focus, or pacing.	The text is organized in a way that initially obscures meaning and has the reader build to an understanding.
Graphics are simple and restate what is written in the text.	Graphics are not essential to understanding the text but do expand on the information found in the text.	Graphics are essential to the understanding of the text and contain information not expressed in the written text.
Vocabulary consists primarily of commonly used words. These words are used literally, not figuratively.	The text uses some domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.	The text frequently uses domain-specific words, academic vocabulary, archaic terms, or terms that can be read with ambiguity.
Quantitative		
Text is below or at the lower end of the grade-level band according to a quantitative reading measure.	Text is in the midrange of the grade-level band according to a quantitative reading measure.	Text is at the higher end of or above the grade-level band according to a quantitative reading measure.



Student-centered		
Students can fully understand the text without specific background knowledge.	Students with limited background knowledge may understand the text, but some levels of meaning may be impeded by lack of prior exposure.	For students to fully understand the text, they must have background knowledge of the topic.
The text is understood by the student without the student consciously applying comprehension strategies.	The text is such that the student can read without fatigue and can apply comprehension strategies to understand the text.	The text may demand stamina, comprehension, and inferential skills at the upper boundary of the student's developmental level.
The themes and details in the text are well within the student's developmental level of understanding and appropriate to the student's age level.	The themes and details in the text are within the student's developmental level of understanding, and while some subject matter may be sensitive, it is appropriate to the student's age level.	The themes and details in the text are at the upper boundary of the student's developmental level of understanding. Some subject matter may be sensitive but is appropriate to the student's age level.
The task associated with the text is of a low content complexity level, involving one cognitive step.	The task associated with the text is of mid-level complexity, involving multiple cognitive steps, some of which are at the recall level.	The task associated with the text is of a high content complexity level, involving multiple cognitive steps.



Sample Titles of Complex Texts by Grade Band

There is no frigate like a book
To take us lands away,
Nor any coursers like a page
Of prancing poetry.
This traverse may the poorest take
Without oppress of toll;
How frugal is the chariot
That bears a human soul!

–Emily Dickinson

Employ your time in improving yourself by other men's writings so that you shall come easily by what others have labored hard for. – Socrates

This sample list of texts includes selections ranging from the Classical Period of ancient Greece and Rome to contemporary texts, representing a full spectrum of genres: classic literature, folktales, poetry, satire, memoirs, essays, speeches, plays, narratives, treatises, founding documents, and histories.

The reading and writing standards have been constructed so that the sample texts serve as mentor texts for students, demonstrating exemplar writing. In many instances, they have also been selected to provide students with background knowledge in topics covered by other content areas, helping students to build the vocabulary and schema that will help them be successful in all of their academic endeavors.

These texts are by authors whose works comprise a rich literary tradition, a tradition with which all students should become familiar. The list should serve as a guide for teachers, curriculum developers, and test makers as they prepare their instructional units and materials for Florida students. It is not intended to be exhaustive but to serve as a foundation for educators when selecting additional rich and meaningful texts.

This sample book list is organized into grades for text complexity guidance. The texts listed here have been selected based on both quantitative and qualitative measures. There are instances in which a student-centered consideration would indicate that a text be used at a lower or higher grade level than indicated here. Further, as students become independent readers—and especially when they are intrigued with a topic—they are often eager and ready to read texts that may be listed here at a higher grade level. Educators should encourage students to wrestle with such complex texts—with proper scaffolding—when they deem it appropriate.

*Kindergarten*

Title	Author
“At the Seaside”	Stevenson, Robert Louis
“The Clock” - a Mother Goose Poem	Unknown
<i>A Mother for Choco</i>	Kasza, Keiko
<i>Brown Bear, Brown Bear</i>	Martin Jr., Bill
<i>Chicka Chicka Boom Boom</i>	Martin, Bill and Archambault, John
<i>Corduroy</i>	Freeman, Don
<i>Curious George</i>	Rey, H.A
<i>Hop on Pop</i>	Dr. Seuss
<i>I am Jackie Robinson</i>	Meltzer, Brad
<i>Mission to Space</i>	Herrington, John
<i>Now We Are Six</i>	Milne, A.A.
<i>On a Farm</i>	Andrews, Alexa
<i>Red is Best</i>	Stinson, Kathy
<i>Rumble in the Jungle</i>	Andreae, Giles
<i>Swimmy</i>	Lionni, Leo
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Carrot Seed</i>	Krauss, Ruth and Crockett Johnson
<i>The Sky Painter: Louis Guertes, Bird Artist</i>	Engle, Margarita
<i>The Very First Americans</i>	Ashrose, Cara
<i>Two Ways to Count to Ten: A Liberian Folktale</i>	Dee, Ruby
<i>Wandering Whale Sharks</i>	Shingu, Susumu
<i>We Have a Little Garden</i>	Potter, Beatrix
<i>Where the Wild Things Are</i>	Sendak, Maurice



1st Grade

Title	Author
“Daffodowndilly”	Milne, A.A.
“Eletelephony”	Richards, Laura
<i>A Picture Book of Benjamin Franklin</i>	Adler, David
<i>Chickens Don't Fly</i>	Disiena, Laura Lyn
<i>Clifford the Big Red Dog</i>	Bridwell, Norman
<i>Danny and the Dinosaur</i>	Hoff, Syd
<i>Drum Dream Girl</i>	Engle, Margarita
<i>Fantastic Undersea Life of Jacques Cousteau</i>	Yaccarino, Dan
<i>From Seed to Pumpkin</i>	Pfeffer, Wendy and James Graham
<i>How People Learned to Fly</i>	Hodgkins, Fran
<i>I Am Enough</i>	Byers, Grace
<i>I am Helen Keller</i>	Meltzer, Brad
<i>I Wonder</i>	Hoban, Tana
<i>Keep a Poem in Your Pocket</i>	Schenk de Regniers, Beatrice
<i>Madeline</i>	Bemelmans, Ludwig
<i>My Name is Celia/Me llamo Celia: The Life of Celia Cruz/la vida de Celia Cruz</i>	Brown, Monica
<i>Now & Ben: The Modern Inventions of Benjamin Franklin</i>	Barretta, Gene
<i>Police Officers</i>	Bourgeois, Paulette
<i>Put Me in the Zoo</i>	Lopshire, Robert
<i>The Slug</i>	Gravel, Elise
<i>The Tale of Peter Rabbit</i>	Potter, Beatrix
<i>The Three Little Pigs</i>	Halliwell-Phillipps, James
<i>The Tortoise and the Hare</i>	Aesop
<i>The Ugly Duckling</i>	Andersen, Hans Christian
<i>The Velveteen Rabbit</i>	Williams, Margery
<i>The White House</i>	Douglas, Lloyd
<i>Tooth By Tooth: Comparing Fangs, Tusks, and Chompers</i>	Levine, Sara



2nd Grade

Title	Author
“Gathering Leaves”	Frost, Robert
“The Crocodile”	Carroll, Lewis
“The Fieldmouse”	Alexander, Cecil Frances
“The Swing”	Stevenson, Robert Louis
<i>A More Perfect Union: The Story of Our Constitution</i>	Maestro, Betsy
<i>Bears on Hemlock Mountain</i>	Dalgliesh, Alice
<i>Bee Dance</i>	Chrustowski, Rick
<i>Eleanor</i>	Cooney, Barbara
<i>Father of the Constitution: A Story about James Madison</i>	Mitchell, Barbara
<i>Four Famished Foxes and Fosdyke</i>	Duncan, Pamela
<i>Give Bees a Chance</i>	Barton, Bethany
<i>In a Pickle and other Funny Idioms</i>	Terban, Marvin
<i>Living or Nonliving?</i>	Hicks, Kelli
<i>Mango, Abuela, and Me</i>	Medina, Meg
<i>One Morning in Maine</i>	McCloskey, Robert
<i>Seven Blind Mice</i>	Young, Ed
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Slade, Suzanne
<i>The Coastal Dune Drama: Bob, the Gopher Tortoise</i>	Nash, Katherine Seeds
<i>The Congress of the United States</i>	Taylor-Butler, Christine
<i>The Gingerbread Man</i>	Aylesworth, Jim
<i>The Patchwork Quilt</i>	Flournoy, Valerie
<i>The Runaway Piggy</i>	Luna, James
<i>Vote!</i>	Christelow, Eileen
<i>Wanted Dead or Alive: The True Story of Harriet Tubman</i>	McGovern, Ann
<i>We the Kids: The Preamble of the Constitution of the United States</i>	Catrow, David
<i>Winnie the Pooh</i>	Milne, A.A.



3rd Grade

Title	Author
“My Doggy Ate My Essay”	Sardelli, Darren
“There was an Old Man with a Flute”	Lear, Edward
“Toward Those Short Trees”	Shiki, Masaoka
Tula [“Books are Door-shaped”]	Engle, Margarita
<i>Abraham Lincoln: A Life of Honesty</i>	Leslie, Tonya
<i>Charlotte’s Web</i>	White, E.B.
<i>Flight</i>	Burleigh, Robert
<i>Frederick Douglass Fights for Freedom</i>	Davidson, Margaret
<i>Honest Abe Lincoln</i>	Adler, David A.
<i>If You Traveled on the Underground Railroad</i>	Levine, Ellen
<i>Matilda</i>	Dahl, Roald
<i>Miracle on 133rd Street</i>	Manzano, Sonia
<i>Moonshot: The Flight of Apollo 11</i>	Floca, Brian
<i>Pablo Neruda: Poet of the People</i>	Brown, Monica
<i>Pippi Longstocking</i>	Lindgren, Astrid
<i>Revolutionary Friends: General George Washington and the Marquis de Lafayette</i>	Castrovilla, Selene
<i>Rosa Parks</i>	Greenfield, Eloise
<i>Sarah, Plain and Tall</i>	MacLachlan, Patricia
<i>Stuart Little</i>	White, E.B.
<i>The Boxcar Children</i>	Warner, Gertrude Chandler
<i>The Children’s Book of Virtues</i>	Bennett, William
<i>The Little Prince</i>	de Saint-Exupery, Antoine
<i>The Real McCoy: The Life of an African-American Inventor</i>	Towle, Wendy
<i>The Whipping Boy</i>	Fleischman, Sid
<i>The Wonderful Wizard of Oz</i>	Baum, Frank
<i>To the Moon and Back</i>	Aldrin, Buzz
<i>Who was Betsy Ross?</i>	Buckley, James Jr.



4th Grade

Title	Author
"Fish Cheeks"	Tan, Amy
"Mother Doesn't Want a Dog"	Viorst, Judith
<i>Aaron and Alexander: The Most Famous Duel in American History</i>	Brown, Don
<i>Carry on, Mr. Bowditch</i>	Latham, Jean Lee
<i>Casey at the Bat</i>	Thayer, Ernest Lawrence
<i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i>	Bruchac, Joseph
<i>Esperanza Rising</i>	Ryan, Pam Muñoz
<i>Florida</i>	Orr, Tamra
<i>Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America</i>	Turner, Glennette Tilley
<i>Halfway Down</i>	Milne, A.A.
<i>Homer Price</i>	McCloskey, Robert
<i>Johnny Tremain</i>	Forbes, Esther
<i>Little House on the Prairie</i>	Wilder, Laura Ingalls
<i>On the Wings of Heroes</i>	Peck, Richard
<i>Promises to Keep: How Jackie Robinson Changed America</i>	Robinson, Sharon
<i>Reaching for the Moon</i>	Aldrin, Buzz
<i>Tales of the Odyssey (series)</i>	Osborne, Mary Pope
<i>The Castle in the Attic</i>	Winthrop, Elizabeth
<i>The Declaration of Independence</i>	Landau, Elaine
<i>The Lion, the Witch, and the Wardrobe</i>	Lewis, C.S.
<i>The Story of Science: Aristotle Leads The Way</i>	Hakim, Joy
<i>The Wolf's Story</i>	Forward, Toby
<i>To Catch a Fish</i>	Greenfield, Eloise
<i>Toliver's Secret</i>	Brady, Esther Wood
<i>Where the Red Fern Grows</i>	Rawls, Wilson
<i>Where Was Patrick Henry on the 29th of May?</i>	Fritz, Jean
<i>Who Would Win? (series)</i>	Pallotta, Jerry
<i>William Shakespeare and the Globe</i>	Aliki



5th Grade

Title	Author
"I, Too"	Hughes, Langston
"If"	Kipling, Rudyard
"Paul Revere's Ride"	Longfellow, Henry Wadsworth
"The Road Not Taken"	Frost, Robert
<i>Abuelita's Heart</i>	Cordova, Amy
<i>Anne of Green Gables</i>	Montgomery, L.M.
<i>Call it Courage</i>	Sperry, Armstrong
<i>Call Me Maria</i>	Cofer, Judith Ortiz
<i>Chasing Vermeer</i>	Balliett, Blue
<i>City of Ember</i>	DuPrau, Jeanne
<i>Farewell to Manzanar</i>	Houston, Jeanne Wakatsuki and Houston, James D.
<i>Five Children and It</i>	Nesbit, Edith
<i>From the Mixed-Up Files of Mrs. Basil E. Frankweiler</i>	Konigsburg, E.L.
<i>Hidden Figures</i>	Shetterly, Margot
<i>Hurricanes: Earth's Mightiest Storms</i>	Lauber, Patricia
<i>I am Malala</i>	Yousafzai, Malala
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>	Ruurs, Margriet
<i>Shh! We're Writing the Constitution</i>	Fritz, Jean
<i>The Secret Garden</i>	Burnett, Frances Hodgson
<i>The Shakespeare Stealer</i>	Blackwood, Gary
<i>The Trail of Tears</i>	Bruchac, Joseph
<i>The Watsons Go to Birmingham</i>	Curtis, Christopher Paul
<i>They Called Her Molly Pitcher</i>	Rockwell, Anne
<i>Thurgood Marshall and the Supreme Court</i>	Kent, Deborah
<i>Volcano: Eruption and Healing of St. Helens</i>	Lauber, Patricia
<i>We the People: The Constitution of the United States of America</i>	Spier, Peter
<i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>	Walker, Sally



6th Grade

Title	Author
“Acquainted with the Night”	Frost, Robert
“Eulogy of the Dog”	Vest, George G.
“Farewell Speech”	Gehrig, Lou
“Speech to National Council of Negro Women” (2001)	Rice, Condoleezza
“The House on the Hill”	Robinson, Edwin Arlington
“Two Viewpoints”	Burr, Amelia Josephine
“Yet Do I Marvel”	Cullen, Countee
<i>A Long Walk to Water</i>	Park, Linda Sue
<i>Black Ships before Troy</i>	Sutcliff, Rosemary
<i>Bronze Bow</i>	Speare, Elizabeth George
<i>Down, Down, Down: A Journey to the Bottom of the Sea</i>	Jenkins, Steve
<i>Harriet Tubman: Conductor on the Underground Railroad</i>	Petry, Ann
<i>Hatchet</i>	Paulsen, Gary
<i>Incidents in the Life of a Slave Girl</i>	Jacobs, Harriet
<i>Lincoln: A Photobiography</i>	Freedman, Russell
<i>Little Britches</i>	Moody, Ralph
<i>Little Women</i>	Alcott, Louisa May
<i>Miracle on Maple Hill</i>	Sorensen, Virginia
<i>The Adventures of Pinocchio</i>	Collodi, Carlo
<i>The Book of Virtues for Young People: A Treasury of Great Moral Stories</i>	Bennett, William
<i>The Devil's Arithmetic</i>	Yolen, Jane
<i>The Hiding Place</i>	ten Boom, Corrie
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>Tales of the Greek Heroes</i>	Green, Roger Lancelyn
<i>Treasure Island</i>	Stevenson, Robert Louis



7th Grade

Title	Author
“Address Before a Joint Session of the Congress, November 27, 1963”	Johnson, Lyndon Baines
“An Occurrence at Owl Creek Bridge”	Bierce, Ambrose
"Citizenship and Leadership" from <i>The Moral Compass: Stories for a Life's Journey</i>	Bennett, William
“Do Not Go Gentle into That Good Night”	Thomas, Dylan
“Farewell Address”	Eisenhower, Dwight
“Give Me Liberty or Give Me Death” Speech	Henry, Patrick
“On First Looking Into Chapman's Homer”	Keats, John
“On Women's Right to Vote”	Anthony, Susan B.
“Sonnet 18”	Shakespeare, William
“The Destructive Male”	Stanton, Elizabeth
“The Eyes Have It”	Dick, Philip K.
“The New Colossus”	Lazarus, Emma
“The Rights of the Colonists: The Report of the Committee of Correspondence to the Boston Town Meeting”	Adams, Samuel
“the sonnet-ballad”	Brooks, Gwendolyn
“The Tell-Tale Heart”	Poe, Edgar Allan
<i>Book of Esther</i>	The Bible
<i>Freedom Walkers</i>	Freedman, Russell
<i>George vs. George: The American Revolution as Seen from Both Sides</i>	Schanzer, Rosalyn
<i>Old Yeller</i>	Gibson, Fred
<i>The Adventures of Tom Sawyer</i>	Twain, Mark
<i>The Count of Monte Cristo</i>	Dumas, Alexandre
<i>The Kon-Tiki Expedition: By Raft Across the South Seas</i>	Heyerdahl, Thor
<i>The Long Road to Gettysburg</i>	Murphy, Jim
<i>Narrative of the Life of Frederick Douglass</i>	Douglass, Frederick
<i>The Prince and the Pauper</i>	Twain, Mark
<i>The Red Umbrella</i>	Gonzalez, Christina Diaz
<i>The Twenty-One Balloons</i>	Pène du Bois, William
<i>The Yearling</i>	Rawlings, Marjorie Kinnan



8th Grade

Title	Author
“9/11 Address to the Nation”	Bush, George W.
“A Day that Will Live in Infamy”	Roosevelt, Franklin
“Ain't I a Woman?”	Truth, Sojourner
“Blessings of Liberty and Education”	Douglass, Frederick
“Introduction to Poetry”	Collins, Billy
“Parsley”	Dove, Rita
“The Bells”	Poe, Edgar Allan
“The Cremation of Sam McGee”	Service, Robert
“The Gift of the Magi”	Henry, O.
“The Raven”	Poe, Edgar Allen
“The Yellow Wallpaper”	Gilman, Charlotte Perkins
“We Real Cool”	Brooks, Gwendolyn
“What Does American Democracy Mean to Me?”	Bethune, Mary McLeod
<i>Anne Frank: Diary of a Young Girl</i>	Frank, Anne
<i>Dr. Jekyll and Mr. Hyde</i>	Stevenson, Robert Louis
<i>I Will Always Write Back</i>	Alifirenka, Caitlin, Welch, Liz, Ganda, Martin
<i>Long Walk to Freedom</i>	Mandela, Nelson
<i>Rip Van Winkle</i>	Irving, Washington
<i>Shane</i>	Schaefer, Jack
<i>Sir Gawain and the Green Knight</i>	Gawain Poet (unknown)
<i>Swiss Family Robinson</i>	Wyss, Johann David
<i>Team Moon: How 400,000 People Landed Apollo 11 on the Moon</i>	Thimmesh, Catherine
<i>The Call of the Wild</i>	London, Jack
<i>The Chosen</i>	Potok, Chaim
<i>The Hobbit</i>	Tolkien, J.R.R.
<i>The Princess and the Goblin</i>	MacDonald, George
<i>The Wright Brothers: How They Invented the Airplane</i>	Freedman, Russell
<i>Things Fall Apart</i>	Achebe, Chinua
<i>To Kill a Mockingbird</i>	Lee, Harper
<i>Trapped: How the World Rescued 33 Miners from 2,000 Feet Below the Chilean Desert</i>	Aronson, Marc



9th Grade

Title	Author
"A Modest Proposal"	Swift, Jonathan
"A Very Old Man with Enormous Wings"	Marquez, Gabriel Garcia
"A White Heron"	Jewett, Sarah Orne
"Bringing My Son to the Police Station to be Fingerprinted"	Sky, Shoshauna
"Choice: A Tribute to Dr. Martin Luther King, Jr."	Walker, Alice
"Danger of a Single Story"	Adichie, Chimamanda Ngozi
"I Have a Dream"	King, Jr., Martin Luther
"Industrial Education for the Negro"	Washington, Booker T.
"Letter from Birmingham Jail"	King, Jr., Martin Luther
"Letter to the Grand Duchess in 1615"	Galilei, Galileo
"Nobel Prize Acceptance Speech 1950"	Faulkner, William
"St Crispin's Day Speech," <i>Henry V</i> , Act IV Scene iii 18–67	Shakespeare, William
"Speech to the Troops" 1588	Elizabeth I
"The Love Song of J. Alfred Prufrock"	Eliot, T.S.
"The Talented Tenth"	DuBois, W.E.B
<i>1984</i>	Orwell, George
<i>Animal Farm</i>	Orwell, George
<i>Antigone</i>	Anouilh, Jean
<i>Antigone</i>	Sophocles
<i>Beowulf</i>	Unknown
<i>Democracy in America</i>	de Tocqueville, Alexis
<i>Electra</i>	Sophocles
<i>Finding Mañana: A Memoir of a Cuban Exodus</i>	Ojito, Mirta
<i>Medea</i>	Euripides
<i>Old Greek Stories</i>	Baldwin, James
<i>Romeo and Juliet</i>	Shakespeare, William
<i>The Aeneid</i>	Virgil
<i>The Death of Ivan Ilyich</i>	Tolstoy, Leo
<i>The Epic of Gilgamesh</i>	Unknown
<i>The Hero with a Thousand Faces</i>	Campbell, Joseph
<i>The Iliad</i>	Homer
<i>The Lincoln-Douglas Debates 1st Debate</i>	Douglas, Stephen and Lincoln, Abraham
<i>The Odyssey</i>	Homer
<i>The Prince</i>	Machiavelli, Niccolai
<i>Unbroken</i>	Hillenbrand, Laura



10th Grade

Title	Author
"Address to William Henry Harrison"	Chief Tecumseh
"Checkers" Speech	Nixon, Richard
"Constantly Risking Absurdity"	Ferlinghetti, Lawrence
"Cross of Gold" Speech	Bryan, William Jennings
"Farewell Address"	Washington, George
"Farewell Speech"	MacArthur, Gen. Douglas
"For the Equal Rights Amendment"	Chisholm, Shirley
"House Divided" Speech	Lincoln, Abraham
"I Am a Democrat and not a Revolutionist"	Hill, Sen. David Bennett
"Not Waving But Drowning"	Smith, Stevie
"Ozymandias"	Shelley, Percy Bysshe
"Sinners in the Hands of an Angry God"	Edwards, Jonathan
"Thanatopsis"	Bryant, William Cullen
"The Second Coming"	Yeats, William Butler
"The Story of Pygmalion" from <i>Metamorphoses</i>	Ovid
"What to the Slave Is the Fourth of July?"	Douglass, Frederick
"What's Wrong with 'Equal Rights' for Women?"	Schlafly, Phyllis
<i>2 Samuel</i>	The Bible
<i>A Raisin in the Sun</i>	Hansberry, Lorraine
<i>A Tale of Two Cities</i>	Dickens, Charles
<i>Common Sense</i>	Paine, Thomas
<i>Cry, The Beloved Country</i>	Paton, Alan
<i>Fahrenheit 451</i>	Bradbury, Ray
<i>Frankenstein</i>	Shelley, Mary
<i>Galatea</i>	Miller, Madeline
<i>Land of Hope: An Invitation to the Great American Story</i>	McClay, Wilfred M.
<i>Lord of the Flies</i>	Golding, William
<i>Macbeth</i>	Shakespeare, William
<i>Midsummer Night's Dream</i>	Shakespeare, William
<i>Of Mice and Men</i>	Steinbeck, John
<i>Prometheus Unbound</i>	Shelley, Percy Bysshe
<i>Pygmalion</i>	Shaw, George Bernard
<i>The Autobiography of an Ex-Colored Man</i>	Johnson, James Weldon
<i>The Crucible</i>	Miller, Arthur
<i>The Piano Lesson</i>	Wilson, August
<i>The Red Badge of Courage</i>	Crane, Stephen
<i>The Scarlet Letter</i>	Hawthorne, Nathaniel
<i>The Souls of Black Folk</i>	DuBois, W.E.B.
<i>Uncle Tom's Cabin</i>	Stowe, Harriet Beecher
<i>Up from Slavery</i>	Washington, Booker T.



11th Grade

Title	Author
"Book IV" of <i>History of the Peloponnesian War</i>	Thucydides
"Book VII" of <i>Histories</i>	Herodotus
"Depart!" from "Book VII" of <i>The Anabasis of Alexander</i>	Arrian
"Doctrine of Right" from <i>The Metaphysics of Morals</i>	Kant, Immanuel
"Nature"	Emerson, Ralph Waldo
"O Captain, My Captain"	Whitman, Walt
"Pericles Funeral Oration" from "Book II" of <i>History of the Peloponnesian War</i>	Thucydides
"Socrates' Apology"	Plato
"The Chimney Sweepers" poems from <i>Songs of Innocence</i> and <i>Songs of Experience</i>	Blake, William
"Third Philippic"	Demosthenes
"To the Public"	Garrison, William Lloyd
"We Wear the Mask"	Dunbar, Paul
<i>Are Women People?</i>	Miller, Alice
<i>Billy Budd</i>	Melville, Herman
<i>Book of Psalms</i>	The Bible
<i>Canterbury Tales (Prologue and selected tales)</i>	Chaucer, Geoffrey
<i>Confessions of St. Augustine</i>	Augustine of Hippo
<i>Dante's Inferno</i>	Alighieri, Dante
<i>Discourse on Method</i>	Descartes, René
<i>Jane Eyre</i>	Brontë, Charlotte
<i>Julius Caesar</i>	Shakespeare, William
<i>Night</i>	Wiesel, Elie
<i>On Duties</i>	Cicero
<i>On the Social Contract</i>	Rousseau, Jean-Jacques
<i>One Day in the Life of Ivan Denisovich</i>	Solzhenitsyn, Aleksandr
<i>The Dreamer</i>	Ryan, Pam Muñoz
<i>The Federalist Papers</i>	Hamilton, Alexander; Madison, James; and Jay, John
<i>The First Philippics of Cicero against Marcus Antonius</i>	Cicero
<i>The Spirit of Laws</i>	Montesquieu
<i>The Surrender Tree</i>	Engle, Margarita
<i>Two Treatises of Government</i>	Locke, John
<i>Walden</i>	Thoreau, Henry David

*12th Grade*

Title	Author
<i>Crime and Punishment</i>	Dostoevsky, Fyodor
<i>Don Quixote</i>	Cervantes, Miguel de
<i>Flatland: A Romance of Many Dimensions</i>	Abbott, Edwin A.
<i>Hamlet</i>	Shakespeare, William
<i>Heart of Darkness</i>	Conrad, Joseph
<i>King Lear</i>	Shakespeare, William
<i>Life of Julius Caesar</i>	Plutarch
<i>Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time</i>	Sobel, Dava
<i>Pride and Prejudice</i>	Austen, Jane
<i>Rosencrantz and Guildenstern Are Dead</i>	Stoppard, Tom
<i>The Republic</i>	Plato
<i>The Twelve Caesars</i>	Suetonius
<i>Utopia</i>	More, Thomas
The poetry of Robert Burns	Burns, Robert
The poetry of Countee Cullen	Cullen, Countee
The poetry of Emily Dickinson	Dickinson, Emily
The poetry of John Donne	Donne, John
The poetry of Robert Frost	Frost, Robert
The poetry of Langston Hughes	Hughes, Langston
The poetry of Percy Bysshe Shelley	Shelley, Percy Bysshe
The poetry of Edna St. Vincent Millay	Millay, Edna St. Vincent
The poetry of Phillis Wheatley	Wheatley, Phillis



Literary Periods

Classical (1200 BCE–455 CE)		Medieval (455 CE–1485 CE)		Renaissance (1300–1660)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> • Focus on balance and form • Emphasis on reason vs. irrationality/chaos • Incorporation of myth • Direct expression • Emergence of conventions such as the deus ex machina and the chorus • Emphasis on the relationship of man to the gods 	<ul style="list-style-type: none"> • Plato • Socrates • Aristotle • Aesop • Euripides • Aeschylus • Sophocles • Homer • Sappho • Virgil • Ovid 	<ul style="list-style-type: none"> • Starts with a continuation of the focus on the epic hero • “Epics” are written in the vernacular and do not follow all of the features of classical epics • Later in the period, a shift in focus to everyday, common people • Dictated memoirs 	<ul style="list-style-type: none"> • Author Unknown - Beowulf • Author Unknown - Gawain poet • Author Unknown - The Nibelungenlied • Dante Alighieri • Geoffrey Chaucer • Geoffrey of Monmouth • Giovanni Boccaccio • Marco Polo • Margery Kempe • Omar Khayyam • Thomas Malory 	<ul style="list-style-type: none"> • New thinking, innovation and philosophy • A "rebirth" returning to many of the ideas of the Classical period • Focus on philosophy • Humanistic ideals • Greater reproduction and distribution of literature because of invention of the printing press • Recovery of ancient texts 	<ul style="list-style-type: none"> • Ben Johnson • Christopher Marlowe • Edmund Spenser • John Donne • John Milton • Miguel de Cervantes • Moliere • Niccolo Machiavelli • Petrarch • Thomas More • William Shakespeare



Restoration and 18th Century (1660–1790)		Colonial and Early National (1600–1830)		Romantic (1790–1870)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> • A great age of satire in English literature, including a flowering of comic drama • Revival of classical models (Dryden did a famous translation of The Aeneid, Pope of The Odyssey) • Rise of the novel as a major literary form • Concern over the boundary between reason and madness 	<ul style="list-style-type: none"> • John Dryden • William Congreve • John Gay • Daniel Defoe • Alexander Pope • Jonathan Swift • Thomas Gray • Samuel Johnson 	<ul style="list-style-type: none"> • Puritan influence strongest during first part of period • Largely marked by short prose • Rooted in colonial and early national beliefs • Inspired by cultural, societal, and political forces • Rhetorical devices and persuasive writing techniques • The rise of the short story as a form 	<ul style="list-style-type: none"> • Alexander Hamilton • Anne Bradstreet • Benjamin Franklin • Cotton Mather • James Madison • Jonathan Edwards • Olaudah Equiano • Phillis Wheatley • Thomas Paine • Washington Irving • William Cullen Bryant 	<ul style="list-style-type: none"> • Emphasis on imaginative freedom and modern individualism • Experiments with form and style • Inspired by nature, emotion, and sensibility 	<ul style="list-style-type: none"> • Alfred Lord Tennyson • Brontë Sisters • Charles Dickens • Edgar Allan Poe • Emily Dickinson • Henry David Thoreau • Jane Austen • John Keats • Nathaniel Hawthorne • Ralph Waldo Emerson • Walt Whitman • William Wordsworth • Samuel Taylor Coleridge



Realism and Naturalism (1870–1910)		Modernist (1910–1945)		Contemporary (1945–Present)	
Features	Authors	Features	Authors	Features	Authors
<ul style="list-style-type: none"> • Focus on real life experiences and human frailty • In American Realism, focus on regional culture • Emphasis on social commentary 	<ul style="list-style-type: none"> • Abraham Lincoln • Booker T. Washington • Edith Wharton • Jack London • James Weldon Johnson • Mark Twain • Nelly Bly • Stephen Crane • Theodore Dreiser • W.E.B. DuBois • Willa Cather 	<ul style="list-style-type: none"> • Strong reactions to established religious, political, and social views • Thematic, formal and stylistic innovation 	<ul style="list-style-type: none"> • e.e. cummings • Ernest Hemingway • F. Scott Fitzgerald • John Steinbeck • Langston Hughes • Richard Wright • Robert Frost • Sinclair Lewis • William Faulkner • Zora Neale Hurston • T.S. Eliot 	<ul style="list-style-type: none"> • Because of globalization and on-demand printing, the contemporary period is too broad in scope to be defined by common features. 	<ul style="list-style-type: none"> • Adrienne Rich • Alice Walker • Anne Sexton • Elizabeth Bishop • Eudora Welty • Flannery O'Connor • Gwendolyn Brooks • James Baldwin • Lorraine Hansberry • Ray Bradbury • Tennessee Williams



Background Knowledge

Florida is committed to helping students build background knowledge, so much so that it is codified in statute. Giving students the opportunity to read nonfiction and literary texts that reinforce and scaffold what they are learning in their content areas will give them the schema to which they can tie new learning.

Civic Literacy Reading List

These civic-focused texts are the source of building background knowledge and vocabulary in the lower grades and a rich study in rhetoric, reasoning, and argumentation in the upper grades.

They are designed to reinforce civics instruction by providing quality texts to which students can apply their developing reading and reasoning skills.

Kindergarten-1st Grade

Title	Author
<i>A Picture Book of Benjamin Franklin</i>	Adler, David A.
<i>D is for Democracy: A Citizen's Alphabet</i>	Grodin, Elissa
<i>George Washington</i>	Abraham, Philip
<i>I Pledge Allegiance</i>	Martin, Bill Jr. and Sampson, Michael
<i>Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address</i>	Fritz, Jean
<i>Liberty Rising</i>	Shea, Pegi Deitz
<i>Red, White, and Blue: The Story of the American Flag</i>	Herman, John
<i>Saving the Liberty Bell</i>	McDonald, Megan
<i>The Bald Eagle</i>	Pearl, Norman
<i>The Camping Trip That Changed America: Theodore Roosevelt, John Muir, and our National Parks</i>	Rosenstock, Barb
<i>The Flag We Love</i>	Ryan, Pam Munoz
<i>The Liberty Bell</i>	Firestone, Mary
<i>The Star-Spangled Banner</i>	Spier, Peter
<i>The Very First Americans</i>	Ashrose, Cara
<i>The White House</i>	Douglas, Lloyd G.
<i>Woodrow, the White House Mouse</i>	Barnes, Peter



2nd-3rd Grade

Title	Author
<i>A More Perfect Union: The Story of Our Constitution</i>	Maestro, Betsy
<i>Eleanor</i>	Cooney, Barbara
<i>Father of the Constitution: A Story about James Madison</i>	Tavoularis, Alex and Mitchell, Barbara
<i>Revolutionary Friends: General George Washington and the Marquis de Lafayette</i>	Castrovilla, Selene
<i>Susan B. Anthony: Fighter for Freedom and Equality</i>	Slade, Suzanne
<i>The Congress of the United States</i>	Taylor-Butler, Christine
<i>The Declaration of Independence from A to Z</i>	Osornio, Catherine
<i>The Story of the Statue of Liberty</i>	Maestro, Betsy and Giulio
<i>The Tuttle Twins and the Miraculous Pencil</i>	Boyack, Connor
<i>The Tuttle Twins Learn About the Law</i>	Boyack, Connor
<i>Vote!</i>	Christelow, Eileen
<i>We Live Here Too!: Kids Talk About Good Citizenship</i>	Loewen, Nancy
<i>We the Kids: The Preamble to the Constitution of the United States</i>	Catrow, David
<i>We the People</i>	Cheney, Lynne
<i>What are the Branches of Government?</i>	Matzke, Ann
<i>What is a Government?</i>	Bedesky, Baron

4th-5th Grade

Title	Author
<i>Before Columbus: The Americas of 1491</i>	Mann, Charles C.
<i>Bill of Rights</i>	Madison, James
<i>Declaration of Independence</i>	Landau, Elaine
<i>Florida</i>	Orr, Tamra B.
<i>James Madison: Champion of Liberty and Justice</i>	Kaminski, John
<i>Shh! We're Writing the Constitution</i>	Fritz, Jean
<i>The Bill of Rights</i>	Burgan, Michael
<i>The Constitution</i>	Colman, Warren
<i>The Emancipation Proclamation</i>	Heinrichs, Ann
<i>The Gettysburg Address (1863)</i>	Lincoln, Abraham
<i>The Great Seal of the United States</i>	DeGezelle, Terri
<i>The Reconstruction Amendments</i>	Burgan, Michael
<i>The U.S. Constitution and You</i>	Sobel, Syl
<i>United States Constitution</i>	Founding Fathers
<i>What Are the Parts of Government?</i>	Thomas, William David



6th-8th Grade

Title	Author
<i>A Kids' Guide to the Bill of Rights: Curfews, Censorship and the 100-Pound Giant</i>	Krull, Kathleen
<i>Alexander Hamilton: The Outsider</i>	Fritz, Jean
<i>Democracy</i>	Hurwitz, Sue
<i>Explaining America: The Federalist</i>	Wills, Garry
<i>Government and Democracy</i>	Ogden, Charlie
<i>Letters from an American Farmer</i>	de Crèvecoeur, J. Hector St. John
<i>Lincoln: A Photobiography</i>	Freedman, Russell
<i>Miracle at Philadelphia: The Story of the Constitutional Convention May-September 1787</i>	Bowen, Catherine Drinker
<i>Narrative of the Life of Frederick Douglass</i>	Douglass, Frederick
<i>The Democratic Process</i>	Friedman, Mark
<i>The Rights of the Colonists</i>	Adams, Samuel
<i>Words We Live By: Your Annotated Guide to the Constitution</i>	Monk, Linda R.

Supreme Court Cases

Brown v. Board of Education (1954)	Marbury v. Madison (1803)
Citizens United v. Federal Election Commission (2010)	McCulloch v. Maryland (1819)
Dred Scott v. Sandford (1857)	Miranda v. Arizona (1966)
Gideon v. Wainwright (1963)	Plessy v. Ferguson (1896)
Korematsu v. United States (1944)	Schenck v. United States (1919)
Loving v. Virginia (1967)	

9th-12th Grade


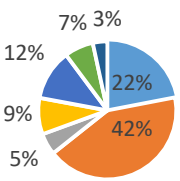
Title	Author
1838 Florida Constitution	
<i>Autobiography of Benjamin Franklin</i>	Franklin, Benjamin
<i>Civil Disobedience</i>	Thoreau, Henry David
<i>Commentaries on the Laws of England</i>	Blackstone, William
<i>Common Sense</i>	Paine, Thomas
Current Florida Constitution	
<i>Democracy in America</i>	de Tocqueville, Alexis
<i>English Declaration of Rights</i>	Parliament of England
<i>Federalist Papers</i>	Hamilton, Alexander; Madison, James; and Jay, John
For the Equal Rights Amendment (1969)	Chisholm, Shirley
<i>Land of Hope: An Invitation to the Great American Story</i>	McClay, Wilfred M.
Letter from Birmingham Jail	King, Martin Luther Jr.
<i>Leviathan</i>	Hobbes, Thomas



Title	Author
Magna Carta	King John of England and Archbishop of Canterbury Langton, Stephen
Mayflower Compact	Bradford, William
<i>Notes on the Constitutional Convention</i>	Madison, James
<i>Out of Order: Stories from the History of the Supreme Court</i>	O'Connor, Sandra Day
Second Inaugural Address (1865)	Lincoln, Abraham
<i>Second Treatise on Government</i>	Locke, John
Speech to Congress on Voting Rights (1965)	Johnson, Lyndon
The New Nationalism (1910)	Roosevelt, Theodore
<i>The Republic</i>	Plato
<i>The Spirit of the Laws</i>	Montesquieu
Virginia Declaration of Rights	Mason, George



Text Features

<i>Text Feature</i>	<i>Descriptor</i>	<i>Note or Example</i>																		
Annotation	A written note added to a text by way of comment or explanation.	<p>The Florida panther survives in subtropical environments located mostly in the region of southern Florida. <i>habitat</i></p> <p>A large animal, male panthers weigh between 100 and 160 pounds but only weigh 1 pound when born! <i>physical features</i></p>																		
Appendix	A section or table containing additional content or information at the end of a text.	<p>Some texts have multiple appendices.</p> <p>Table of Contents</p> <table border="0"> <tr><td>I. Introduction</td><td>1</td></tr> <tr><td>II. Florida Panthers</td><td>3</td></tr> <tr><td> a. History</td><td>8</td></tr> <tr><td> b. Diet</td><td>16</td></tr> <tr><td> c. Habitat</td><td>19</td></tr> <tr><td> d. Mortality Rates</td><td>26</td></tr> <tr><td> e. Conservation Efforts</td><td>28</td></tr> <tr><td>Appendix A - Supporting Images</td><td>35</td></tr> <tr><td>Appendix B - Recent Legislation</td><td>48</td></tr> </table>	I. Introduction	1	II. Florida Panthers	3	a. History	8	b. Diet	16	c. Habitat	19	d. Mortality Rates	26	e. Conservation Efforts	28	Appendix A - Supporting Images	35	Appendix B - Recent Legislation	48
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Caption	A title or brief explanation added to an article, cartoon, illustration, photograph, or other graphic.	 <p>The Florida panther (pictured above) has short, light brown fur.</p>																		
Chart	A visual representation of data or a visual depiction of information.	<p>Pie charts, like the one below, are often used to convey additional information related to a text's topic.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Causes of Panther Mortality 1979-97</p>  <table border="1"> <caption>Causes of Panther Mortality 1979-97</caption> <thead> <tr><th>Percentage</th></tr> </thead> <tbody> <tr><td>42%</td></tr> <tr><td>22%</td></tr> <tr><td>12%</td></tr> <tr><td>9%</td></tr> <tr><td>7%</td></tr> <tr><td>5%</td></tr> <tr><td>3%</td></tr> </tbody> </table> </div>	Percentage	42%	22%	12%	9%	7%	5%	3%										
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Footnote	A note of reference, explanation, or comment printed at the bottom of a page.	<p style="text-align: center;">A Panther's Paradise</p> <p>Introduction Named Florida's official state animal, the Florida panther became one of the first animals listed under the Endangered Species Act upon the passing of the law in 1973.</p> <p>The Life of a Panther Panthers survive in subtropical climates and often rummage through wetlands, forests, and grasslands in search of sustenance. Panthers are mostly carnivores and approximately 90% of their diet consists of hog, deer, raccoon, and armadillo. They have been known to eat grass from time to time.</p> <p>Sightings Thanks to the wild success of the genetic restoration program¹, by 2007 the dwindling panther population of earlier years had tripled, and now there over 100 animals of its kind. Although sightings are rare, humans are advised to keep their distance if they cross paths with a Florida panther. It would be ill-advised to approach a panther in its wild habitat.</p> <p>¹ In 1995, only 20-30 Florida panthers remained in the wild. The genetic restoration plan was implemented that year and restored genetic variability and vitality for an overall healthier, stronger panther population.</p>																		



<i>Text Feature</i>	<i>Descriptor</i>	<i>Note or Example</i>																		
Glossary	An alphabetized list of pertinent terms with corresponding definitions located at or near the end of a text.	<p>Glossary</p> <p>adult grown-up carnivore a flesh-eating animal climate the average condition of weather at a place genus a class, kind, or group marked by common traits</p>																		
Graph	A visual representation of data.	<p>A line graph is used to convey additional information relevant to a text's topic.</p> <table border="1"> <caption>Florida Panther Population</caption> <thead> <tr> <th>Year</th> <th>Annual Count</th> </tr> </thead> <tbody> <tr> <td>1981</td> <td>~5</td> </tr> <tr> <td>1987</td> <td>~15</td> </tr> <tr> <td>1993</td> <td>~10</td> </tr> <tr> <td>1999</td> <td>~40</td> </tr> <tr> <td>2005</td> <td>~90</td> </tr> </tbody> </table>	Year	Annual Count	1981	~5	1987	~15	1993	~10	1999	~40	2005	~90						
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Heading	The title of a section of text that introduces its topic. Headings are also used to divide a larger text into smaller, more focused sections.	<p>Headings are often written in a larger print than other text on the page. Some headings are bold or are printed in a different color.</p> <p>A Panther's Paradise</p> <p>Introduction Named Florida's official state animal, the Florida panther became one of the first animals listed under the Endangered Species Act upon the passing of the law in 1973.</p> <p>The Life of a Panther Panthers survive in subtropical climates and often rummage through wetlands, forests, and grasslands in search of sustenance. Panthers are mostly carnivores and approximately 90% of their diet consists of hog, deer, raccoon, and armadillo. They have been known to eat grass from time to time.</p> <p>Sightings Thanks to the wild success of the genetic restoration program, by 2007 the dwindling panther population of earlier years had tripled, and now there are over 100 animals of its kind! Although sightings are rare, humans are advised to keep their distance if they cross paths with a Florida panther. It would be ill-advised to approach a panther in its wild habitat.</p>																		
Illustration	A drawing used to emphasize an aspect of the text or to add reader interest.																			
Photograph	A picture taken with a camera that reflects actual objects, settings, or events, and is usually related to the topic of the text.																			
Table of Contents	An outline of chapters or section titles and their corresponding pages in a larger text.	<p>Table of Contents</p> <table border="1"> <tbody> <tr> <td>I. Introduction</td> <td>1</td> </tr> <tr> <td>II. Florida Panthers</td> <td>3</td> </tr> <tr> <td> a. History</td> <td>8</td> </tr> <tr> <td> b. Diet</td> <td>16</td> </tr> <tr> <td> c. Habitat</td> <td>18</td> </tr> <tr> <td> d. Mortality Rates</td> <td>26</td> </tr> <tr> <td> e. Conservation Efforts</td> <td>28</td> </tr> <tr> <td>Appendix A – Supporting Images</td> <td>35</td> </tr> <tr> <td>Appendix B – Recent Legislation</td> <td>48</td> </tr> </tbody> </table>	I. Introduction	1	II. Florida Panthers	3	a. History	8	b. Diet	16	c. Habitat	18	d. Mortality Rates	26	e. Conservation Efforts	28	Appendix A – Supporting Images	35	Appendix B – Recent Legislation	48
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Title	The name of an article, book, or other literary work or document.	<p>The <i>title</i> of a text often identifies or refers to its topic.</p>																		



Text Structures

Text structure, also referred to as an organizational pattern, refers to how a text is organized. Below are six common text structures used by authors of expository texts.

Note: Some signal words/phrases appear in more than one text structure.

<u>Text Structure</u>	<u>Descriptor</u>	<u>Signal Words/Phrases</u>	<u>Example</u>
Description	Information is presented in sections that often begin with a central idea and are followed by an elaboration of the features, characteristics, or examples of the subject at hand.	Characteristics of; details; for example; for instance; includes; in particular; specifically; such as; to illustrate.	A story about panthers is organized into four sections, each section describing a different characteristic of a panther.
Problem and Solution	Information is conveyed as an issue or a problem of concern and solution(s) are proposed or explained.	An answer to; a consequence of; a possible solution to; challenge of; dilemma; in order to solve; issue; problem; question; reason; resolution; resolved.	An author addresses the diminishing panther population by explaining the reasons for the decline, and offering suggestions for improving the species' survival rate.
Chronological	Facts, events, or details are presented in the order in which they occurred in time. * <i>*(not to be confused with sequential)</i>	On, at (date, time); before; earlier; eventually; following; next; not long after; now; presently; previously; prior to; then; recently; simultaneously; soon; until; when.	An author writes an article about the evolutionary history of the Florida panther and organizes significant historical events based on the corresponding year each occurred.
Compare and Contrast	The similarities and/or differences of two or more people, things, concepts, or ideas are presented.	Alike; also; as opposed to; both; but; comparatively; conversely; different; however; in contrast; instead of; not only; on the other hand; opposite from; same; share; similarly;	An author explains how to distinguish a panther from a bobcat by providing characteristics shared by each, and emphasizing their distinctive features.
Cause and Effect	Information reflects a causal relationship. The description of what happened is the <i>effect</i> and the detail(s) related to why it happened is the <i>cause</i> .	As a result; as such; because of; cause; consequently; due to; for this reason; led to; since; so; reason; result of; therefore; unless.	An article explains the effects of increasing construction on the habitats of endangered species.
Sequence	Information is presented as a series of instructions or steps in a process.	First; second; third; at once; after; before; during; finally; following; last; next.	An instructional guide provides a detailed explanation of how to assemble a model Florida panther, step-by-step.



Figurative Language

Elementary Figurative Language

<u><i>Figurative Language</i></u>	<u><i>Description</i></u>	<u><i>Example</i></u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	Peter Piper picked peppers.
hyperbole	Exaggerated statements or claims not meant to be taken literally	This backpack weighs a ton.
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	Break a leg!
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	The fresh and juicy orange is very cold and sweet.
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	They have a heart of gold.
onomatopoeia	The forming of a word (as “buzz” or “hiss”) in imitation of a natural sound	Bam, whirl, thump, boom
personification	Representing a thing or idea as a person in art, literature	The cupcake is calling my name.
simile	A comparison of two unlike things, often introduced by like or as	The explanation was clear as mud.



Secondary Figurative Language

<u>Figurative Language</u>	<u>Description</u>	<u>Example</u>
alliteration	The repetition of usually initial consonant sounds in two or more neighboring words or syllables	“Doubting, dreaming dreams no mortal ever dared to dream before” - "The Raven," Edgar Allan Poe
allusion	A brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance	“The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth everywhere.” <i>Walden</i> , Henry David Thoreau
hyperbole	Exaggerated statements or claims not meant to be taken literally	“At that time Bogota was a remote, lugubrious city where an insomniac rain had been falling since the beginning of the 16th century.” - <i>Living to Tell the Tale</i> , Gabriel García Márquez
idiom	An expression that cannot be understood from the meanings of its separate words but must be learned as a whole	“Old Marley was as dead as a door-nail.” - <i>A Christmas Carol</i> , Charles Dickens
imagery	Writing about objects, actions, and ideas in such a way that it appeals to our five physical senses	“Or sinking as the light wind lives or dies; And full-grown lambs loud bleat from hilly bourn; Hedge-crickets sing; and now with treble soft The redbreast whistles from a garden-croft, And gathering swallows twitter in the skies.” -“To Autumn,” John Keats
meiosis (understatement)	The presentation of a thing with underemphasis especially in order to achieve a greater effect; understatement	"Ay, ay, a scratch, a scratch." -Mercutio after he is mortally wounded by Tybalt - <i>Romeo and Juliet</i> , Shakespeare
metaphor	A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar	“Our words are but crumbs that fall down from the feast of the mind.” - <i>Sand and Foam</i> , Khalil Gibran
onomatopoeia	The forming of a word (as “buzz” or “hiss”) in imitation of a natural sound	“Keeping time, time, time, In a sort of Runic rhyme, To the tintinnabulation that so musically wells From the bells, bells, bells, bells, Bells, bells, bells— From the jingling and the tinkling of the bells.” -“The Bells,” Edgar Allan Poe
personification	Representing a thing or idea as a person in art, literature	“Because I could not stop for Death – He kindly stopped for me – The Carriage held but just Ourselves – And Immortality.” - “Because I could not stop for Death,” Emily Dickinson
simile	A comparison of two unlike things, often introduced by like or as	“In the eastern sky there was a yellow patch like a rug laid for the feet of the coming sun . . .” - “The Red Badge of Courage,” Stephen Crane



Rhetoric

Rhetorical Devices

<u>Device</u>	<u>Description</u>	<u>Example</u>
Antithesis an- 'ti-thə-səs	the rhetorical contrast of ideas by means of parallel arrangements of words, clauses, or sentences	“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way.” <i>A Tale of Two Cities</i> , Charles Dickens
Asyndeton ə- 'sin-də- tən	omission of the conjunctions that ordinarily join coordinate words or clauses	“I came; I saw; I conquered.” <i>Julius Caesar</i> , William Shakespeare
Chiasmus kī- 'az-məs	an inverted relationship between the syntactic elements of parallel phrases	“In his face Divine compassion visibly appeerd Love without end, and without measure Grace” <i>Paradise Lost</i> , John Milton
Irony	the use of words to express something other than and especially the opposite of the literal meaning	“Go ask his name; if he be married. My grave is like to be my wedding bed.” <i>Romeo and Juliet</i> , William Shakespeare
Metonymy mə- 'tä-nə-mē	a figure of speech consisting of the use of the name of one thing for that of another of which it is an attribute or with which it is associated	“The pen is mightier than the sword.” Edward Bulwer Lytton
Rhetorical question	a statement made in the form of a question with no expectation of an answer	“To be or not to be—that is the question. Whether 'tis nobler in the mind to suffer The slings and arrows of outrageous fortune, Or to take arms against a sea of troubles, And by opposing end them?” <i>Hamlet</i> , William Shakespeare
Synecdoche sə- 'nek-də- (,)kē	a figure of speech by which a part is put for the whole	“I had not intended to love him; the reader knows I had wrought hard to extirpate from my soul the germs of love there detected; and now, at the first renewed view of him, they spontaneously arrived, green and strong! He made me love him without looking at me.” <i>Jane Eyre</i> , Charlotte Brontë -
Zeugma 'züg-mə	the use of a word to modify or govern two or more words usually in such a manner that it applies to each in a different sense or makes sense with only one	“Miss Bolo...went home in a flood of tears and a sedan chair.” <i>Pickwick Papers</i> , Charles Dickens



Rhetorical Appeals

<u>Rhetoric</u>	<u>Descriptor</u>	<u>Example</u>
Ethos	An appeal to credibility, ethics, or moral principles	A text written to encourage support for the protection of the Florida panther features <u>an interview with a renowned biologist who is an expert on endangered species.</u>
Kairos	An appeal to time or place	A text written to evoke haste in responding to the declining Florida panther population <u>discusses the implication of panther mortality rates.</u>
Logos	An appeal to logic or reason	A text incorporates <u>sound reasoning supported by the citation of relevant statistics</u> in order to attract monetary support for legislation proposed to protect endangered species.
Pathos	An appeal to emotion	A text includes the use of <u>vivid, emotive language, intended to incite intense feeling in a reader regarding the destruction of the Florida panther's natural habitat.</u>

Archetypes

Character Archetypes

<u>Archetype</u>	<u>Motivation</u>	<u>Descriptors</u>	<u>Example</u>
The Everyman	Connect with others	The good old boy, regular guy/girl, the person next door, the working stiff, the solid citizen, the good neighbor, the silent majority	Dr. John Watson from <i>The Adventures of Sherlock Holmes</i>
The Jester		The fool, trickster, joker, practical joker, comedian	Tigger from <i>The House at Pooh Corner</i>
The Lover		The partner, friend, intimate, enthusiast, sensualist, spouse, team-builder	Romeo from <i>Romeo and Juliet</i>
The Hero	Leave a mark on the world	The warrior, crusader, rescuer, superhero, the soldier, dragon slayer, the winner, the team player	Aragorn from <i>Lord of the Rings</i>
The Magician		The visionary, catalyst, inventor, charismatic leader, shaman, healer, medicine man	Merlin from <i>The Sword and the Stone</i>
The Rebel		The rebel, revolutionary, wild man, the misfit, iconoclast	Viktor Frankenstein in <i>Frankenstein</i>
The Caregiver	Provide structure to the world	The saint, altruist, parent, helper, supporter	"Marmee" March from <i>Little Women</i>
The Creator/Artist		The artist, inventor, innovator, musician, writer, dreamer	Pippi Longstocking from <i>Pippi Longstocking</i>
The Ruler		The boss, leader, aristocrat, king, queen, politician, role model, manager, administrator	Macbeth from <i>Macbeth</i>
The Explorer	Yearn for paradise	The seeker, iconoclast, wanderer, individualist, pilgrim	James from <i>James and the Giant Peach</i>
The Innocent		He or she is inexperienced, with many weaknesses, and seeks safety with others	Dorothy from <i>The Wonderful Wizard of Oz</i>
The Sage		The expert, scholar, detective, advisor, thinker, philosopher, academic, researcher, thinker, planner, professional, mentor, teacher, contemplative	Mary Poppins from <i>Mary Poppins</i>



Setting/Situation Archetypes

<u><i>Archetype Setting/Situation</i></u>	<u><i>Description</i></u>
The Garden	A place of purity; cultivation
The Forest	Represents fertility, home of the Great Mother, symbolically primitive
A Tree	Represents life and knowledge
A Cave	Turning inward; deep down where a character delves into himself, becomes invisible
A Mountain	The highest peak; place to gain greatest insight
A River	A place of reflection or rebirth; crossing borders or new territory
The Sea	Vast, alien, chaotic, dangerous; waves may symbolize measures of time and represent eternity or infinity
An Island	A place of isolation; a small world unto itself; microcosm
Battle of Good and Evil	Good ultimately triumphs
Death and Rebirth	Shows the circle of life
Innate Wisdom vs. Educated Stupidity	A character will have intuition and knowledge that is better than those in charge
The Initiation	A character matures and takes responsibility
The Journey	The hero confronts trials along the way
The Quest	The search for someone or something
The Task	Something that must be done
The Small Town	This is where everyone knows everyone and judges them, so it represents intolerance

Symbol Archetypes

<u><i>Archetype Symbol</i></u>	<u><i>Description</i></u>
River	Life, flow of time
Wheel	A complete cycle
Water	Purification
Rising Sun	Birth, beginning
Setting Sun	Death, ending
Circle	Unity
Snake	Evil
Light	Hope, renewal
Dark	Despair, ignorance
Fire	Knowledge, rebirth



Types of Logical Reasoning

Deductive	Inductive	Abductive
<i>Characteristics:</i>		
<ul style="list-style-type: none"> • Begins with a premise • Uses a given fact or set of facts to deduce other facts • Does not provide new information • Follows a pattern, “if this is true, then this is also true” • Begins with the general and moves to the specific 	<ul style="list-style-type: none"> • Begins with a specific observation and applies to a broad conclusion 	<ul style="list-style-type: none"> • Begins with a pattern or a trend • Uses a pattern to extrapolate information consistent with the given pattern • Begins with the specific and moves to generalize
<i>Examples:</i>		
<p>Premise: Whales are mammals. Fact: A beluga is a type of whale. Conclusion: A beluga is a mammal.</p>	<p>Observation: The bakery across the street always has a line out the door. Conclusion: The bakery sells delicious treats.</p>	<p>Pattern: My grandparents all have grey hair. Conclusion: All elderly people have grey hair.</p>



Fallacies in Reasoning (Informal)

Logical fallacies are errors found in the reasoning of an argument. The errors are often in the form of invalid arguments or are irrelevant or flawed points that undermine or weaken the argument. The table below contains descriptions and examples of several common logical fallacies.

<i>Type</i>	<i>Description</i>	<i>Example in Literature</i>
Ad hominem	An attack on or criticism of someone’s character rather than the logic or content of the argument	“Excessive pride and envy have destroyed Jean-Jacques, my illustrious philosopher. That monster dares speak of education!” -Voltaire to d’Alembert, June 17, 1762.
Ad populum	Also referred to as the “bandwagon fallacy;” appeals to the popularity of a practice or concept as a method of persuasion	“Do you not consider yourself already refuted, Socrates, when you put forward views that nobody would accept? Why, ask anyone present!” - <i>Gorgias</i> , Plato, 380 BC
Hasty Generalization	A general statement or conclusion that is made without sufficient evidence	“Danforth, <i>finishing the reading</i> : ‘...You have no legal training, Mr. Corey?’ Giles, <i>very pleased</i> : ‘I have the best, sir - I am thirty-three time in court in my life. And always plaintiff, too.’ Danforth: ‘Oh, then you’re much put-upon.’ -Act III, <i>The Crucible</i> , Arthur Miller
Red Herring	A tactic that is used to distract from an argument by avoiding key issues or ignoring opposing views	“I have found that there are so many deserving stenographers and secretaries in Washington that needed the work that I just didn't feel it was right to put my wife on the pay roll. My wife sitting over there. She is a wonderful stenographer. She used to teach stenography and she used to teach shorthand in high school. That was when I met her. And I can tell you folks that she has worked many hours on Saturdays and Sundays in my office, and she has done a fine job, and I am proud to say tonight that in the six years I have been in the Senate of the United States Pat Nixon has never been on the Government pay roll.” -“Checker’s Speech”, Richard Nixon, September 23, 1952.
Slippery Slope	A conclusion based on the premise, “if this, then that” Often, the assembly of a causal chain of events that result in an unlikely or extreme outcome	“What we see in El Salvador is an attempt to destabilize the entire region and eventually move chaos and anarchy toward the American border.” “Address to the Nation on United States Policy in Central America,” Ronald Reagan, May 9, 1984.



<i>Type</i>	<i>Description</i>	<i>Example in Literature</i>
Strawman	The oversimplification of and subsequent attack on the viewpoint of another or the misrepresentation of the viewpoint of another	“It was a little cocker spaniel dog in a crate that he’d sent all the way from Texas. Black and white spotted. And our little girl—Tricia, the 6-year-old—named it Checkers. And you know, the kids, like all kids, love the dog and I just want to say this right now, that regardless of what they say about it, we’re gonna keep it.” “Checker’s Speech,” Richard Nixon, September 23, 1952.
False Analogy	An analogy that incorrectly connects two things based on other shared characteristics	“I must frame the argument like this: if his position is furthered, his character will fulfill these predictions. And therefore we should liken him to a serpent’s egg—once it has hatched, it becomes dangerous, like all serpents. Thus we must kill him while he’s still in the shell.” <i>Julius Caesar</i> , William Shakespeare, 1599.
Circular Reasoning	The use of an argument’s conclusion as a premise for proving the argument (assuming what it is attempting to prove)	“There’s ne’er a villain dwelling in all Denmark / But he’s an arrant knave.” <i>Hamlet</i> , William Shakespeare, 1600.
Non sequitur	A conclusion or reply that does not follow the previous statement in a logical manner	“Comrades!" he cried. 'You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink the milk and eat those apples.” <i>Animal Farm</i> , George Orwell, August 17, 1945.