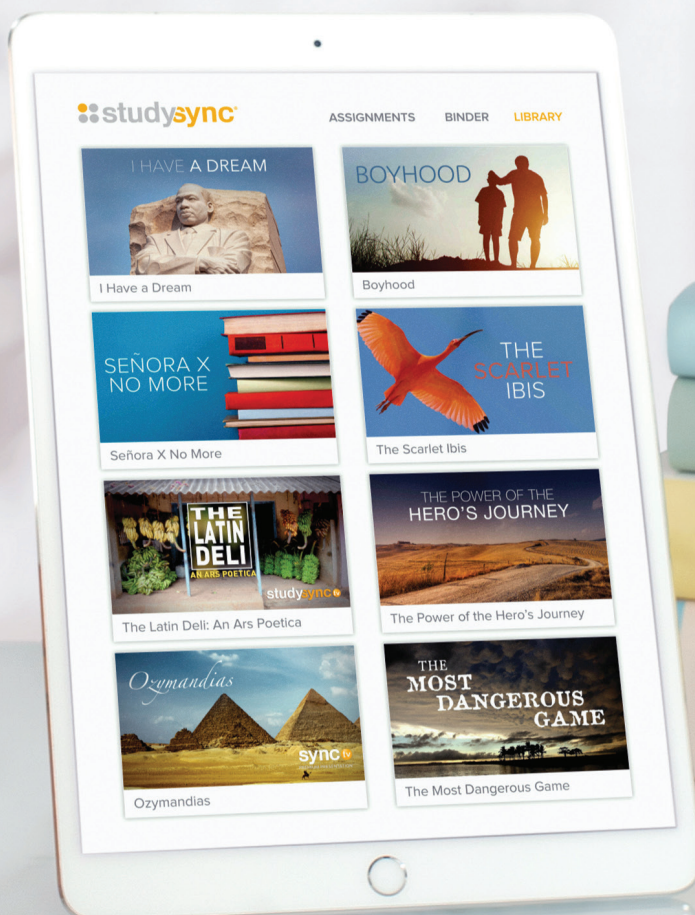


AN INTRODUCTION TO

studysync®

TEXAS

English I-IV



**Mc
Graw
Hill**

Scan the code with your phone's camera app to view a digital walk-through.



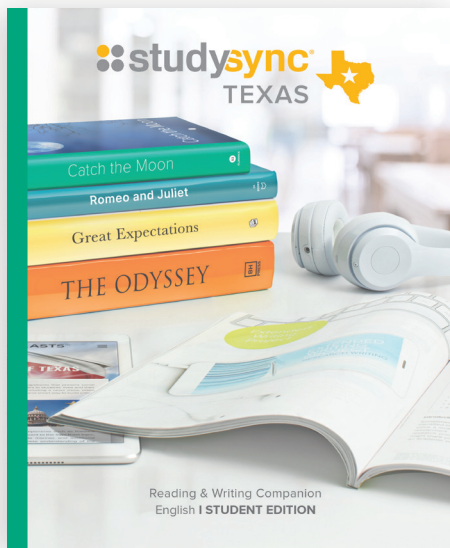
To view walk-through on your computer, go to:
mhetexas.com/HSwalkthrough.

BRING LITERATURE TO LIFE

Welcome to Texas StudySync®—rigorous, culturally-relevant content that ignites a love of literature in ALL students.

- ✓ Aligns 100% to the TEKS, ELPS, and College and Career Readiness Standards
- ✓ Provides instructional choice with thematic units, novel studies, and teacher-created units
- ✓ Supports interchangeable print and digital use

Student Print Edition

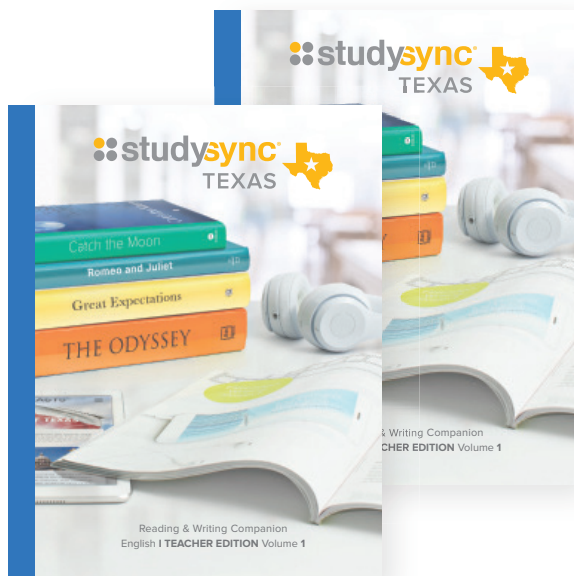


Novel Options

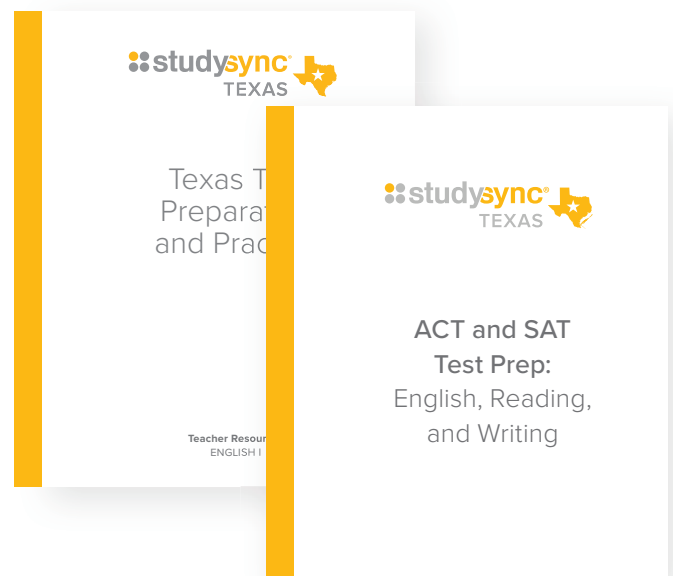


- ✓ Features a continuously growing library of over 1,700 classic and contemporary texts
- ✓ Includes extensive writing and research practice
- ✓ Automatically embeds scaffolds, so ALL students can reach their potential

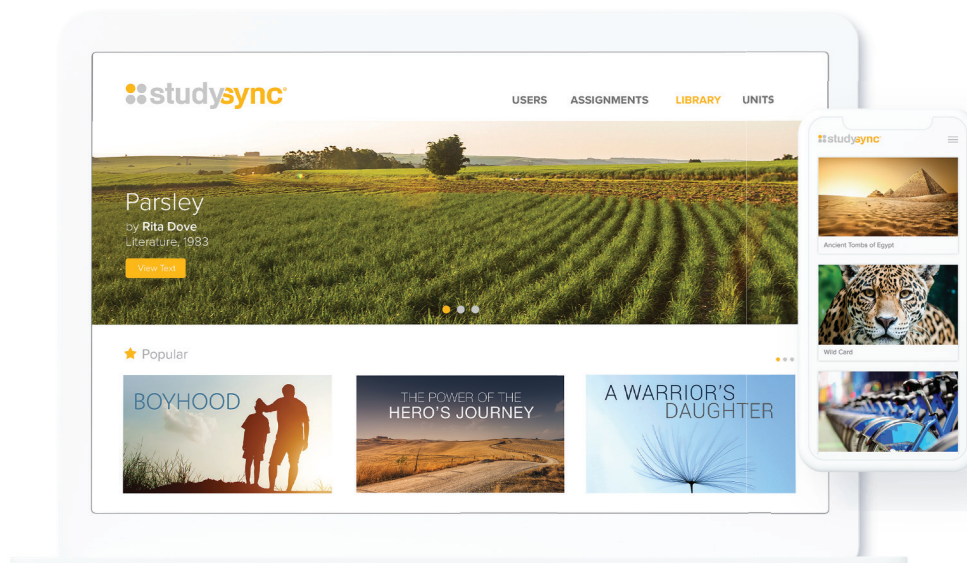
Teacher Print



EOC and ACT/SAT Test Prep



Comprehensive Student and Teacher Digital Experience



PICK YOUR PATH

Texas StudySync provides **four curricular options** to enhance your teaching experience in print and online. Pacing guides are included for options 1–3.

The screenshot shows the Texas StudySync interface. At the top, the 'study sync' logo is on the left, and 'USERS' and 'ASSIGNMENTS' are in the center. On the right, 'Library' and 'American/British' are circled in yellow. Below the navigation bar, 'Grade 9' is displayed. The main content area is divided into three sections: 1. Thematic Option, 2. Novel Study, and 3. American/British. The 'Thematic Option' section shows a grid of units: 'Divided We Fall', 'The Call to Adventure', and 'Declaring Your Genius'. The 'Novel Study' section shows a grid of units: 'American Born Chinese', 'Of Mice and Men', 'The Hobbit', 'Bless Me, Ultima', and 'A Walk in the Woods'. The 'American/British' section shows a grid of units: 'Animal Farm', 'Outliers', and 'The Odyssey'. Each unit has a corresponding image and a right arrow icon.

1 Thematic Units

These units contain several text types from a variety of genres. Selections include multiple paired readings to challenge students to compare within and across genres.

2 Novel Studies

Each unit has at least three novel study options. Teachers can choose a whole-class novel study or employ a more independent, student-choice model.

UNIT 3

Unit Overview

Pacing Guide: Thematic

The Persistence of Memories

ESSENTIAL QUESTION

How does the past impact the future?

In childhood, each new day seems like a brand new experience. At some point, however, we mature enough to realize that the past not only exists but also has a hold on us. The past also has something to teach us. Exploring the past helps us make wiser choices as we move forward in our lives.

How does a person's childhood shape the adult he or she becomes? What can we learn about ourselves by recollecting our memories and childhood dreams? Can we avoid certain mistakes in the future by learning about the past?

Students will think about the unit's theme and essential question as they focus on surrealist literature, analyzing excerpts from *The Secret Life of Salvador Dali* and an excerpt from *Dream Psychology: Psychoanalysis for Beginners*. They will also study the genre of informational texts while reading *examples* from the following autobiographies and memoirs: "By Any Other Name"; "Rituals of Memory"; *Rock, Ghost, Willow, Deer: A Story of Survival*; and the graphic novel *Persepolis*. In addition, reading the poems "From Behind a Covered Window" by Ngo Tu Lap and "Love Is Not All" by Edna St. Vincent Millay will provide students with an opportunity to read across genres and consider how past experiences affect one's ability to exist in the world.

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about narrative elements to their own narrative writing projects.

Unit Structure

Thematic Option

Thematic Selections

50	Rituals of Memory
	INFORMATIONAL TEXT Kimberly Blaeser
64	Seeing at the Speed of Sound
	INFORMATIONAL TEXT Rachel Kolb
82	From Behind a Covered Window
	POETRY Ngo Tu Lap (translated by Martha Collins)
90	Love Is Not All
	POETRY Edna St. Vincent Millay
110	Facial expressions—including fear—may not be as universal as we thought
	INFORMATIONAL TEXT Michael Price
126	Dream Psychology: Psychoanalysis for Beginners
	INFORMATIONAL TEXT Sigmund Freud
132	The Secret Life of Salvador Dali
	INFORMATIONAL TEXT Salvador Dali
144	Rock, Ghost, Willow, Deer: A Story of Survival
	INFORMATIONAL TEXT Allison Adelle Hedge Coke
160	The Namesake
	FICTION Jhumpa Lahiri
126	Persepolis
	INFORMATIONAL TEXT Marjane Satrapi
132	The Immortal Life of Henrietta Lacks
	INFORMATIONAL TEXT Rebecca Skloot
165	Self-Selected Reading
166	Timed Writing

Novel Study Option

Novel Study Choices

<div>PAPER TOWNS</div> <div>John Green</div>	<div>OEDIPUS REX</div> <div>Sophocles</div>
<div>The Namesake</div> <div>FICTION Jhumpa Lahiri</div>	<div>The Immortal Life of Henrietta Lacks</div> <div>INFORMATIONAL TEXT Rebecca Skloot</div>

3 American or British Literature

Teachers in Grades 11 and 12 can choose an optional chronological format to American and British literature.

4 Unit Creator

Turn the page to learn how to create your own units.

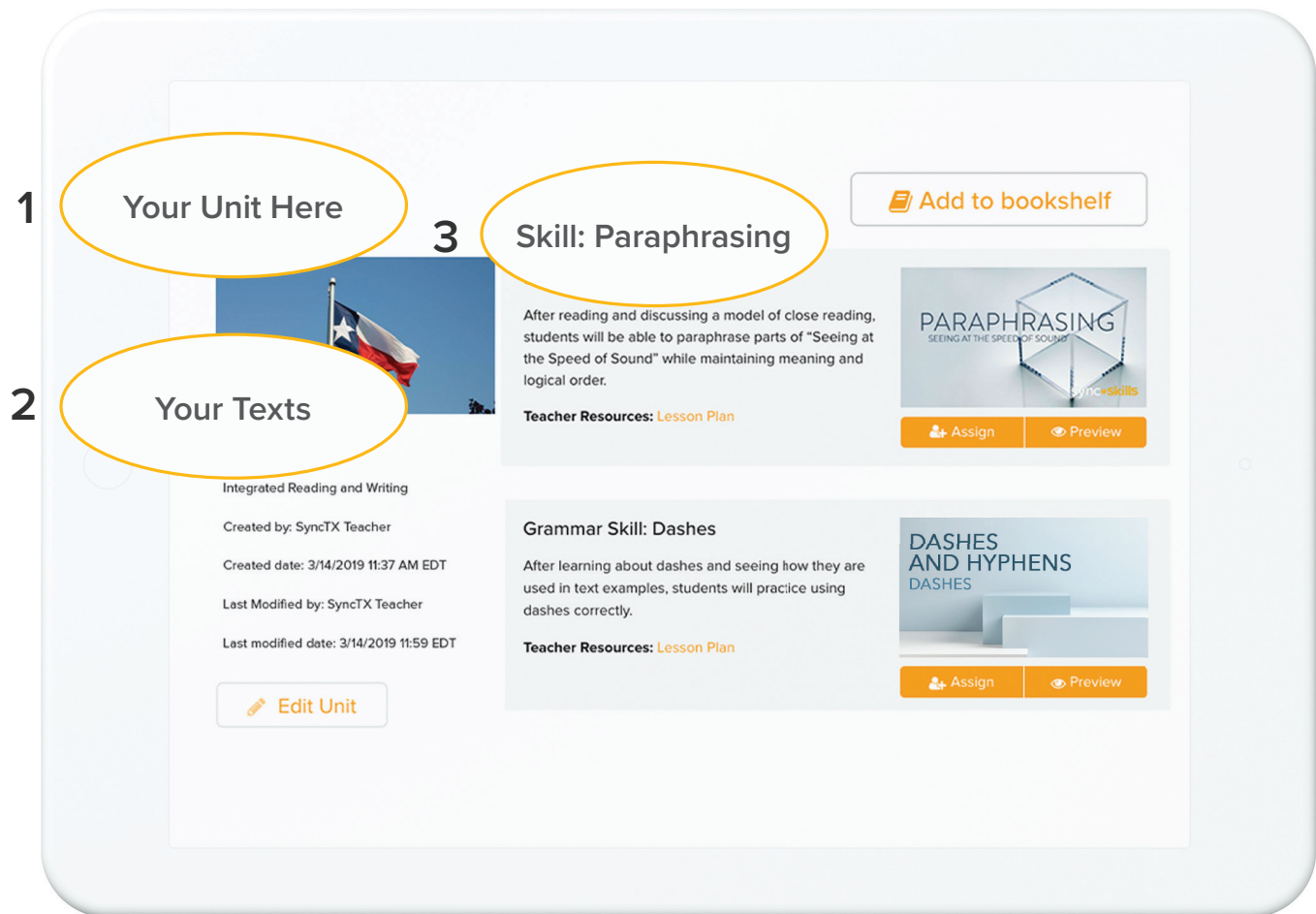


GO ONLINE!

See **page 3** of the Digital Guide to access Instructional Path online.

CUSTOMIZE YOUR PATH

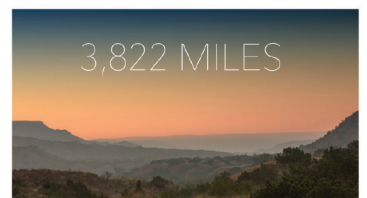
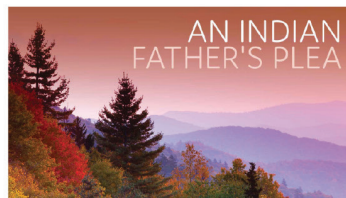
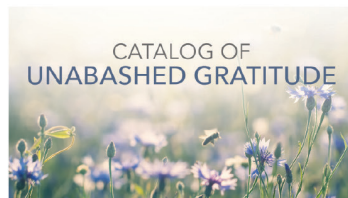
Build the units you want using **Texas StudySync's Unit Creator** and library of thousands of texts and instructional materials.

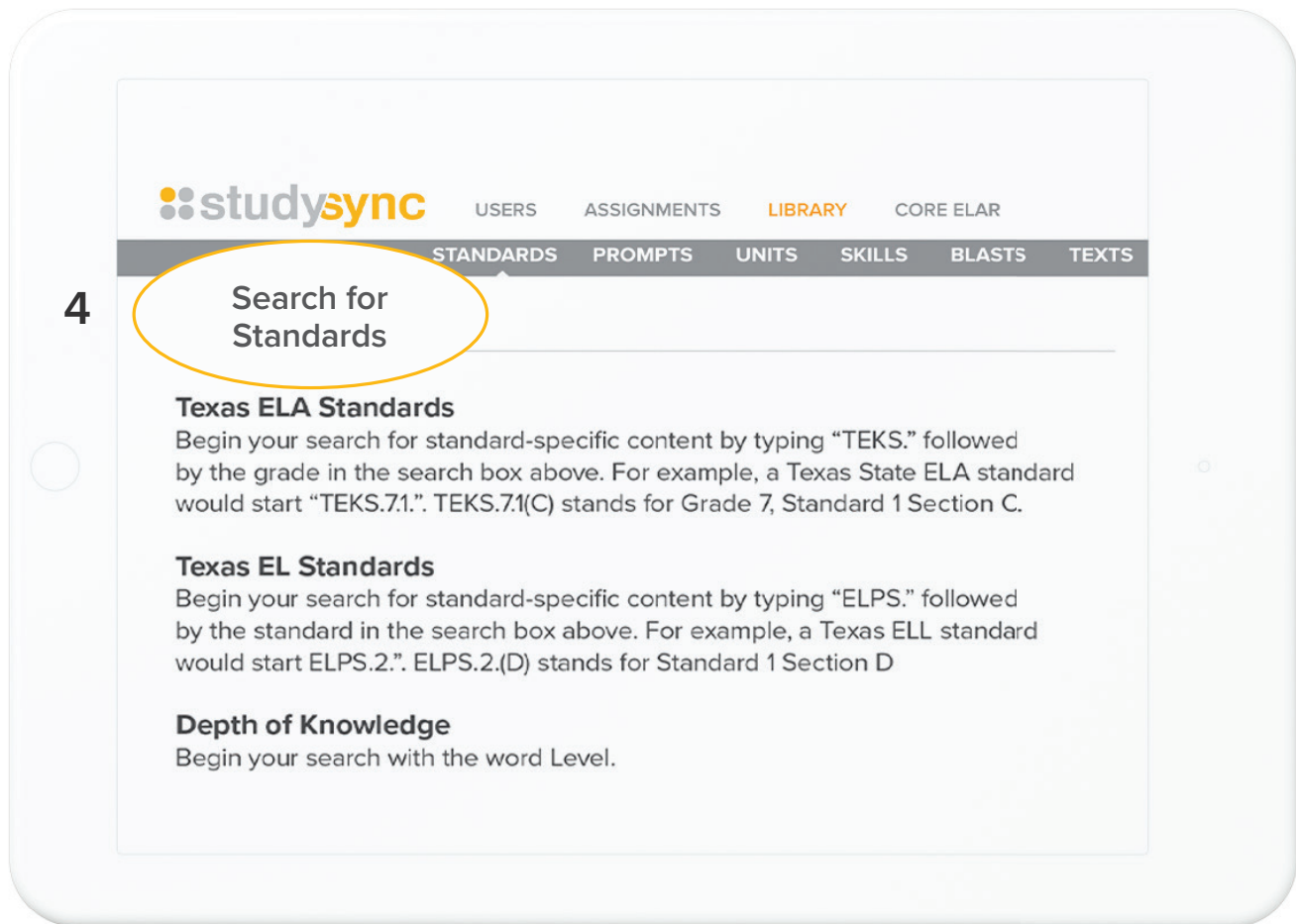


1. Create your own unit.

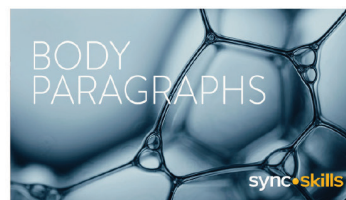
2. Insert your chosen texts from the StudySync Library.

3. Choose and insert skill lessons.



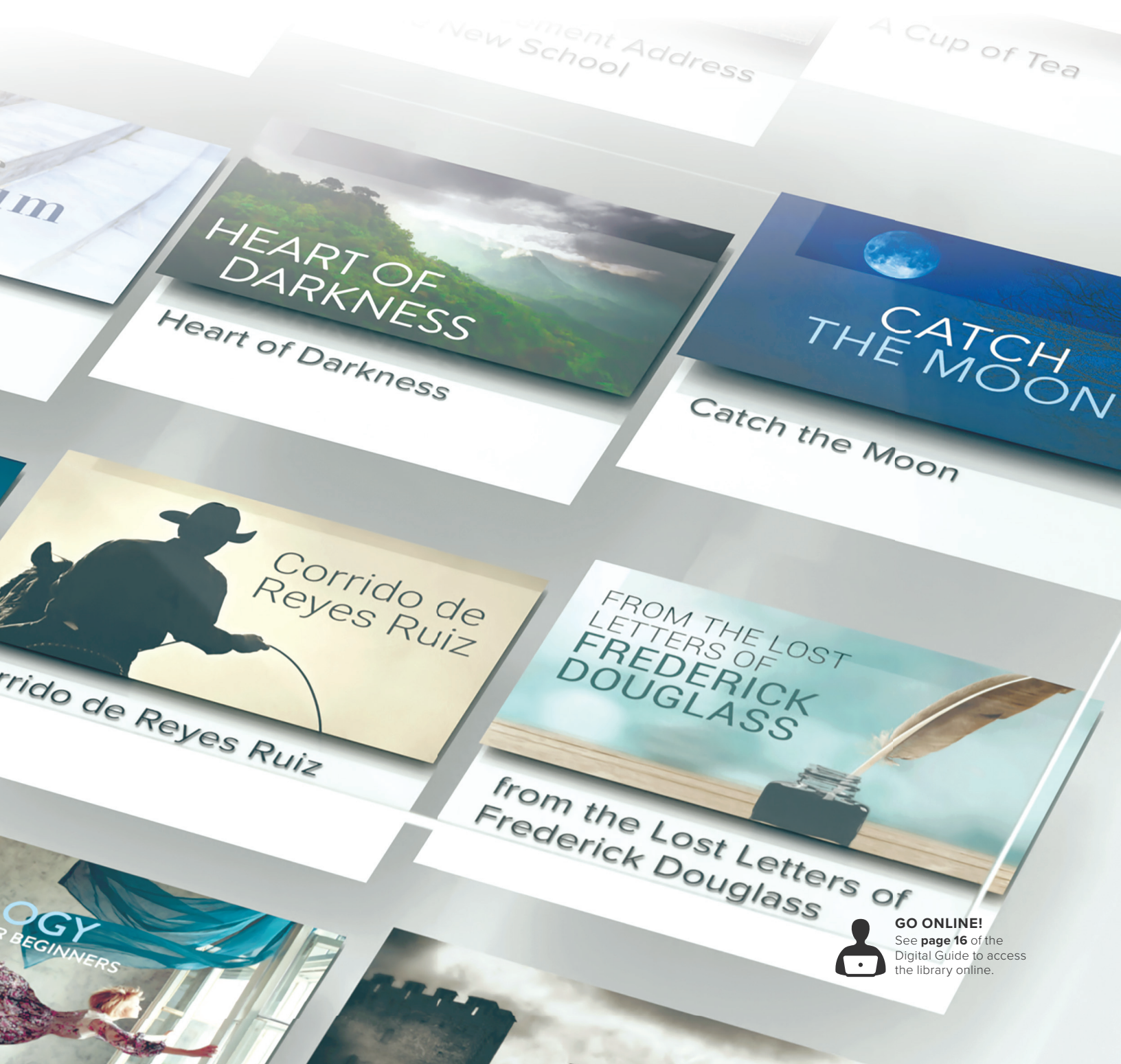


4. Search by standard to pinpoint specific lessons.

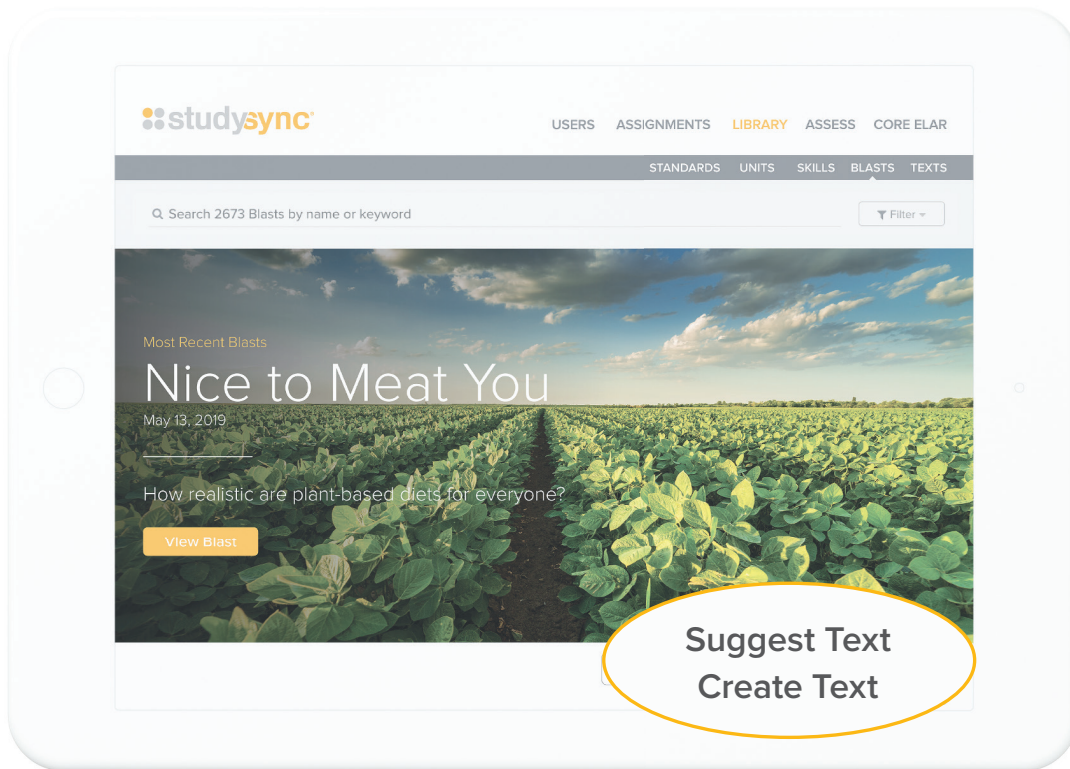


NEW CONTENT ADDED DAILY

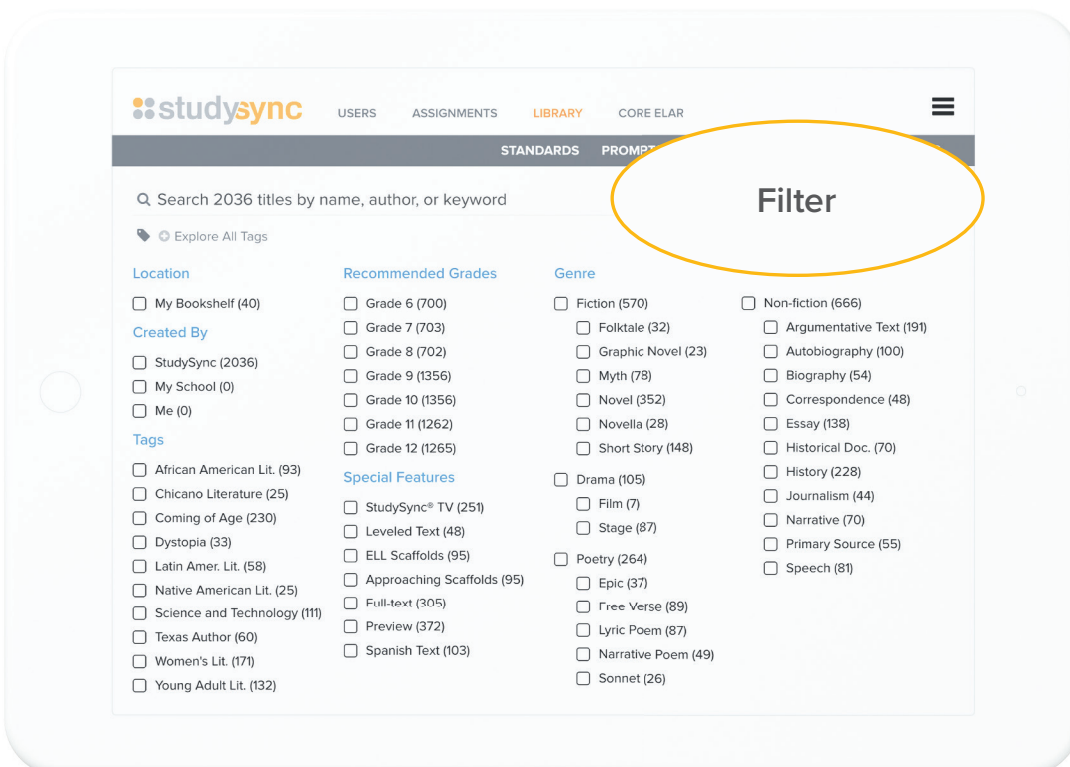
StudySync's continuously growing library includes short stories, poems, excerpts of novels and dramas, essays, speeches, and primary source documents. **New texts are added every month.**



Add your own library items or request the texts that you want to see in the library.



Use Texas StudySync's library filters to find exactly what you need.



BLASTS

Blasts are short read/write activities, in a familiar, social media format. They cover current events and pop culture topics while offering leveled text for differentiation. New Blasts are added to the StudySync Library each school day.



Differentiation

Blast articles are available at three different Lexile levels.



GO ONLINE!

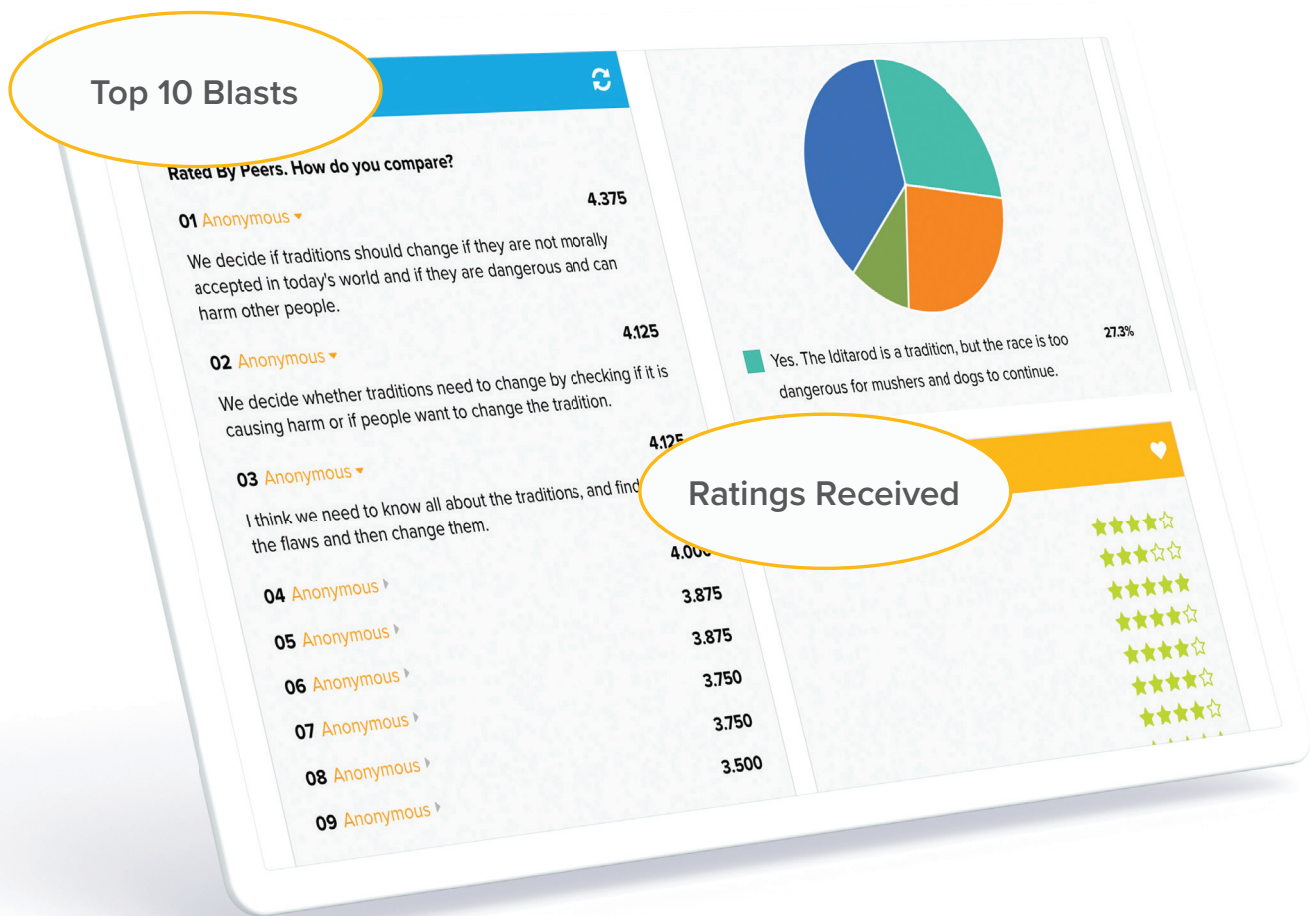
See **page 15** of the Digital Guide to access StudySync's Blasts online.

Peer Review

Peer reviews provide immediate feedback on students' writing on a platform moderated by teachers.

Top 10

Students compete anonymously to make the Top 10 list.



Hundreds of Blasts

Blasts are integrated throughout the Instructional Path of every Unit. In addition to a new Blast every school day, you can pull from the hundreds of Blasts in the Library to customize for your classroom.

RESEARCH AND WRITING

Texas StudySync offers **embedded writing, grammar, and research** opportunities throughout each lesson and unit.

Extended Writing Project and Grammar

Each unit's Extended Writing Project leads students through the steps of the writing process to teach TEKS-aligned writing skills in genre characteristics and craft necessary for open-ended writing. Students write in multiple forms, including:

- ✓ Personal or fictional narrative
- ✓ Argumentative essay
- ✓ Literary analysis
- ✓ Argumentative research
- ✓ Research-based oral presentation
- ✓ Correspondence

Anonymous peer review is available for every written response. These reviews create an authentic audience for student writing.



GO ONLINE!

See **page 10** of the Digital Guide to access StudySync's Extended Writing Project online.

UNIT 3

Unit Overview

Extended Writing Project and Grammar

[Pacing Guide](#)

In the second half of the unit, students continue exploring texts that address the unit's Essential Question and begin crafting a longer composition to share their own ideas about the Essential Question in the Extended Writing Project. The writing project will take your students through the writing process to produce a narrative.

Extended Writing Project Prompt

How can memories change our future?

Reflect on texts from this unit or any other unit that deal with the memories and dreams of individuals. Create an original narrative in which the protagonist is driven to action by the recurrence of a significant memory. Use what you have learned from these texts and your own prior knowledge to inform your writing. You may choose to write about an imagined character or you may write a personal narrative reflecting your own experiences. Be sure to describe the memory and to make the connection between this memory and the primary conflict of your narrative.

Days	Extended Writing Project and Grammar	Skill and Standard Instruction	Connect to Mentor Texts
16	Narrative Writing Process: Plan p. xx		
17-19	Narrative Writing Process: Draft p. xx	<ul style="list-style-type: none">Developing Ideas TEKS.10.9(B)(ii)Narrative Sequencing TEKS.10.10(A)	<ul style="list-style-type: none">By Any Other Name
20-23	Narrative Writing Process: Revise p. xx	<ul style="list-style-type: none">Narrative Techniques TEKS.10.10(A)Descriptive Details TEKS.10.10(A)	<ul style="list-style-type: none">Rituals of MemoryThe Namesake
24-26	Narrative Writing Process: Edit and Publish p. xx	<ul style="list-style-type: none">Dashes TEKS.10.9(D)(v)Pronouns and Antecedents TEKS.10.9(D)(iii)Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents TEKS.10.9(D)(iii)	<div>TEKS-aligned grammar skills included in this unit's EWP. Additional lessons can be found in the StudySync Skill Library.</div>

xvi Texas StudySync

Peer Review

Close Read: The Necklace

Assigned by: Matthew Baetke
Due: May 27, 2019 9:59 PM

1 VOCABULARY

2 READ

3 MY RESPONSE

4 REVIEW

Prompt

Collaborative Conversation – Building on Ideas

Before writing your response to the prompt below, you might participate in a collaborative conversation to gather ideas. During this conversation, practice the skill of building on the ideas of others. Listen carefully to the ideas other students are offering and add relevant information and text evidence as needed.

Review Summary

Total Peer Reviews Received: 1

Synthesis

Language and Conventions

AVERAGE RATING: 6 / 8

Peer Reviews

Teacher Review

By: Anonymous on May 12, 2019

Synthesis

Language and Conventions

RATING: 6 / 8

Pacing Guide: Thematic

Research

The following lessons include opportunities for research:

- Blast **The Persistence of Memories** [Research Links*](#)
- Blast **Painting History** [Research Links*](#)
- Close Read **Rituals of Memory** [Text to World \(Beyond\)](#)
- Independent Read **From Behind a Covered Window**
[Text to World \(Beyond\)](#)
- First Read **Love Is Not All** [Developing Background Knowledge](#)
- Independent Read **Dream Psychology** [Developing Background Knowledge](#)
- Independent Read **The Namesake** [Developing Background Knowledge](#)
- First Read **Persepolis** [Developing Background Knowledge](#)
- Close Read **Persepolis Beyond the Book**
- Blast **Cheating an Ecosystem** [Research Links*](#)



Self-Selected Reading Prompt

After reading a self-selected text, students will respond to the following informational / expository prompt:

Humorous? Inspirational? Thought-provoking? Certain lines of text stick in our memories. But why? Different readers remember different lines of text for different reasons. But what makes these lines of text leave a lasting impression?

What makes a line of text memorable?

You've just selected and read a text that relates to ideas and issues explored in the unit. What is a line of that text that stuck with you? Was the line funny? Did it inspire you? Did it change your opinion about something? Using your self-selected text, write a response in which you identify a memorable line and tell why the language in that line is special to you.

Timed Writing Prompt

Students will respond to the following SAT-style rhetorical analysis prompt:

Write an essay in which you explain how the author builds an argument to persuade their audience that saving lives should take priority over preserving traditions.

In your essay, analyze how the author uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of their argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree or not with the author's claims, but instead explain how the author builds an argument in an attempt to persuade his or her audience.

Unit Overview xvii

Research Opportunities

Unit overviews include multiple research options. Texas StudySync's step-by-step process guides students through research projects.






ACCESS FOR ALL

Every student using Texas StudySync has the same opportunity and access regardless of native language, proficiency level, or physical, social, or emotional ability.

ELL Resources

ELL Resources are designed to match the thematic focus, text structure, and writing form of the unit. They include two leveled texts and an extended oral project.



ELL Texts	Differentiated Text Levels	Skill and Standard Instruction
	<p>BEGINNING 590L 370 words</p> <p>INTERMEDIATE 820L 606 words</p> <p>ADVANCED 930L 622 words</p> <p>ADVANCED HIGH 1040L 730 words</p> <p>Use this text in place of, or as an extension to The Namesake</p>	<ul style="list-style-type: none">• Sight Vocabulary and High-Frequency Words ELPS (4)(C)• Using Prereading Supports ELPS (4)(D)• Analyzing Expressions ELPS (1)(H)• Developing Background Knowledge ELPS (4)(F)• Pronouns and Antecedents ELPS (5)(D)
	<p>BEGINNING 800L 649 words</p> <p>INTERMEDIATE 900L 672 words</p> <p>ADVANCED 960L 705 words</p> <p>ADVANCED HIGH 1010L 709 words</p> <p>Use this text in place of, or as an extension to By Any Other Name</p>	<ul style="list-style-type: none">• Classroom Vocabulary ELPS (2)(C), ELPS (3)(D)• Environmental Print ELPS (4)(C)• Language Structures ELPS (4)(C), ELPS (4)(F)• Main Ideas and Details ELPS (4)(I)• Spelling Patterns and Rules ELPS (3)(E)
	<p>In this Extended Oral Project, students write and perform a dramatic scene. This may be assigned in place of this unit's EWP.</p>	<ul style="list-style-type: none">• Acquiring Vocabulary ELPS (1)(C)• Sentence Lengths ELPS (3)(C), ELPS (5)(F)



GO ONLINE!

See **page 11** of the Digital Guide to access StudySync's ELL Resources online.

Automatic scaffolds appear for students at the press of a button.

Term	Definition	Image
anxious <i>ansioso/a</i>	wanting something, but with a feeling of not being sure <i>querer algo, pero con el sentimiento de no estar seguro/a</i>	
automatically <i>automáticamente</i> COGNATE	happening without thought or action <i>que sucede sin pensamiento ni acción</i>	

Visual Glossary and Spanish Cognates

Visual glossaries allow ELL students to access a text along with their proficient peers.

Directions:
Use the speaking frames as you discuss the text.

1. Madame Loisel dreams about .
2. Madame Loisel prepares for the ball by .
3. The Loiseles' lives changed after they lose the necklace because .

Scaffolds

Speaking and Sentence Frames


Speaking and sentence frames help ELL students with class discussion.

AUDIO
ANNOTATION
NUMBERS

Read

The girl was one of those pretty and charming young creatures who sometimes are born, as if by a slip of fate, into a family of clerks. She had no dowry, no expectations, no way of being known, understood, loved, married by any rich man and distinguished man; so she let herself be married to a little clerk of the Ministry of Public Instruction.

▶ 00:03 / 20:39



Audio with Variable Speed and Text Highlight

Text phrases highlight while the audio plays. Students and teachers can reduce the rate a text is read by up to 25% with no loss of resolution.

ACCESS FOR ALL

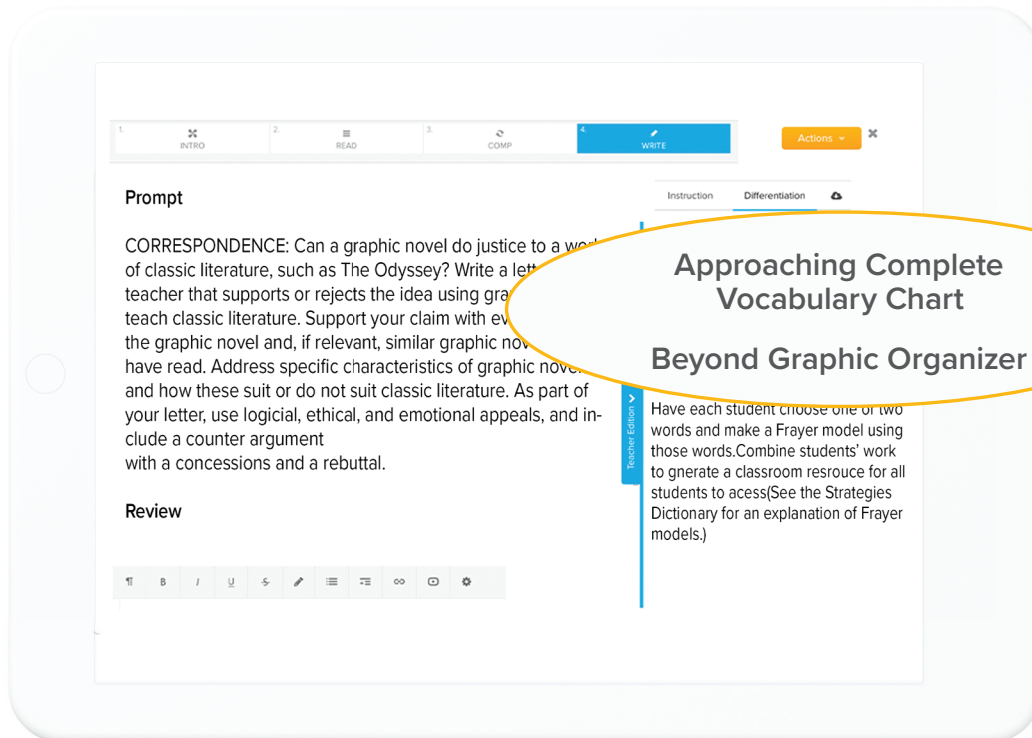
Students with Different Abilities

Texas StudySync offers a variety of accessibility options, presentation customization options, content accommodation and modification, and instructional strategies to address the needs of students with different abilities **compliant with WCAG version 2.0 AA guidelines.**

- ✓ Student content is interoperable with standard screen readers.
- ✓ The digital subscription provides a high-contrast option and uses visual clues in addition to colors to convey information.
- ✓ The student subscription can be used with keystrokes or voice commands for students who are unable to use a mouse.



Approaching and Beyond Grade-Level Learners



The screenshot shows a writing prompt on a tablet screen. The prompt is titled "CORRESPONDENCE" and asks students to write a letter to a teacher about graphic novels. A yellow oval highlights the "Approaching Complete Vocabulary Chart" and "Beyond Graphic Organizer" options in the differentiation sidebar.

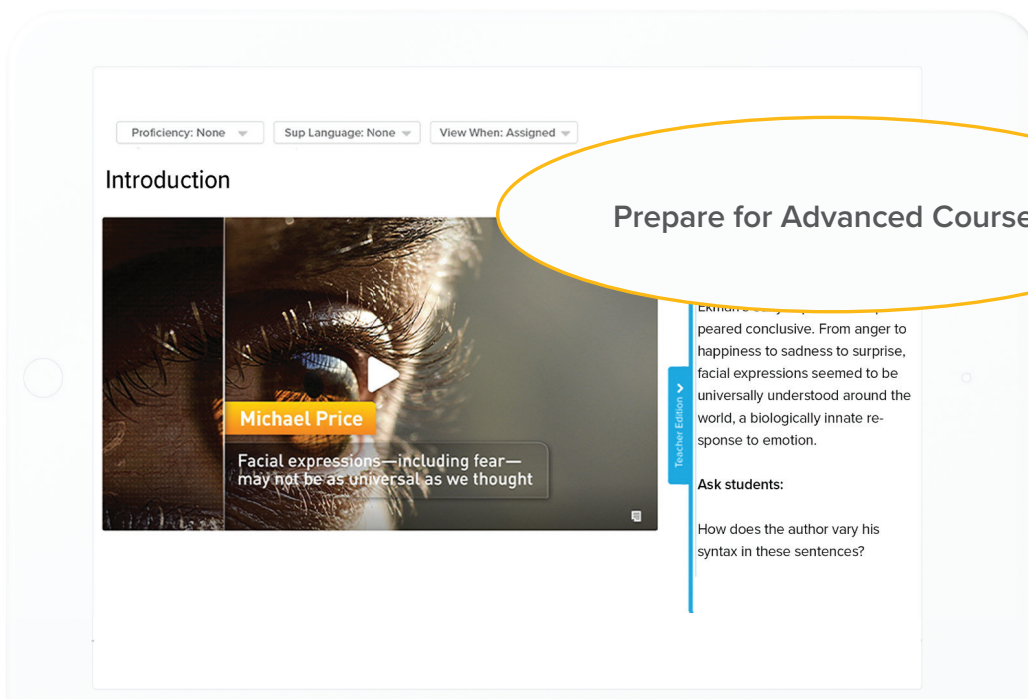
Prompt

CORRESPONDENCE: Can a graphic novel do justice to a work of classic literature, such as *The Odyssey*? Write a letter to your teacher that supports or rejects the idea using graphic novels to teach classic literature. Support your claim with evidence from the graphic novel and, if relevant, similar graphic novels you have read. Address specific characteristics of graphic novels and how these suit or do not suit classic literature. As part of your letter, use logical, ethical, and emotional appeals, and include a counter argument with a concessions and a rebuttal.

Review

Have each student choose one or two words and make a Frayer model using those words. Combine students' work to generate a classroom resource for all students to access. (See the Strategies Dictionary for an explanation of Frayer models.)

Prepare for Advanced Courses gives Beyond grade-level learners additional extension activities.



The screenshot shows a video introduction on a tablet screen. The video is titled "Facial expressions—including fear—may not be as universal as we thought" by Michael Price. A yellow oval highlights the "Prepare for Advanced Courses" option in the differentiation sidebar.

Introduction

Michael Price

Facial expressions—including fear—may not be as universal as we thought

Prepare for Advanced Courses

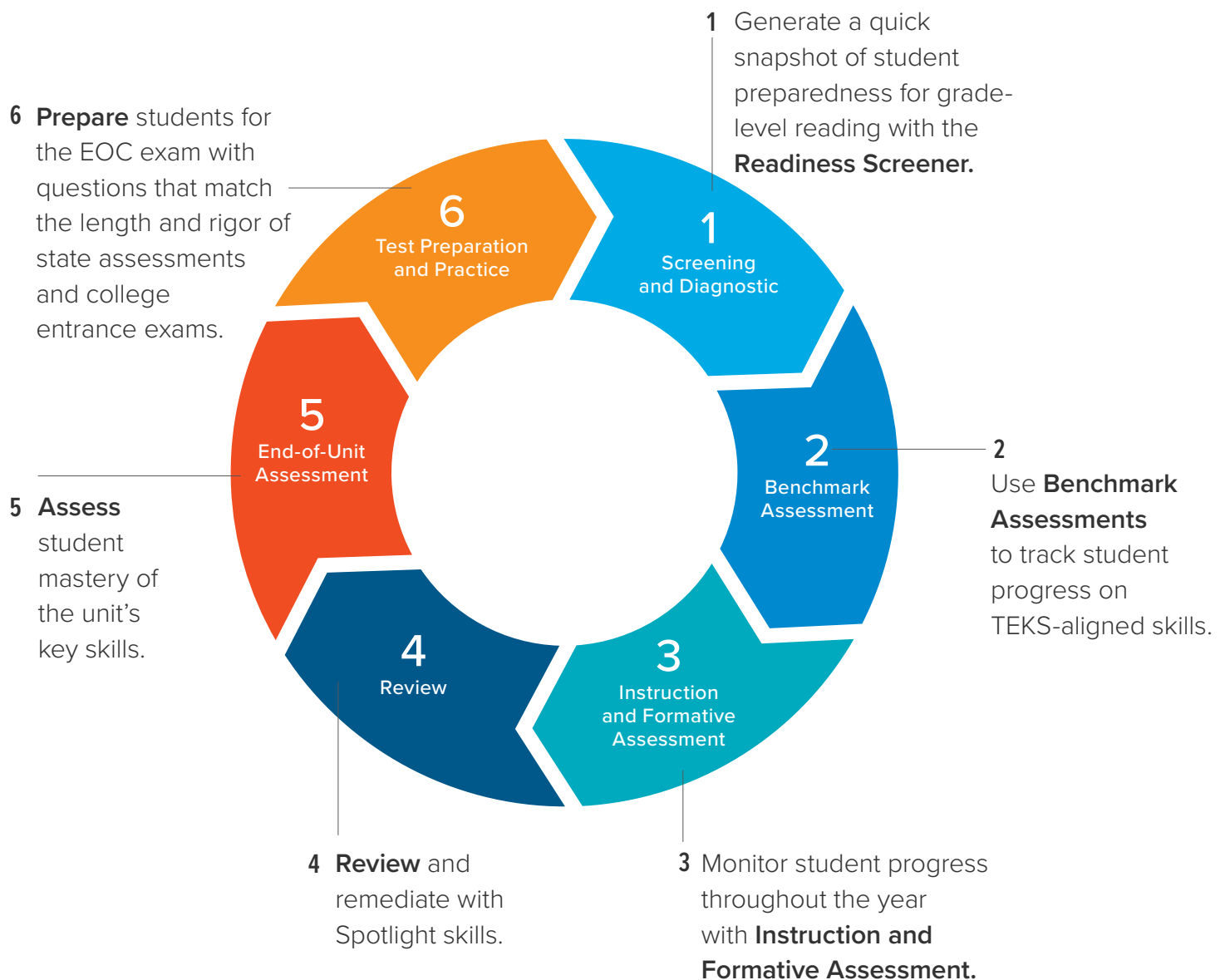
Ask students:

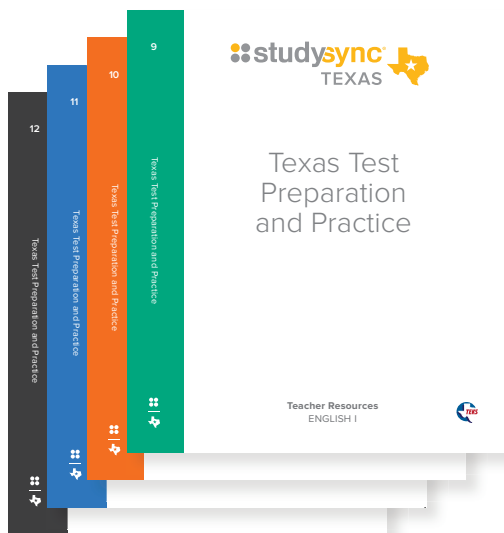
How does the author vary his syntax in these sentences?

Teacher's Edition point-of-use differentiation

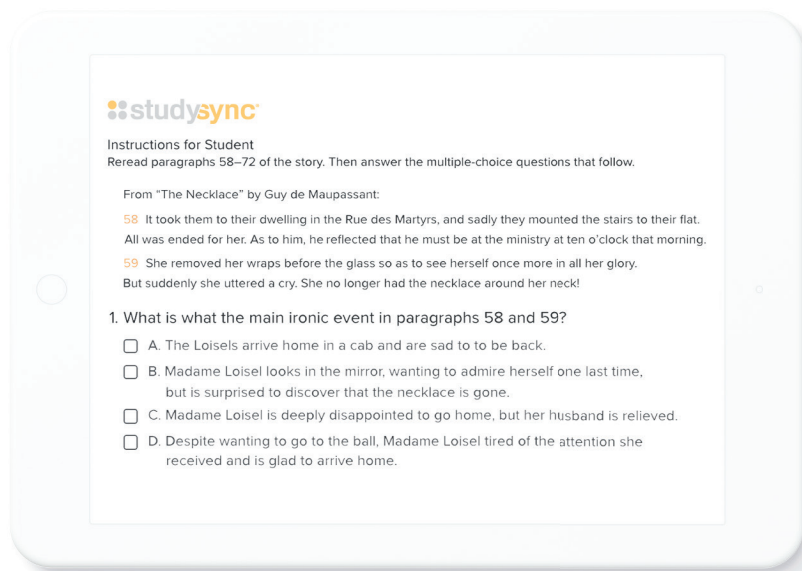
DATA-DRIVEN ASSESSMENT

Gauge progress and inform instruction as students prepare for high-stakes testing.





Test Preparation
and Practice



Instruction and
Formative Assessment



Benchmark Assessments and
End-of-Unit Assessment

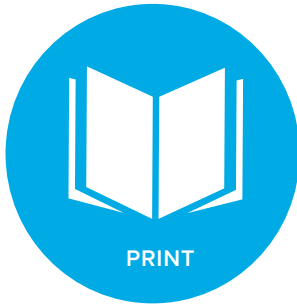
STUDENT					
Able, Everett	82%	90%	80%	85%	88%
Alfonsi, Gianna	86%	75%	88%	42%	68%
Barrantes, Sofia	81%	85%	100%	80%	85%
Battan, Oscar	100%	90%	89%	91%	90%
Bordelon, Patrick	77%	72%	85%	88%	70%
Imbergano, Anthony	92%	84%	91%	73%	86%
James, Joshua	94%	90%	75%	90%	91%
Lawson, Joy	82%	65%	71%	71%	42%

Screening and Diagnostic Resources

FLEXIBLE IMPLEMENTATION

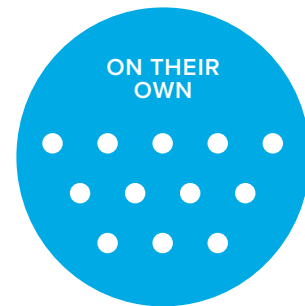
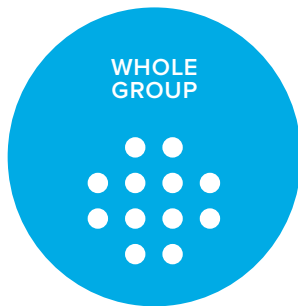
Choose Your Delivery

Content works seamlessly across print, digital, and mobile access.



Choose Your Classroom Setup

Grouping suggestions in every lesson plan helps students collaborate and practice independently.



ACTIVITY	WHOLE GROUP	PAIRS OR SMALL GROUPS	ON THEIR OWN
Complete Vocabulary Chart			✓
Complete Skill Focus		✓	✓
Writer's Notebook			✓
Watch and Discuss StudySync®TV	✓		
Collaborative Conversation		✓	
Review Prompt and Rubric	✓		✓
(Optional) Prewrite with Graphic Organizer			✓
Peer Review and Reflect			✓
(Optional) Connect to Extended Writing Project	✓		
(Optional) Beyond the Book	✓		

STUDYSYNC IN YOUR CLASSROOM

Preview examples of how **Texas StudySync** can fit into your classroom schedule.

Skill Lesson

Students revisit the text to learn how to analyze genre and structural characteristics of a text.

5 MINUTES

Introduce the TEKS-aligned reading skill to your students and activate their prior knowledge.

StudySync Resources:

- Concept Definition Videos
- Concept Definitions
- Vocabulary Practice

Learning Scaffold: visual vocabulary



10 MINUTES

Teach the steps for analyzing literature focused on a TEKS-aligned skill.

StudySync Resources:

- Student-facing checklists for literary analysis

Learning Scaffold: annotation guide



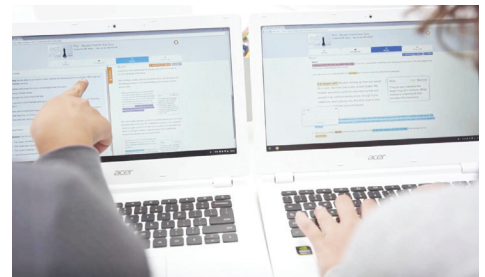
20 MINUTES

Model literary analysis with expert thinking and short, complex passages from the reading.

StudySync Resources:

- Visual Skill Models for literary analysis
- Suggestions for Guided Practice

Learning Scaffold: speaking frames



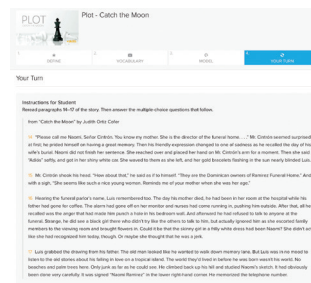
5 MINUTES

Transition students to answer multiple-choice questions with a new passage of the same text for a quick check for understanding.

StudySync Resources:

- Text Talk discussion questions

Learning Scaffold: Your Turn Questions



Score: 2/2

Set language does the author use to indicate that a flashback is beginning?

- A. Mr. Crichton seemed surprised at first.
- B. Neomi did not finish her sentence.
- C. Hearing the funeral parlor's name, Luis remembered, too.
- D. The old man looked like he needed to really learn memory lane.

Correct. This is the best evidence that the author is using a flashback.

Incorrect. While it might seem like this could lead to a flashback, this does not occur in the text.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

Incorrect. This is the best evidence that the author is using a flashback.

HOMEWORK

Give students a jump-start on tomorrow's close reading with a reflective writing assignment connected to the Unit's essential question.

StudySync Resources:

- Close Read Writer's Notebook activities

Learning Scaffold: differentiated writing prompt



Independent Read: Day 1

Students practice reading a complex text on their own and engage in collaborative activities with their peers. Independent Read lessons can be shorter, single-day lessons or stretched out over two days to include a range of student-led conversations and reflective writing.

5 MINUTES

Engage and excite students in today's reading.

StudySync Resources:

- Movie trailer-like Preview Videos
- Text Introduction
- Discussion questions

Learning Scaffold: speaking frames



10 MINUTES

Ground students in the context of the text to activate their background knowledge.

StudySync Resources:

- Entry Point mini-lectures
- Developing Background Knowledge, Cultural Awareness, and Social and Emotional Learning Activities

Learning Scaffold: annotation guide and suggestions for small group differentiated instruction



25 MINUTES

Circulate as students independently read and annotate the text with the goal of comprehension. Meet with small groups as needed, including English Learners and students with special needs.

StudySync Resources:

- Annotation guide
- Check for Success strategies
- Suggestions for small group differentiation

Learning Scaffold: native language summaries, visual glossary, and EL text synopsis



10 MINUTES

Keeping the Unit's literary focus in mind, students free-write a response that connects what they've learned from their reading to the relevant literary period or movement.

StudySync Resources:

- Writer's Notebook activity
- Suggestions for small group differentiation

Learning Scaffold: suggestions for oral practice and pantomime activities for English Learners



HOMEWORK

For continued practice and to assess students' understanding of the reading, choose from a variety of formative assessment options that can be completed at home.

StudySync Resources:

- Selection quiz (Reading Comprehension questions)
- Think Questions (short, written responses)

Learning Scaffold: ability to modify the number of questions you assign and fillable sentence frames

Read

The most notable thing about Time is that it is so purely relative. A large amount of reminiscence is, by common consent, ascribed to his driving man; and it is not past belief that one may review an entire country's sales among such gloves.

That is when Tybalt was doing, standing by a table in his bachelor apartments. On the table stood a singular-looking green plant in a red earthen jar. The plant was one of the species of cacti, and was provided with long, tentacular leaves that perpetually swayed with the slightest breeze with a peculiar beckoning motion.

Tybalt's friend, the brother of the bride, stood at a sideboard complaining at being allowed to drink alone. Both men were in evening dress. White fumes like steam upon their coats shone through the gloom of the apartment.

As he slowly untied his gloves, there passed through Tybalt's mind a swift, startling retrospect of the last few hours. It seemed that in his nozzles was still the scent of the flowers that had been burned in solemn masses about the church, and in his ears the lengthened hum of a thousand well-timed voices, the rattle of crisp garments, and, most modestly recurring, the dwelling words of the minister irretrievably binding her to another.

Reading Comprehension

Question 1

Instructions for Student
Read the question carefully and select the best answer.

The following passage (paragraph 15) mainly shows that _____

Now, Casanova was an idiot. His doubt he (Tybalt) had been guilty the sometimes did such things of being at the club some old, caring Casanova patters dug from the hatchback at the back of the driveway. Casanova, who was one of his most recent advisors, was the very man to have magnified this exhibition of doubtful emotion.

☐ A. Casanova speaks Spanish.
☐ B. Tybalt is prone to inventing his intelligence.
☐ C. Tybalt knows Casanova personally.
☐ D. Casanova is easily impressed.



BRING LITERATURE TO LIFE

