

# HIGH SCHOOL

The teacher editions of Paired Texts Packets use a system of PALs, small groups, and whole group practices to move students through content-rich, upper-Lexile texts with ease. They support student writing through the writing process with three writing modules that include 1) prewriting options, 2) concrete revision strategies, and 3) analytic scoring rubrics.

*I thought the Paired Texts Packets were too structured and simple for my honors high school students. I learned that just the opposite was the case. The practices and tasks readily engaged students. 11 out of 24 students exceeded the standard expectation for the state extended writing tasks compared to a high of 5 students in previous years. – Dr. H. Chambers, grade 10-11 Literature and Composition teacher*

[Contact us](#) for bulk pricing for schools, districts, and homeschool associations.

Paired Texts Packets – High school teacher and student editions (grades 9, 10, 11, and 12) include the following themes and genres.

**Click on a title for a look inside!**

Key to the genres of student writing: A – argument, I – informational, I/A – informational or argument, N – narrative	
Grade 9	<a href="#">1 – Basic civil human rights: “Cesar Chavez” - “Susan B. Anthony” (I)</a> (teacher edition)
	<a href="#">1 – Basic civil human rights: “Cesar Chavez” - “Susan B. Anthony” (I)</a> (student edition)
	<a href="#">2 – Citizenship, equal rights “The Purpose of an Education, Eleanor Roosevelt” – “A Portrait of a Citizen, Elizabeth Cady Stanton” (I)</a> (teacher edition)
	<a href="#">2 – Citizenship, equal rights “The Purpose of an Education, Eleanor Roosevelt” – “A Portrait of a Citizen, Elizabeth Cady Stanton” (I)</a> (student edition)
	<a href="#">3 – Laws of Motion: “The Physics of a Train Wreck” - “Good Ole Mr. Newton” (A)</a> (teacher edition)
	<a href="#">3 – Laws of Motion: “The Physics of a Train Wreck” - “Good Ole Mr. Newton” (A)</a> (student edition)
	<a href="#">4 – School dress code: “The Many Faces of Me” - “Fitting In” (N/A)</a> (teacher edition)
	<a href="#">4 – School dress code: “The Many Faces of Me” - “Fitting In” (N/A)</a> (student edition)
Grade 10	<a href="#">1 – Personal / community responsibility: “The Real Cost of Bottled Water” – “From Sewers to Lawns” (A)</a> (teacher edition)
	<a href="#">1 – Personal / community responsibility: “The Real Cost of Bottled Water” – “From Sewers to Lawns” (A)</a> (student edition)
	<a href="#">2 –Aesthetic, technological innovation: “Harlem Renaissance and the Jazz Age” - “Henry Ford and the Model T” (I)</a> (teacher edition)

	<a href="#"><u>2 – Aesthetic, technological innovation: “Harlem Renaissance and the Jazz Age” - “Henry Ford and the Model T” (I)</u></a> (student edition)
	<a href="#"><u>3 – Primary U.S. documents, inalienable rights, personal independence, liberty: “Declaration of Independence” – “Declaration of Sentiments” (I)</u></a> (teacher edition)
	<a href="#"><u>3 – Primary U.S. documents, inalienable rights, personal independence, liberty: “Declaration of Independence” – “Declaration of Sentiments” (I)</u></a> (student edition)
	<a href="#"><u>4 – Coming of age; adjusting to an adult world: “My First Job” - “A Real Job” (N/I)</u></a> (teacher edition)
	<a href="#"><u>4 – Coming of age; adjusting to an adult world: “My First Job” - “A Real Job” (N/I)</u></a> (student edition)
Grade 11	<a href="#"><u>1 – Civil disagreement, self-reliance, role of government: “Ruth Bader Ginsburg” – “Clarence Thomas” (A/I)</u></a> (teacher edition)
	<a href="#"><u>1 – Civil disagreement, self-reliance, role of government: “Ruth Bader Ginsburg” – “Clarence Thomas” (A/I)</u></a> (student edition)
	<a href="#"><u>2 – Importance of compromise; balance of power: “Baron von Montesquieu” – “John Locke” (I)</u></a> (teacher edition)
	<a href="#"><u>2 – Importance of compromise; balance of power: “Baron von Montesquieu” – “John Locke” (I)</u></a> (student edition)
	<a href="#"><u>3 – Human evolution: “A Continuous Family” – “Humans Find Their Niche” (I)</u></a> (teacher edition)
	<a href="#"><u>3 – Human evolution: “A Continuous Family” – “Humans Find Their Niche” (I)</u></a> (student edition)
	<a href="#"><u>4 – Reflecting on relationships: “Summer Connections” - “A Tangle of Memories” (N)</u></a> (teacher edition)
	<a href="#"><u>4 – Reflecting on relationships: “Summer Connections” - “A Tangle of Memories” (N)</u></a> (student edition)
Grade 12	<a href="#"><u>1 – Science and personal belief / conviction: “Can Your Cell Phone Cause Cancer?” – “Radiation Levels are Rising” (A/I)</u></a> (teacher edition)
	<a href="#"><u>1 – Science and personal belief / conviction: “Can Your Cell Phone Cause Cancer?” – “Radiation Levels are Rising” (A/I)</u></a> (student edition)
	<a href="#"><u>2 – Understanding how humans learn: “Examining Human Behavior” – “A “New” Theory of Mind” (I)</u></a> (teacher edition)
	<a href="#"><u>2 – Understanding how humans learn: “Examining Human Behavior” – “A “New” Theory of Mind” (I)</u></a> (student edition)
	<a href="#"><u>3 – Role Models, character traits, and community involvement: “Coaching Girls” – “The Best Mentee” (N/I)</u></a> (teacher edition)
	<a href="#"><u>3 – Role Models, character traits, and community involvement: “Coaching Girls” – “The Best Mentee” (N/I)</u></a> (student edition)

