

Pearson Literature/Prentice Hall Writing Coach Alignment Guide

If you are using both the *Pearson Literature* and *Writing Coach* programs, this editable guide will help you plan for teaching from *Pearson Literature* and going into more in-depth instruction and coverage of Conventions, Language Study, Speaking & Listening, and Writing standards by using lessons from the *Writing Coach* program.

HOW TO USE THIS ALIGNMENT GUIDE:

- The *Pearson Literature* Skills Navigator chart provides a detailed look at the specific features, workshops, skills, and standards covered in each unit. Use these pages to guide you through planning your instruction for a day, unit, or entire year and see how you can use *Writing Coach* for additional support.
- Users of *Pearson Literature* Writing Workshops and writing strand lessons can find point-of-use support in *Writing Coach* including Mentor Text, Student Models, writing process strategies, grammar/conventions practice and applications, and connected assignments.
- When covering grammar/conventions and listening & speaking skill strands in *Pearson Literature*, go to *Writing Coach* for additional in-depth instruction, activities, and practice. Strands with ** have *Writing Coach* page references which are found in the far right column.

INTRODUCTORY UNIT

The Introductory Unit can be used at any time through the year to teach essential Common Core skills and standards. The chart below provides an overview of the features of this unit.

Introductory Unit	Features	CC Standards Covered	PH Writing Coach Alignment
Building Academic Vocabulary	<ul style="list-style-type: none"> • General Academic Vocabulary • Domain-Specific Academic Vocabulary • Increasing Your Word Knowledge • Building Your Speaking Vocabulary 	Language 6	Word Bank, 67, 93, 121, 147, 173, 199, 225, 257
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2; Informational Text 2	Summarizing, 227, 235, 251, 265
Comprehending Complex Texts	<ul style="list-style-type: none"> • Strategy 1: Multidraft Reading • Strategy 2: Close Read the Text • Strategy 3: Ask Questions 	Literature 10	Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument • Composing an Argument 	Informational Text 8; Writing 1.a, 1.b, 1.e; Language 6	Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; also see: Editorial, 172–190
Conducting Research	<ul style="list-style-type: none"> • Performing Short-Term and Long-Term Research • Research Process Workshop • Research Model • Citing Sources and Preparing Manuscript 	Informational Text 9; Writing 2, 2.a, 2.c, 2.f, 7, 8; Language 2.b	Research Writing: 222–223; Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255

PEARSON LITERATURE UNITS AT A GLANCE

The chart below provides an overview of features and assessments for each *Pearson Literature* unit. A more detailed listing of each unit's skills begins on the following pages with ** columns showing strands that *Writing Coach* can support.

Unit	Close Reading Workshop	Language Study**	Speaking and Listening**	Writing Process**	Independent Reading	Assessment
1	Focus on Short Story Reading, Writing, Speaking, Research Models Independent Practice	Using a Dictionary and Thesaurus	Delivering a Narrative Presentation	Narrative Text: Autobiographical Essay	Titles for Extended Reading Online Text Set from An American Childhood <i>Annie Dillard</i> Baseball <i>Lionel G. García</i> The White Umbrella <i>Gish Jen</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Autobiographical Narrative Writing to Sources: Argumentative Essay
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Word Origins	Effective Listening and Note-Taking	Informative Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set The 11:59 <i>Patricia C. McKissack</i> A Glow in the Dark from Woodsong <i>Gary Paulsen</i> Sun Suckers and Moon Corsers <i>Richard and Joyce Wolkomir</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Essay Writing to Sources: Comparison-and-Contrast Essay
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Evaluating an Oral Presentation	Argument—Response to Literature: Critical Review	Titles for Extended Reading Online Text Set from My Own True Name <i>Pat Mora</i> Your World <i>Georgia Douglas Johnson</i> Words to Sit in, Like Chairs <i>Naomi Shihab Nye</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Autobiographical Narrative Writing to Sources: Explanatory Essay
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Borrowed and Foreign Words	Evaluating Media Messages	Explanatory Text: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set Old Ben <i>Jesse Stuart</i> Snake on the Etowah <i>David Bottoms</i> Vanishing Species <i>Bailey White</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Play Writing to Sources: Comparison-and-Contrast Essay
5	Focus on Themes in American Stories Reading, Writing, Speaking, Research Models Independent Practice	Figurative Language	Delivering a Persuasive Speech Using Multimedia	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set Ellis Island <i>Joseph Bruchac</i> from Steinbeck: A Life in Letters <i>John Steinbeck</i> Up the Slide <i>Jack London</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Autobiographical Narrative Writing to Sources: Argumentative Essay

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	from Peter and Rosa Isak Dinesen An Hour With Abuelo Judith Ortiz Cofer	4 days	RL1, RL2, RL3, W2, W7, W9a, SL1	pp 2, 15, 28, 196, 252, 273, 292	Close Reading: Short Story			Small-Group Discussion	Explanation: Family and Cultural Influences	Writing Model: Argument Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Mentor Text: Editorial, 174–175; Student Text: Editorial, 176; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	TURNING POINTS	Raymond's Run Toni Cade Bambara	4–16 days	RL3, W3, W3b, W3d, W3e, SL6, L2, L4b	pp 28, 208, 319, 335, 343	Make Predictions Plot	Nouns	Academic Vocabulary Selection Vocabulary	Radio Broadcast		New Ending	CONVENTIONS: Nouns, 294–299 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Writing for Assessment: Short Story, 116–117
		The Tell-Tale Heart Edgar Allan Poe		RL3, RL7, W2, SL4, L1	pp 28, 68, 196, 310, 327	Compare and Contrast Character Traits	Pronouns	Academic Vocabulary Selection Vocabulary	Oral Response		Character Profile	CONVENTIONS: Pronouns, 300–311; Using Pronouns, 499–510 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Writing for Assessment: Short Story, 116–117
		Flowers for Algernon Daniel Keyes		RL1, RL6, RI2, W2b, W3b, L1, L2c, L5b	pp 2, 61, 103, 196, 208, 327, 335, 351	Make Inferences Point of View	Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary		Summary of an Article	Dialogue	CONVENTIONS: Adjectives and Adverbs, 325; Adjectives, 326–338; Adverbs, 339–344; Using Modifiers, 531–541; Troublesome Adjectives and Adverbs, 542–546 RESEARCH: Summarizing, 227, 235, 251, 255 WRITING: Dialogue in Fiction Narratives, 96, 103
		The Story-Teller Saki		RL1, RL2, RL9, W9a, SL1a-d, L1	pp 2, 115, 75, 273, 292, 327	Make Inferences Theme	Principal Parts of Verbs	Academic Vocabulary Selection Vocabulary	Panel Discussion		Comparison of Works	CONVENTIONS: The Four Principal Parts of Verbs, 470–477 SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	COMPARING TEXTS	The Finish of Patsy Barnes Paul Laurence Dunbar The Drummer Boy of Shiloh Ray Bradbury	2 days	RL2, RL3, W2	pp 15, 28, 196	Character					Timed Writing: Explanatory Essay	WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	WORKSHOPS	Language Study	1 day	L4, L4c, L4d	p 343			Using a Dictionary and Thesaurus				LANGUAGE STUDY: Dictionary, 470, 473, 588, 590
		Speaking and Listening	1 day	SL6	p 319				Delivering a Narrative Presentation			SPEAKING & LISTENING: Preparing and Presenting a Speech, R30
		Writing Process	3 days	W3, W3a-e, W5, L1	pp 208, 226, 327		Conjunctions Common and Proper Nouns Pronoun-Antecedent Agreement			Focus on Research: Narrative Text	Narrative Text: Autobiographical Essay	CONVENTIONS: Conjunctions, 356–362; Common and Proper Nouns, 298–299, 611–618; Agreement Between Pronouns and Antecedents, 525–530 RESEARCH: Formulate Your Research Question, 231 WRITING: Autobiographical Essays, 9; Feature Assignment: Personal Narrative, 66–84

PART 3	TEXT SET: HUMAN VS. MACHINE	Anchor: Who Can Replace a Man? Brian Aldiss	5 days	RL1, RL2, RL6, W1, W1c, W1e, W4, W5, W7, W8, W9, W10, SL1, SL4, L1, L5c, L6	pp 2, 15, 61, 185, 219, 226, 252, 259, 273, 281, 292, 327, 351, 357	Setting	Nouns Transitional Words	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Rise of "Smart" Machines	Argumentative Essay	CONVENTIONS: Nouns, 294–299; Transitional Words, 146, 149, 157, 161, 162, 163, 169, 181, 183, 187, 245, 358, 570 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195
		John Henry Traditional Ballad	2–3 days	RL1, RL2, RL7, RL9, W1, W1b, W7, SL1, SL4, L6	pp 2, 15, 68, 75, 185, 252, 292, 310, 357	Oral Tradition		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Machine Age	Argument: Evaluation	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Writing for Media: Create a Letter to the Editor, 192–193
		Julie and the Turing Test Linda Formichelli	2–3 days	RI2, RI5, W2, W2b, SL1, L4, L6	pp 103, 136, 196, 292, 343, 357	Style		Academic Vocabulary Selection Vocabulary	One-on-One Discussion	Investigate the Topic: Watson the Computer	Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Collect and Organize Your Data, 234 WRITING: Informational Research Report, 224–248; Research Plan, 254–255
		"The Good News, Dave,..." Chris Madden	1 day	W3b, W10, SL1, SL2	pp 208, 281, 292, 299			Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative Text: Diary Entry	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Diary Entries, 10, 67, 86, 87, 117, 143
		Robots Get a Feel for the World at USC Viterbi University of Southern California Viterbi	2–3 days	RI1, RI2, RI4, W2, W4, W6, W7, SL1, SL4	pp 90, 103, 123, 196, 252, 292, 310	Comparisons		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Neurorobotics	Informative Text: Comparison-and-Contrast Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Compare-and-Contrast Essay, 195; Informational Research Report, 224–248; Research Plan, 254–255
		from The Measure of a Man from Star Trek: The Next Generation Melinda M. Snodgrass	2–3 days	RL1, RL2, RL3, RL4, RI9, W1, W1a-b, W1e, W4, W7, SL1, SL1c, SL4	pp 2, 15, 28, 41, 170, 185, 219, 252, 292, 310	Dialogue		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Androids	Argumentative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Document Your Sources, 236; Provide and Document Evidence, 240 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; also see: Editorial, 172–190

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	We the People from Words We Live By Linda R. Monk Making Tracks on Mars Andrew Mishkin	4 days	RI1, RI2, RI4, RI6, W2, W7, W9b, SL1, SL1c, L6	pp 90, 103, 123, 143, 196, 252, 273, 292, 357	Close Reading: Types of Nonfiction			Small-Group Discussion	Explanation: NASA Missions and Rovers	Writing Model: Informative Text Writing: Informative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Informational Research Report, 224–248; Research Plan, 254–255; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	FACTS AND VISIONS	from Harriet Tubman: Conductor on the Underground Railroad Ann Petry	4–16 days	RI2, RI3, W2, W2b, W2c, SL6, L1, L2b, L6	pp 103, 116, 196, 319, 327, 335, 357	Main Idea Narrative Essay	Simple Tenses of Verbs	Academic Vocabulary Selection Vocabulary	Skit		Biographical Sketch	CONVENTIONS: Identifying the Basic Forms of the Six Tenses, 478; Conjugating the Basic Forms of Verbs, 479 WRITING: Biographical Narratives, 9, 67; Biographical Profiles, 225
		from Always to Remember: The Vision of Maya Ying Lin Brent Ashabranner		RI2, RI3, W2, W7, W9, SL5, L1, L5b	pp 103, 116, 196, 252, 273, 327, 351	Main Idea Biography and Autobiography	Perfect Tenses of Verbs	Academic Vocabulary Selection Vocabulary		Multimedia Presentation	Reflective Essay	CONVENTIONS: Identifying the Basic Forms of the Six Tenses, 478; Conjugating the Basic Forms of Verbs, 479; Perfect Tenses, 481–482 RESEARCH: Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267 WRITING: Reflective Essays, 10, 67; also see: Diary Entry, 86–87
		The Trouble With Television Robert MacNeil		RI6, RI8, RI9, W1, W6, L1c, L1d, L3a, L4b	pp 143, 163, 170, 185, 239, 327, 341, 343	Fact and Opinion Persuasive Techniques	Verb Mood— The Subjunctive	Academic Vocabulary Selection Vocabulary		Snapshot	Evaluation	CONVENTIONS: Subjunctive Mood, 492 RESEARCH: Find Authoritative Objective Sources, 232 WRITING: Feature Assignment: Critical Review, 198–216; also see: Speeches, 173, R30–R31
		Science and the Sense of Wonder Isaac Asimov		RI4, RI7, RI8, W2, W9b, SL4, L1b, L1d, L2c, L3, L3a, L5c	pp 123, 156, 163, 196, 273, 310, 327, 335, 341, 351	Fact and Opinion Word Choice	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Speech		Response	CONVENTIONS: Identifying Active and Passive Voice, 488–493 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see: Word choice, 39, 41, 133, 135, 181
PART 2	COMPARING TEXTS	Forest Fire Anais Nin The Season's Curmudgeon Sees the Light Mary C. Curtis Why Leaves Turn Color in the Fall Diane Ackerman	2 days	RI5, W9, W9b	pp 136, 273	Types of Organization					Timed Writing: Explanatory Essay	WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Language Study	1 day	L4, L4a, L4b, L4c	p 343			Word Origins				LANGUAGE STUDY: For related material see: Writing in the Content Areas, R2–R5
		Speaking and Listening	1 day	SL1c, SL2, SL3	pp 292, 299, 303				Effective Listening and Note-Taking			SPEAKING & LISTENING: Listening Critically to a Speech, R31
PART 2	WORKSHOPS	Writing Process	3 days	W2, W2a-b, W2d-f, W5, L1b, L1c, L1d, L2c, L3a	pp 196, 226, 327, 335, 341	Revising Verbs for Mood Simple and Perfect Verb Tenses				Focus on Research: Informative Text	Informative Text: Comparison-and-Contrast Essay	CONVENTIONS: Moods of Verbs, 492–403; The Six Tenses of Verbs, 478–483 RESEARCH: Make a Research Plan, 232–233 WRITING: Compare–and–Contrast Essays, 15, 20, 147, 195, 269

PART 3	TEXT SET: BELONGING TO A PLACE	Anchor: <i>from Travels with Charley</i> John Steinbeck	5 days	RI1, RI2, RI4, RI5, W2a-b, W2d-f, W4, W5, W7, SL1a-d, L1, L1b, L4a, L5a, L6	pp 90, 103, 123, 136, 196, 219, 226, 252, 292, 327, 343, 351, 357	Style	Active and Passive Voice Commas With Adjectives	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Fear: A Barrier to Belonging	Informative Text: Travel Essay	CONVENTIONS: Identifying Active and Passive Voice, 488–493; Commas and Adjectives, 556, 558 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Travel Blog, 140; Travel Essays, 14
		Gentleman of Río en Medio Juan A. A. Sedillo	2–3 days	RI1, RI3, RI4, SL1, SL5, W1, W1a, W1b, W1e, L6	pp 90, 116, 123, 292, 317, 185, 357	Plot and Theme		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Surveying	Argumentative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Choice: A Tribute to Martin Luther King, Jr. Alice Walker	2–3 days	RI1, RI2, RI3, RI4, RI6, W2, W7, W9b, SL1, L4, L6	pp 90, 103, 116, 123, 143, 196, 252, 273, 292, 343, 357	Author's Perspective		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: King's Speeches and Sermons	Informative Text: Analytical Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Cause-and-Effect Essay, 146–164
		Tears of Autumn Yoshiko Uchida	2–3 days	RL1, RL2, W3, W3b, W3d, SL1, L4, L6	pp 2, 15, 208, 292, 343, 357	Cultural Context		Academic Vocabulary Selection Vocabulary	Small-Group Discussion	Investigate the Topic: The Immigration Boom	Fictional Narrative: New Ending	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Writing for Assessment: Short Story, 116–117
		<i>from I Know Why the Caged Bird Sings</i> Maya Angelou	2–3 days	RI1, RI2, RI4, RI6, W2, W2c, W2e, SL1, L4, L5, L6	pp 90, 103, 123, 143, 196, 292, 343, 351, 357	Point of View		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Education	Informative Text: Comparison-and-Contrast Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Study Finds Americans Increasingly Rooted Cindy Weiss	2–3 days	RI4, RI8, W1, W1a, W1b, W1e, SL1, L6	pp 123, 163, 185, 292, 357	Main Idea and Support		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The American Frontier	Argumentative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Argumentative Essays, 18; Arguments, 172, 174, 180, 186, 192
		Relationships to Place Jennifer E. Cross	1 day	RI6, W1, SL1, SL2, SL4, L6	pp 143, 185, 292, 299, 310, 357			Academic Vocabulary Selection Vocabulary	Class Discussion		Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Arguments, 172, 174, 180, 186, 192

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	A Poem for My Librarian, Mrs. Long Nikki Giovanni Describe Somebody; Almost Summer Sky Jacqueline Woodson	4 days	RL1, RL4, W2, W7, W9a, SL1	pp 2, 41, 196, 252, 273, 292	Close Reading: Poetry			Small-Group Discussion	Explanation: Emotionally Autobiographical Poetry	Writing Model: Explanatory Text Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Mentor Text: Critical Review, 200–201; Student Model: Critical Review, 202–203; Create a Writing Workshop Response to a Poem, 218–219
		Poetry Collection 1 de la Mare • Tennyson • Farjeon • Merriam	4–16 days	RL4, W4, SL6, L1c, L1d, L4a, L5b, L6	pp 41, 219, 319, 327, 343, 351, 357	Using Context Sound Devices	Types of Sentences	Academic Vocabulary Selection Vocabulary	Poetry Recitation		Poem	CONVENTIONS: Classifying the Four Functions of a Sentence, 430–433 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
Poetry Collection 2 Dickinson • Hubbell • Hughes • Garcia	RL4, W1, W4, W9, L1, L4a, L4d, L5a	pp 41, 185, 219, 273, 327, 343, 351		Context Clues Figurative Language	Subject Complements	Academic Vocabulary Selection Vocabulary		Mini-Anthology	Study for a Poem	CONVENTIONS: Subject Complements, 392–393 RESEARCH: Collect and Organize Your Data, 234 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143		
Poetry Collection 3 Lazarus • Shakespeare • Longfellow	RL4, RL5, RL9, W4, SL1, L1, L2a, L4b	pp 41, 54, 75, 219, 292, 327, 335, 343		Paraphrase Forms of Poetry	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Evaluation Form		Lyric or Narrative Poem	CONVENTIONS: Complements, 383–385 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Create a Writing Workshop Response to a Poem, 218–219		
Poetry Collection 4 Ling • Cummings • Momaday • Updike	RL1, RL4, W1, W8, W9, L1, L4b, L5c	pp 2, 41, 185, 259, 273, 327, 343, 351		Paraphrase Word Choice, Imagery, and Tone	Pronoun Case	Academic Vocabulary Selection Vocabulary		Profile	Review	CONVENTIONS: Recognizing Cases of Personal Pronouns, 500–510 RESEARCH: Make a Research Plan, 232–233; Collect and Organize Your Data, 234 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221		
PART 2	COMPARING TEXTS	The Road Not Taken Robert Frost O Captain! My Captain! Walt Whitman	2 days	RL1, RL4, W9	pp 2, 41, 273	Description					Timed Writing: Explanatory Essay	WRITING: Feature Assignment: Critical Review, 198–216; Create a Writing Workshop Response to a Poem, 218–219; also see: Figurative Language, 55, 96, 129, 131, 133, 135, 142, 143, 169
		Language Study	1 day	L4, L4a, L4c	p 343			Words With Multiple Meanings				LANGUAGE STUDY: Clarify Meaning, 273
	WORKSHOPS	Speaking and Listening	1 day	SL2, SL3, SL6	pp 299, 303, 319				Evaluating an Oral Presentation			SPEAKING & LISTENING: Listening Critically to a Speech, R31
		Writing Process	3 days	W1, W1a-e, W4, W5, W9, L1, L2b, L3, L5c	pp 185, 219, 226, 273, 327, 335, 341, 351		Subject-Verb Agreement Types of Complements Pronoun Case	Using the Right Words		Focus on Research: Argument	Argument—Response to Literature: Critical Review	CONVENTIONS: Subject-Verb Agreement, 512–524; Complements, 383–385; Recognizing Cases of Personal Pronouns, 500–510 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Critical Review, 198–199, 216; Writing for Assessment: Interpretative Response, 220–221

PART 3	TEXT SET: GENERATIONS	Anchor: Old Man Ricardo Sánchez Anchor: For My Sister Molly Who in the Fifties Alice Walker	5 days	RL1, RL4, RL5, W2, W2b, W2c, W4, W7, W8, W9, W9a, SL1, SL4, SL6, L3, L4, L5b, L6	pp 2, 41, 54, 196, 219, 252, 259, 273, 292, 310, 319, 341, 343, 351, 357	Free Verse and Structure	Pronouns Pronoun Case	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Generations Across Cultures	Informative Text: Comparison-and-Contrast Essay	CONVENTIONS: Pronouns, 300–312; Recognizing Cases of Personal Pronouns, 500–510 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Compare-and-Contrast Essay, 195; Informational Research Report, 224–248; Research Plan, 254–255
		The Medicine Bag Virginia Driving Hawk Sneve	2–3 days	RL1, RL2, RL3, RL4, W3, W3a, W3b, W3e, W4, W7, W8, SL1, SL1a, SL1c, SL3, L4, L6	pp 2, 15, 28, 41, 208, 219, 252, 259, 292, 303, 343, 357	Symbolism		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Traditions	Narrative Retelling	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Tall Tale, 92–112; Writing for Assessment: Short Story, 116–117
		Cub Pilot on the Mississippi Mark Twain	2–3 days	RI1, RI2, RI3, W3, W3a, W3c, W3e, W4, W7, W8, W9, SL1, SL4, L4, L6	pp 90, 103, 116, 208, 219, 252, 259, 273, 292, 310, 343, 357	Conflict		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Questioning Authority	Narrative: Scenario	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Writing for Media: Create a Dramatic Scene, 114–115
		Thank You, M'am Langston Hughes	2–3 days	RL1, RL2, RL3, W2, W2a, W2c, W2f, W4, W7, W8, W9, SL1, SL5, L2a, L4, L6	pp 2, 15, 28, 196, 219, 252, 259, 273, 292, 317, 335, 343, 357	Point of View		Academic Vocabulary Selection Vocabulary	Quick Write and Discuss	Investigate the Topic: Changing Styles	Explanatory Text: Cause-and-Effect Analysis	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Feature Assignment: Cause-and-Effect Essay, 146–164
		Tutoring Benefits Seniors' Health, Students' Skills David Cray	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W1a, W1c-d, W4, W5, W7, SL4, L2, L4, L6	pp 90, 103, 116, 123, 136, 185, 219, 226, 252, 310, 335, 343, 357	Diction		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Senior Volunteers	Argument: Persuasive Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Persuasive Essays, 18, 173, 194–195; Feature Assignment: Critical Review, 198–216
		The Return of the Multi-Generational Family Household Pew Research Center	2–3 days	RI1, RI2, RI3, RI4, RI5, RI7, W1, W1b, W1e, W6, W7, W8, SL1, L4, L6	pp 90, 103, 116, 123, 136, 156, 185, 239, 252, 259, 292, 343, 357	Text Structure		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Life in a Multi-Generational Household	Argumentative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Blogs, 9, 24, 67, 86, 87, R7 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	<i>from Billy Elliot</i> Lee Hall <i>from The Miracle Worker</i> William Gibson	4 days	RL1, RL2, W1 W7, W9a, SL1	pp 2, 15, 185, 252, 273, 292	Close Reading: Drama			Small-Group Discussion	Explanation: Annie Sullivan's Experiences	Writing Model: Explanatory Text Writing: Argumentative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221; Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195
PART 2	DIALOGUE AND DISCOVERY	The Diary of Anne Frank, Act I Frances Goodrich and Albert Hackett	8–12 days	RL3, RL4, RL6, W3, SL6, L1	pp 28, 41, 61, 208, 319, 327	Cause and Effect Dialogue	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Guided Tour		Diary Entries	CONVENTIONS: Prepositions and Prepositional Phrases, 345–354, 398, 401, 440, 559 WRITING: Diary Entries, 10, 67, 86, 87, 117, 143
		The Diary of Anne Frank, Act II Frances Goodrich and Albert Hackett		RL3, RL7, W2, W4, W7, SL1, L1a, L4b	pp 28, 68, 196, 219, 252, 292, 327, 343	Cause and Effect Character's Motivation	Participial and Infinitive Phrases	Academic Vocabulary Selection Vocabulary	Bulletin Board Display	Film Review	CONVENTIONS: Participial Phrase, 136, 408, 410, 561; Infinitive Phrase, 412, 414 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221	
		The Governess Neil Simon		RL1, RL3, W1, SL4	pp 2, 28, 185, 310	Draw Conclusions Setting and Character	Clauses	Academic Vocabulary Selection Vocabulary	Debate	Public Service Announcement	CONVENTIONS: Clauses, 415–423 SPEAKING & LISTENING: Listening Critically to a Speech, R31 WRITING: For related material see: Advertisement, 217	
COMPARING TEXTS	The Ninny Anton Chekhov	2 days	RL5, W4	pp 54, 219	Adaptation					Timed Writing: Explanatory Essay	WRITING: Compare-and-Contrast Essay, 195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221	
WORKSHOPS	Language Study	1 day	L4a, L4d	p 343			Borrowed and Foreign Words				LANGUAGE STUDY: Foreign Words, 585, 615	
	Speaking and Listening	1 day	RI7, SL2, SL3	pp 156, 299, 303				Evaluating Media Messages		SPEAKING & LISTENING: Listening Critically to a Speech, R31		
	Writing Process	3 days	RI7, W2, W2a-d, W5, L1a, L2c	pp 156, 196, 226, 327, 335		Using Gerunds and Participles Prepositional Phrases Clauses		Focus on Research: Explanatory Text	Explanatory Text: Cause-and-Effect Essay	CONVENTIONS: Gerunds, 411, 413, 440; Prepositional Phrases, 345–354, 398, 401, 440, 559; Clauses, 415–423 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Cause-and-Effect Essay, 146–164		
PART 3	TEXT SET: THE HOLOCAUST	Anchor: from Kindertransport, Act II Diane Samuels	7 days	RL1, RL2, RL3, RL4, RL9, W1a, W1b, W1e, W4, W5, W7, W8, W9a, SL1, SL1a, L2a, L4a, L5a, L5c, L6	pp 2, 15, 28, 41, 75, 185, 219, 226, 252, 259, 273, 292, 335, 343, 351, 357	Plot and Conflict	Prepositional Phrases Independent and Dependent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Holocaust Survivors	Argumentative Essay	CONVENTIONS: Prepositional Phrases, 345–354, 398, 401, 440, 559; Subordinate Clause, 82, 415–417 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193

	<p><i>from Anne Frank: The Diary of a Young Girl</i> Anne Frank</p>	2–3 days	RI1, RI2, RI6, W3, W3a, W3d, W3e	pp 90, 103, 143, 208	Diary		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Survival in Print	Narrative Text: First-Person Narrative	<p>SPEAKING & LISTENING: Participating in a Group Discussion, R29</p> <p>RESEARCH: Make a Research Plan, 232–233</p> <p>WRITING: Feature Assignment: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84</p>
	<p><i>from Anne Frank Remembered</i> Miep Gies (with Alison Leslie Gold)</p>	2–3 days	RI1, RI2, RI6, W2a-c, W2f, SL1, SL4, L4, L6	pp 90, 103, 143, 196, 292, 310, 343, 357	Narrative Pacing		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Historical Causes	Explanatory Text: Analytical Essay	<p>SPEAKING & LISTENING: Participating in a Group Discussion, R29</p> <p>RESEARCH: Use Graphics and Illustrations, 241</p> <p>WRITING: Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221</p>
	<p><i>from Night</i> Elie Wiesel</p>	2–3 days	RI1, RI2, RI3, W2, W2a-c, W7, W8, SL1, L4, L6	pp 90, 103, 116, 196, 252, 259, 292, 343, 357	Supporting Visuals		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Resistance	Informative Essay	<p>SPEAKING & LISTENING: Participating in a Group Discussion, R29</p> <p>RESEARCH: Make a Research Plan, 232–233</p> <p>WRITING: Informational Research Report, 224–248; Research Plan, 254–255</p>
	<p><i>from Remarks on a Visit to Buchenwald</i> Elie Wiesel</p>	2–3 days	RI1, RI2, RI3, RI5, RI8, W1a, W1b, W1d, W7, W8, W9b, SL1, SL5, L4, L6	pp 90, 103, 116, 136, 163, 185, 252, 259, 273, 292, 317, 343, 357	Claims and Evidence		Academic Vocabulary Selection Vocabulary	Small-Group Discussion	Investigate the Topic: An International Community	Argument: Letter to the Editor	<p>SPEAKING & LISTENING: Participating in a Group Discussion, R29</p> <p>RESEARCH: Use Graphics and Illustrations, 241</p> <p>WRITING: Create a Letter to the Editor, 191</p>
	<p><i>Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition</i> Florida Holocaust Museum</p>	2–3 days	RI1, RI2, RI3, RI6, W4, W9, SL1, L4, L6	pp 90, 103, 116, 143, 219, 273, 343, 357	Author's Purpose		Academic Vocabulary Selection Vocabulary	Quick Write and Discuss	Investigate the Topic: Liberators	Narrative Text: Imaginary Interview	<p>SPEAKING & LISTENING: Participating in a Group Discussion, R29</p> <p>RESEARCH: Make a Research Plan, 232–233</p> <p>WRITING: Interviews, 33, 191</p>

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	from The Adventures of Tom Sawyer Mark Twain Water Names Lan Samantha Chang	4 days	RL1, RL2, RL3, RL4, RL6, W2b, W7, W9a, SL1, L6	pp 2, 15, 28, 41, 61, 196, 252, 273, 292, 357	Close Reading: Themes in American Stories			Small-Group Discussion	Explanation: Chinese Folk Tales and Legends	Writing Model: Argument Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Coyote Steals the Sun and Moon Richard Erdoes and Alfonso Ortiz	4–16 days	RL2, W3, W3b, W3e, SL5, SL6, L6	pp 15, 208, 317, 319, 357	Summarize Mythology	Basic Sentence Structures	Academic Vocabulary Selection Vocabulary	Oral Presentation		Myth	CONVENTIONS: Classifying Sentences by Structure, 424–428 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Tall Tale, 92–112
Chicoria • from The People, Yes Rudolfo A. Anaya and José Griego y Maestas • Carl Sandburg	RL4, RL7, W2, W9, SL6, L2a	pp 41, 68, 196, 273, 319, 335		Summarize Oral Tradition	Commas and Semicolons	Academic Vocabulary Selection Vocabulary	Storytelling Workshop		Critical Analysis	CONVENTIONS: Commas, 554–567; Semicolons, 569–570 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Critical Review, 198–199, 200–201, 202–203, 204–207, 208–209, 210–213, 214–215, 216; Writing for Assessment: Interpretative Response, 220–221		
from Out of the Dust Karen Hesse	RL1, W3, W3a, W3d, W7, L2a, L2b, L4b	pp 2, 208, 252, 335, 343		Purpose for Reading Cultural Context	Ellipses and Dashes	Academic Vocabulary Selection Vocabulary		Letter	Research Proposal	CONVENTIONS: Ellipses and Dashes, 601–604 RESEARCH: Writing Friendly Letters, R15 WRITING: Research Plan, 254–255		
An Episode of War Stephen Crane	RL1, W1, W1a, W1d, W1e, W2, L2, L4b	pp 2, 185, 196, 335, 343		Purpose for Reading Author's Influences	Capitalization	Academic Vocabulary Selection Vocabulary		Research Article	Persuasive Speech	CONVENTIONS: Capitalization, 605–626 RESEARCH: Make a Research Plan, 232–233 WRITING: Speeches, 173, R30–R31; also see: Persuasive Essays, 18, 173, 194–195		
PART 2	COMPARING TEXTS	Davy Crockett's Dream Davy Crockett Paul Bunyan of the North Woods Carl Sandburg Invocation from John Brown's Body Stephen Vincent Benét	2 days	RL3, RL9, W2, W9	pp 28, 75, 196, 273	Heroic Characters					Timed Writing: Explanatory Essay	WRITING: Compare-and-Contrast Essay, 195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Language Study	1 day	L5, L5a	p 351			Figurative Language				LANGUAGE STUDY: Figurative Language, 55, 96, 129, 131, 133, 135, 142, 143, 169
	WORKSHOPS	Speaking and Listening	1 day	RI7, SL5, L5c	pp 156, 317, 351				Delivering a Persuasive Speech Using Multimedia			SPEAKING & LISTENING: Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267
		Writing Process	3 days	W1, W1a-e, L1, L2c	pp 185, 327, 335		Comparative and Superlative Forms Commas and Semicolons Capitalization	Voice in an Argumentative Piece		Focus on Research: Argument	Argument: Problem-and-Solution Essay	CONVENTIONS: Comparative and Superlative Forms, 532–538; Commas, 554–567; Semicolons, 569–570; Capitalization, 605–626 RESEARCH: Make a Research Plan, 232–233

												WRITING: Problem–Solution Essays, 16, 147; also see: Editorial, 173–190
PART 3 TEXT SET: FREEDOM FIGHTERS	Anchor: <i>from The American Dream</i> Martin Luther King, Jr.	5 days	RI1, RI2, RI3, RI4, RI6, RI8, W2a-b, W2e-f, W7, W8, SL1, SL4, L1, L1b, L2, L4, L5, L5b, L5c	pp 90, 103, 116, 123, 143, 163, 196, 252, 259, 292, 310, 327, 335, 343, 351	Oratory	Independent Clauses Punctuation with Independent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Civil Rights Leaders	Informative Essay	CONVENTIONS: Clauses, 415–423; Independent Clauses, 424–426, 342, 449, 569–570; Subordinate Clause, 82, 415–417 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Informational Research Report, 224–248; Research Plan, 254–255	
	Runagate Runagate Robert Hayden	2–3 days	RL1, RL2, RL4, W3, W7, W8, SL1, L4, L6	pp 2, 15, 41, 208, 252, 259, 292, 343, 357	Forms of Poetry		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Underground Railroad	Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241; Preparing and Presenting a Speech, R30 WRITING: Personal Narrative, 66–84	
	Emancipation <i>from Lincoln: A Photobiography</i> Russell Freedman	2–3 days	RI1, RI2, RI4, RI9, W2, W7, W8, W9b, SL1, L4, L6	pp 90, 103, 123, 170, 196, 252, 259, 273, 292, 343, 357	Word Choice and Tone		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: The Abolitionists	Explanatory Text: Analysis	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Informational Research Report, 224–248; Research Plan, 254–255	
	Harriet Beecher Stowe Paul Laurence Dunbar	1 day	RL1, RL4, W2, L4, L6	pp 2, 41, 196, 343, 357			Academic Vocabulary Selection Vocabulary			Informative Text	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Informational Research Report, 224–248; Research Plan, 254–255	
	Brown vs. Board of Education Walter Dean Myers	2–3 days	RI1, RI2, RI4, W3, W7, W8, SL1, L4, L6	pp 90, 103, 123, 208, 252, 259, 292, 343, 357	Style		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Thurgood Marshall's Contributions to Civil Rights	Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267 WRITING: Writing for Assessment: Narrative Nonfiction, 88–89; Short Story, 116–117	
	On Woman's Right to Suffrage Susan B. Anthony	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W1, W1a-c, W1e, W7, SL1	pp 90, 103, 116, 123, 136, 143, 185, 252, 292	Persuasive Techniques		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Women's Movement	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193	
	<i>from Address to the Commonwealth Club</i> Cesar Chavez	2–3 days	RI1, RI2, RI4, W7, W8, SL1, L6	pp 90, 103, 123, 252, 259, 292, 357	Claims and Evidence		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Grape Boycott	Poem	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143	
	Nonviolence Tree	1 day	RI7, W2, SL1, SL2	pp 156, 196, 292, 299			Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Henry David Thoreau		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Find Authoritative Objective Sources, 232	