

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	Vocabulary Words, 67, 88, 116, 121, 142, 147, 168, 194, 199, 220, 225, 254, 257, 268
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2	Summaries, 15, 227, 234, 238, 246
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; Informational Text 10	Response to Literature, 196–197; Forms of Interpretive Response, 198–199
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument • Composing an Argument 	Informational Text 6, 8, 9; Writing 1.a, 1.b, 1.e; Language 6	Persuasion: Editorial, 170–173, 174–175, 176–177, 178–181, 182–183, 184–187, 188–189, 190, 191, 192–193
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 	Writing 5, 6, 7, 8, 9; Language 1.b, 3.a	Feature Assignment: Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 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	Evaluating a Speech	Argument: Response to Literature	Titles for Extended Reading Online Text Set All Watched Over by Machines of Loving Grace <i>Richard Brautigan</i> Careers in Robotics <i>NASA Robotic Education Project</i> Team Builds “Sociable” Robot <i>Elizabeth A. Thompson</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Etymology: Word Origins and Modern Meanings	Delivering a Persuasive Speech	Explanatory Text: Cause-And-Effect Essay	Titles for Extended Reading Online Text Set from State of the Union Address <i>Franklin Delano Roosevelt</i> The Golden Kite, the Silver Wind <i>Ray Bradbury</i> from A Lincoln Preface <i>Carl Sandburg</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Oral Interpretation of Literature	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set The Writer <i>Richard Wilbur</i> from I Stand Here Ironing <i>Tillie Olsen</i> Carry Your Own Skis <i>Lian Dolan</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Connotation and Denotation	Multimedia Presentation of a Research Report	Explanatory Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set The Horses <i>Edwin Muir</i> A Celebration of Grandfathers <i>Rudolfo Anaya</i> Desiderata <i>Elizabeth McCracken</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
5	Focus on the Oral Tradition Reading, Writing, Speaking, Research Models Independent Practice	Idioms, Technical Terms, and Jargon	Comparing Media Coverage	Narration: Autobiographical Narrative	Titles for Extended Reading Online Text Set There Is a Longing <i>Chief Dan George</i> The Man to Send Rain Clouds <i>Leslie Marmon Silko</i> There Is No Word for Goodbye <i>Mary Tall Mountain</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument

		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	Old Man at the Bridge Ernest Hemingway The Jade Peony Wayson Choy	4 days	RL1, RL2, RL3, RL4, RL5, W8, W9, W10, SL1, SL1b, SL4, L6	pp 2, 15, 28, 35, 48, 241, 255, 263, 274, 293, 334	Close Reading: Short Story			Small-Group Discussion	Explanation: Chinese Traditional Tales	Writing Model: Argument Writing: Informative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195; Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
PART 2	FACING CONFLICT	The Most Dangerous Game Richard Connell	4–16 days	RL1, RL5, W2, W2a, SL4, L1, L6	pp 2, 48, 190, 293, 300, 310, 334	Make Inferences Conflict	Parts of Speech	Academic Vocabulary Selection Vocabulary	Oral Presentation		Comparison-and-Contrast Essay	CONVENTIONS: Parts of Speech: Nouns and Pronouns, 294–307; Verbs, 308–314; Adjectives and Adverbs, 315–324; Prepositions, Conjunctions, and Interjections, 325–331; Words as Different Parts of Speech, 332–334 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Compare-and-Contrast Essays, 15, 20, 147; Comparison Essays, 199
		The Gift of the Magi O. Henry		RL1, RL5, W3, W3c, W3e, SL4, L1	pp 2, 48, 202, 293, 310	Make Inferences Situational Irony, Surprise Endings	Simple and Perfect Tenses	Academic Vocabulary Selection Vocabulary	Debate		News Report	CONVENTIONS: Verb Tenses, 188–189, 284, 364, 424–454, 460–462, 461, 463–464 SPEAKING & LISTENING: Listening Critically to a Speech, R31 WRITING: Newspaper Articles, 17, 147; Newscast: Problem–Solution, 165; also see: Newspaper Titles, 602
		Rules of the Game Amy Tan		RL3, W4, SL2, L1	pp 28, 213, 282, 310	Cause and Effect Characterization	Subjects and Predicates	Academic Vocabulary Selection Vocabulary		Informational Brochure	Written Presentation	CONVENTIONS: Subjects and Predicates, 336–338; Predicate Nominatives, 347, 350–351, 468, 470 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199
		The Cask of Amontillado Edgar Allan Poe		RL5, W1, W9, W9a, SL1, SL1a, L5, L6	pp 48, 179, 255, 274, 330, 334	Make Predictions Plot	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Retell		Critique	CONVENTIONS: Active and Passive Voice, 460–464 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199
PART 2	COMPARING TEXTS	Checkouts Cynthia Rylant The Girl Who Can Ama Ata Aidoo	2 days	RL6, W2a	pp 55, 190	Narrative Point of View					Timed Writing: Explanatory Essay	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
		Language Study	1 day	L4b, L4c, L5b	pp 322, 330			Using a Dictionary and Thesaurus				LANGUAGE STUDY: Dictionary, 67, 93, 121, 147, 173, 199, 225, 257
		Speaking and Listening	1 day	SL3	p 286				Evaluating a Speech			SPEAKING & LISTENING: Listening Critically to a Speech, R31
PART 2	WORKSHOPS	Writing Process	3 days	W1, W1a–e, W4, W5, W9, W9a, W10, L2b	pp 179, 213, 220, 255, 263, 314		Verb Tenses Using Quotations	Perfecting Your Word Choice		Focus on Research: Argument	Response to Literature	CONVENTIONS: Verb Tenses, 188–189, 284, 364, 424–454, 460–462, 461, 463–464

													RESEARCH: Make a Research Plan, 232–233 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–216; also see Fiction and Poetry: Learn From Experience, 94–97, 122–123
PART 3 TEXT SET: CONFORMITY	Anchor: The Scarlet Ibis James Hurst	5 days	RL1, RL2, RL3, RL4, RL5, RL10, W2a–c, W5, W7, W8, W9a, W10, SL1, SL1a, L1, L3, L4d, L5, L5a, L6	pp 2, 15, 28, 35, 48, 76, 190, 220, 234, 241, 255, 263, 274, 310, 320, 322, 330, 334	Symbolism	Verb Tenses Transitional Words	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Cultural Attitudes Toward Conformity	Informative Text: Comparison-and-Contrast Essay	CONVENTIONS: Verb Tenses, 364, 424–454, 460–464 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30 WRITING: Compare-and-Contrast Essays, 15, 20, 147; Comparison Essays, 199		
	Much Madness is divinest Sense— Emily Dickinson	1 day	RL1, RL2, RL4, RL10, W1, W4, W9, L4b	pp 2, 15, 35, 76, 179, 213, 255, 322			Academic Vocabulary Selection Vocabulary			Argument: Response	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199		
	My English Julia Alvarez	2–3 days	RI1, RI3, RI4, RI5, RI6, W2, W4, W6, W7, W9, SL1, L4, L5a	pp 84, 110, 117, 130, 137, 190, 213, 227, 234, 255, 274, 322, 330	Voice		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Learning English	Informative Text: Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Writing for Assessment: Expository Writing, 168–169		
	The Case for Fitting In David Berreby	2–3 days	RI1, RI2, RI4, RI5, RI6, RI8, RI10, W1, W7, W9, SL1, L3, L4	pp 84, 97, 117, 130, 137, 157, 171, 179, 234, 255, 274, 320, 322	Supporting Evidence		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Ethics	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195		
	from The Geeks Shall Inherit the Earth Alexandra Robbins	2–3 days	RI1, RI2, RI4, RI5, RI6, RI10, W1, W1a, W1b, W1e, W4, W7, W9, W9b, SL1, L1, L4	pp 84, 97, 117, 130, 137, 171, 179, 213, 234, 255, 274, 310, 322	Diction		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Nonconformist Achievers	Argument: Position Paper	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Persuasion: Editorial, 170–193		
	from Blue Nines and Red Words Daniel Tammet	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W3, W3a–e, W4, W7, SL1, L4	pp 84, 97, 110, 117, 130, 137, 202, 213, 234, 274, 322	Description		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Prodigies	Narrative: Autobiographical Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30 WRITING: Autobiographical Narrative, 64–89		
	from The New Yorker	1 day	RL1, RL2, RL4, W3, W3a, W3b, SL1	pp 2, 15, 35, 202, 274			Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative: Short Story	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Fiction Narration, 90–14–115; Writing for Assessment: Short Story, 116–117		

		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 Am an American Day" Address Learned Hand Before Hip-Hop Was Hip-Hop Rebecca Walker	4 days	RI1, RI2, RI3, RI5, RI6, W2, W7, W9b, W10, SL1, SL1b, L4c, L4d, L6	pp 84, 97, 110, 130, 137, 190, 234, 255, 263, 274, 322, 334	Close Reading: Nonfiction			Small-Group Discussion	Report: Hip-Hop Influences	Writing Model: Explanatory Text Writing: Informative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
PART 2	CHANGING PERSPECTIVES	On Summer Lorraine Hansberry	4–16 days	RI1, RI2, RI3, RI4, W2, W2a, W2b, W2d, W2f, SL1, L1	pp 84, 97, 110, 117, 190, 274, 310	Main Idea Author's Style	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Panel Discussion		Analysis	CONVENTIONS: Direct and Indirect Objects, 347–353 SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
		The News Neil Postman		RI1, RI2, RI3, RI5, RI7, W2, W2b, SL4, L1	pp 84, 97, 110, 130, 150, 190, 293, 310	Main Idea Expository Essay	Predicate Nominatives and Predicate Adjectives	Academic Vocabulary Selection Vocabulary	Journal Entry	Expository Essay	CONVENTIONS: Predicate Adjectives and Nominatives, 347, 350–351, 357, 359, 405 RESEARCH: Make a Research Plan, 232–233; Collect and Organize Your Data, 234 WRITING: Exposition: Problem-and-Solution Essay, 144–169	
		Libraries Face Sad Chapter Pete Hamill		RI1, RI5, RI6, RI8, W4, W9b, SL4, SL5, SL6, L2, L2a, L2b	pp 84, 130, 137, 157, 213, 255, 293, 300, 302, 314	Evaluate Persuasion Persuasive Essay	Colons, Semicolons, Ellipsis Points	Academic Vocabulary Selection Vocabulary		Persuasive Speech	Abstract	CONVENTIONS: Semicolons, 589–591; Colons, 592–594; Dashes, 624–626, 628; Using the Ellipsis, 624 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Summarize, 227, 234; Take notes (paraphrase, summarize), 251
		"I Have a Dream" Martin Luther King, Jr.		RI4, RI5, RI6, RI8, RI9, W1, W1a–e, L1b, L3	pp 117, 130, 137, 157, 164, 179, 310, 320	Evaluate Persuasion Persuasive Speech	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary	Radio News Report		Proposal	CONVENTIONS: Independent and Subordinate Clauses, 375–376, 379, 380 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Persuasive Writing, 170–195
COMPARING TEXTS	from Silent Spring Rachel Carson "If I Forget Thee, Oh Earth..." Arthur C. Clarke	2 days	RL1, RL2, RI1, RI2, W2, W10, L6	pp 2, 15, 84, 97, 190, 263, 334	Theme					Timed Writing: Explanatory Text	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216	
WORKSHOPS	Language Study	1 day	L4, L4c	p 322			Word Origins and Modern Meanings				LANGUAGE STUDY: Clarify Meaning, 273	
	Speaking and Listening	1 day	SL3, SL4, SL5, SL6	pp 286, 293, 300, 302				Delivering a Persuasive Speech		SPEAKING & LISTENING: Preparing and Presenting a Speech, R30		
	Writing Process	3 days	W2, W2a, W2b, W2c, W2d, W2e, W2f, W5, L2a, L2c	pp 190, 220, 314		Subject-Verb Agreement Punctuation Marks Dependent and Independent Clauses	Setting Your Tone		Focus on Research: Explanatory Text	Cause-and-Effect Essay	CONVENTIONS: Punctuation, 565–629; Independent and Subordinate Clauses, 375–380; Subject-Verb Agreement, 480–494 RESEARCH: Make a Research Plan, 232–233 WRITING: Cause-and-Effect Essays, 15, 147; also see: The Writing Process, 26–47	

PART 3	TEXT SET: THE GREAT DEPRESSION	Anchor: First Inaugural Address Franklin Delano Roosevelt	5 days	RI1, RI2, RI3, RI4, RI5, RI6, RI8, RI9, RI10, W1, W1a, W4, W5, W7, W8, W9, W9b, SL4, L1, L2, L2b, L2c, L3a, L4a, L4c, L4d, L5b, L6	pp 84, 97, 110, 117, 130, 137, 157, 164, 171, 179, 213, 220, 234, 241, 255, 293, 310, 314, 320, 322, 330, 334	Persuasive Appeals	Predicate Nominatives Ellipsis Points	Diction and Style Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Bankers and the Great Depression	Argument: Persuasive Essay	CONVENTIONS: Predicate Nominatives, 347, 350–351, 357, 359, 405; Using the Ellipsis, 624 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195
		from Nothing to Fear: Lessons in Leadership from FDR Allan Axelrod	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, RI8, W1, W4, W7, SL1, L4, L5, L6	pp 84, 97, 110, 117, 130, 137, 157, 179, 213, 234, 274, 322, 330, 334	Metaphor		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Action During a Crisis	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195
		from Americans in the Great Depression Eric Rauchway	2–3 days	RI1, RI2, RI4, RI5, RI6, W3, W3b, W4, W7, SL1, L4, L5, L6	pp 84, 97, 117, 130, 137, 202, 213, 234, 274, 322, 334	Author's Perspective		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Dust Bowl	Narrative: Fictional Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Collect and Organize Your Data, 234 WRITING: Fiction Narration, 90–115; Writing for Assessment: Short Story, 116–117
		Women on the Breadlines Meridel LeSueur	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W4, W5, W7, SL1, L4, L5, L6	pp 84, 97, 110, 117, 130, 179, 213, 220, 234, 274, 322, 330, 334	Reportage		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Value of Money	Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Use Graphics and Illustrations, 241 WRITING: Exposition: Problem-and-Solution Essay, 144–169
		Bread Line, New York City, 1932 H. W. Fechner	1 day	RI7, W2, W4, SL1, SL2	pp 150, 190, 213, 274, 282			Academic Vocabulary Selection Vocabulary	Class Discussion		Informative Text: Explanatory Caption	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Make Your Writing Count: Stage a Problem-Solution Newscast, 165; also see Photographs, 241, 250

		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	Barter Sara Teasdale Uncoiling/A Voice Pat Mora	4 days	RL1, RL2, RL4, RL5, RL10, W1, W2, W7, W9a, SL1, SL1b, L4c, L4d, L6	pp 2, 15, 35, 48, 76, 179, 190, 234, 255, 274, 322, 334	Close Reading: Poetry			Small-Group Discussion	Explanation: Cultural Influences	Writing Model: Argument Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Persuasion Writing, 170–195; Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
		Poetry Collection 1 Hughes • Hughes • de Sponde • Mistral • Dickinson	4–16 days	RL4, W3d, SL4, L1, L1b, L5	pp 35, 202, 293, 310, 330	Read Fluently Figurative Language	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Speech		Description of a Scene	CONVENTIONS: Prepositions and Prepositional Phrases, 325–327, 356–359 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Poetry/Description, 13–14, 120–121, 129, 135, 142–143
PART 2	THE RIGHT WORDS	Poetry Collection 2 Poe • Swenson • Komunyakaa • Carroll		RL4, W1, W1b, SL1, SL5, L1, L1b, L5	pp 35, 179, 274, 300, 310, 330	Read Fluently Sound Devices	Participles and Participial Phrases Gerunds and Gerund Phrases	Academic Vocabulary Selection Vocabulary	Illustrated Presentation		Editorial	CONVENTIONS: Verbals, 136–137; Verbal Phrases, 364–374 SPEAKING & LISTENING: Use Graphics and Illustrations, 241; Preparing and Presenting a Speech, R30 WRITING: Persuasion: Editorial, 170–193
		Poetry Collection 3 Stafford • Thayer • Cisneros • Poe		RL4, RL5, W4, SL1a, L1b, L3, L5a	pp 35, 48, 213, 274, 310, 320, 330	Paraphrase Narrative Poetry	Appositives and Absolute Phrases	Academic Vocabulary Selection Vocabulary	Dialogue		Description of the Scene	CONVENTIONS: Appositive Phrases, 356, 360–362, 363, 40 SPEAKING & LISTENING: Speaking, R30–R31 WRITING: Poetry/Description, 13–14, 120–121, 129, 135, 142–143
		Poetry Collection 4 Frost • Eliot • Shakespeare • Dickinson		RL1, RL2, RL4, RL7, W4, SL1a, SL1c, SL1d, L1b	pp 2, 15, 35, 62, 213, 274, 310	Paraphrase Rhyme and Meter	Infinitives and Infinitive Phrases	Academic Vocabulary Selection Vocabulary	Panel Discussion		Poem	CONVENTIONS: Infinitives and Infinitive Phrases, 370–371, 373–374 SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Free Verse Poem or Ballad, 122–138
		I Hear America Singing Walt Whitman Three Haiku Basho and Chiyojo Women Alice Walker Sonnet 30 William Shakespeare	2 days	RL5, W2a, W10	pp 48, 190, 263	Lyric Poetry						Timed Writing: Explanatory Essay
PART 2	COMPARING TEXTS	Language Study	1 day	L4, L4a, L4d	p 322			Words with Multiple Meanings				LANGUAGE STUDY: Clarify Meaning, 273
		Speaking and Listening	1 day	SL6	p 302				Oral Interpretation of Literature			SPEAKING & LISTENING: Preparing and Presenting a Speech, R30
		Writing Process	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, L2c, L6	pp 179, 220, 314, 334		Revising to Combine Choppy Sentences Appositive and Absolute Phrases Infinitives	Expressing Your Ideas		Focus on Research: Argument	Problem-and-Solution Essay	CONVENTIONS: Sentences, Combining, 4400–401, 402–403; Appositive Phrases, 356, 360–362, 363, 401; Infinitives and Infinitive Phrases, 370–371, 373–374 RESEARCH: Make a Research Plan, 232–233 WRITING: Problem–Solution Essays, 150–164
PART 2	WORKSHOPS	Language Study	1 day	L4, L4a, L4d	p 322			Words with Multiple Meanings				LANGUAGE STUDY: Clarify Meaning, 273
		Speaking and Listening	1 day	SL6	p 302				Oral Interpretation of Literature			SPEAKING & LISTENING: Preparing and Presenting a Speech, R30
		Writing Process	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, L2c, L6	pp 179, 220, 314, 334		Revising to Combine Choppy Sentences Appositive and Absolute Phrases Infinitives	Expressing Your Ideas		Focus on Research: Argument	Problem-and-Solution Essay	CONVENTIONS: Sentences, Combining, 4400–401, 402–403; Appositive Phrases, 356, 360–362, 363, 401; Infinitives and Infinitive Phrases, 370–371, 373–374 RESEARCH: Make a Research Plan, 232–233 WRITING: Problem–Solution Essays, 150–164

PART 3	TEXT SET: THE KENNEDY ASSASSINATION	Anchor: The Assassination of John F. Kennedy Gwendolyn Brooks Anchor: Instead of an Elegy G. S. Fraser	5 days	RL1, RL2, RL4, RL5, RL9, RL10, W2a, W2b, W2f, W4, W5, W7, W8, W9a, W10, SL1, SL2, SL4, L1, L2b, L3, L4, L5, L6	pp 2, 15, 35, 48, 69, 76, 190, 213, 220, 234, 241, 255, 263, 274, 282, 293, 310, 314, 320, 322, 330, 334	Alliteration	Prepositional Phrases Using Line Breaks in Quotations from Poetry	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Not Just a Nation, but a World	Expository Essay	CONVENTIONS: Prepositions and Prepositional Phrases, 325–327, 356–359 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199
		from A White House Diary Lady Bird Johnson	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W1a, W4, W7, W9, SL1, L4, L4a, L6	pp 84, 97, 110, 117, 130, 179, 213, 234, 255, 274, 322, 334	Memoir		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: First Ladies	Argument: Character Analysis	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Outlines, 568, R11, R26 WRITING: Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
		American History Judith Ortiz Cofer	2–3 days	RL1, RL2, RL3, RL4, W2, W4, W7, W9, SL1, SL1c, SL2, L4, L5a	pp 2, 15, 28, 35, 190, 213, 234, 255, 274, 282, 322, 330	Historical Context		Academic Vocabulary Selection Vocabulary	One-on-One Discussion	Investigate the Topic: Media and the Kennedy Assassination	Informative Text: Analytical Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Feature Assignment: Informational Research Report, 224–248 WRITING: Response to Literature, 196–216
		Address Before a Joint Session of the Congress Lyndon Baines Johnson	2–3 days	RI1, RI2, RI4, RI5, RI6, RI9, W3, W3a–b, W3d, W4, W7, SL1, SL3, SL4, L4	pp 84, 97, 117, 130, 137, 164, 202, 213, 234, 274, 286, 293, 322	Parallelism		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Presidential Speeches	Narrative: Historical Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Autobiographical Narrative, 64–89
		Images of a Tragedy	1 day	RI7, W2, W2b, W4, W7	pp 150, 190, 213, 234			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Oral History	Informative Text: Magazine Article	RESEARCH: Make a Research Plan, 232–233 WRITING: Magazine Articles, 17, 147, 236

		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 Glass Menagerie Tennessee Williams The Inspector-General Anton Chekhov	4 days	RL1, RL2, RL3, RL6, W2, W7, W9, W9a, SL1, SL1b, L4c, L4d, L6	pp 2, 15, 28, 55, 190, 234, 255, 274, 322, 334	Close Reading: Drama			Small-Group Discussion	Explanation: Comedy as a Dramatic Form	Writing Model: Explanatory Text Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216	
PART 2	TRAGIC ROMANCES	The Tragedy of Romeo and Juliet, Act I William Shakespeare	4 days	RL1, RL2, RL3, RL5	pp 2, 15, 28, 48	Summarize Dialogue and Stage Directions		Academic Vocabulary Selection Vocabulary				SPEAKING & LISTENING: Participating in a Group Discussion, R29	
		The Tragedy of Romeo and Juliet, Act II William Shakespeare	4 days	RL2, RL5, L6	pp 15, 48, 334	Read in Sentences Blank Verse		Academic Vocabulary Selection Vocabulary				SPEAKING & LISTENING: Participating in a Group Discussion, R29	
		The Tragedy of Romeo and Juliet, Act III William Shakespeare	4 days	RL1, RL2, RL5	pp 2, 15, 48	Paraphrase Dialogue and Dramatic Speeches		Academic Vocabulary Selection Vocabulary				SPEAKING & LISTENING: Participating in a Group Discussion, R29	
		The Tragedy of Romeo and Juliet, Act IV William Shakespeare	4 days	RL1, RL2, RL5, L5a	pp 2, 15, 48, 330	Break Down Long Sentences Dramatic Irony		Academic Vocabulary Selection Vocabulary				SPEAKING & LISTENING: Participating in a Group Discussion, R29	
		The Tragedy of Romeo and Juliet, Act V William Shakespeare	4 days	RL1, RL2, RL3, RL7, W1, W1a, W1b, W1c, W4, W7, W8, SL1, SL3, SL4, L1a	pp 2, 15, 28, 62, 179, 213, 234, 241, 274, 286, 293, 310	Analyze Cause and Effect Tragedy and Motive	Parallelism	Academic Vocabulary Selection Vocabulary	Staged Performance Mock Trial	Annotated Flowchart Film Review Multimedia Presentation	Editorial Persuasive Letter Persuasive Speech	CONVENTIONS: Parallelism, 282, 415–417, 420, 422 SPEAKING & LISTENING: Speaking, R30–R31 RESEARCH: Multimedia Projects, 25, 113, 139, 141, 217, 248, 249, 264, 266 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195	
PART 2	COMPARING TEXTS	Pyramus and Thisbe Ovid from A Midsummer Night's Dream William Shakespeare	2 days	RL2, RL3, RL9, W2, W9a, W10	pp 15, 28, 69, 190, 255, 263	Archetype					Timed Writing: Explanatory Essay	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216	
		WORKSHOPS	Language Study	1 day	L3, L5b	pp 320, 330			Connotation and Denotation				LANGUAGE STUDY: For related material see: Vocabulary Words, 67, 88, 116, 121, 142, 147, 168, 194, 199, 220, 225, 254, 257, 268
			Speaking and Listening	1 day	W6, SL1d, SL2, SL5	pp 227, 274, 282, 300				Multimedia Presentation of a Research Report			SPEAKING & LISTENING: Multimedia Projects, 25, 113, 139, 141, 217, 248, 249, 264, 266
Writing Process	3 days		W2, W2a–f, W5, L1b	pp 190, 220, 310		Combining Sentences With Phrases Getting Organized	Parallelism			Focus on Research: Explanatory Text	Exposition: Comparison-and-Contrast Essay	CONVENTIONS: Combining Sentences with Participial phrases, 366, 367 RESEARCH: Make a Research Plan, 232–233 WRITING: Compare–and–Contrast Essays, 15, 20, 147; Comparison essays, 199	
PART 3	TEXT SET: ASPIRATION	Anchor: from The Importance of Being Earnest Oscar Wilde	5 days	RL1, RL2, RL3, RL4, RL6, RL10, W2a–c, W2f, W5, W7, W8, W9a, W10, SL1, SL3, SL4, L1, L2, L2c, L3a, L4, L4d, L5, L6	pp 2, 15, 28, 35, 55, 76, 190, 220, 234, 241, 255, 263, 274, 293, 310, 314, 320, 322, 330, 334	Satire	Parallelism Block Quotations	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Victorian Society	Informative Text: Character Analysis	CONVENTIONS: Parallelism, 282, 415–417, 420, 422; Quotations: Colons, 592 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Document Your Sources, 236	

											WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
The Necklace Guy de Maupassant	2–3 days	RL1, RL2, RL3, RL4, RL5, RL6, RL10, W2, W2a–b, W2f, W4, W7, SL1, SL4, L4, L4b–c	pp 2, 15, 28, 35, 48, 55, 76, 190, 213, 234, 274, 293, 322	Situational Irony		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Aspiration in 19th Century France	Explanatory Text		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Use Graphics and Illustrations, 241 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
New Directions Maya Angelou	2–3 days	R11, R12, R14, R15, R16, W1, W1c, W4, W7, SL1, SL1a, SL4, L4	pp 84, 97, 117, 130, 137, 179, 213, 234, 274, 293, 322	Anecdote		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Aspiration and Social Change Movements	Argument: Advice Column		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Use Graphics and Illustrations, 241 WRITING: Persuasion Writing, 170–195
from Fragile Self-Worth Tim Kasser	2–3 days	R11, R12, R14, R15, R18, W1, W1a, W1e, W7, SL1, SL2, L4	pp 84, 97, 117, 130, 157, 179, 234, 274, 282, 322	Evidence		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Social Media	Argument: Critical Response		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Outlines, 568, R11, R26 WRITING: Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
My Possessions Myself Russell W. Belk	2–3 days	R11, R12, R14, R15, R16, W1, W1a, W7, SL1, L1a, L4, L5, L5a	pp 84, 97, 117, 130, 137, 179, 234, 274, 310, 322, 330	Connotations		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Grave Goods	Argument: Persuasive Essay		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Persuasion Writing, 170–195
from The New Yorker	1 day	RL7, W3, W3a, W3b, SL1, SL1a	pp 62, 202, 274			Academic Vocabulary Selection Vocabulary	Group Discussion		Narrative: Short Story		SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Fiction Narration, 90–115; Writing for Assessment: Short Story, 116–117

		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	Sally Ann Thunder Ann Whirlwind Crockett Caron Lee Cohen Pecos Bill: The Cyclone Harold W. Felton	4 days	RL1, RL2, RL3, RL4, RL5, W2, W7, W9a, SL1, SL1c, L4c, L4d, L6	pp 2, 15, 28, 35, 48, 190, 234, 255, 274, 322, 334	Close Reading: The Oral Tradition			Discussion	Explanation: Archetypal Elements	Writing Model: Argument Writing: Informative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Persuasion Writing, 170–195; Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
		from the Odyssey, Part 1 Homer	4–8 days	RL1, RL3, RL5, RL6, W3, W3a, W3b, W3c, SL1, SL1a, SL1b, L1	pp 2, 28, 48, 55, 202, 274, 310	Historical and Cultural Context Epic Hero	Simple and Compound Sentences	Academic Vocabulary Selection Vocabulary	Conversation		Retelling	CONVENTIONS: Basic Sentence Parts, 335, 336–342, 343–346, 347–356; Four Functions of a Sentence, 398–399; Sentence Combining, 400–403; Varying Sentence Length, 404–406 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216;
PART 2	PERILOUS JOURNEYS	from the Odyssey, Part 2 Homer		RL4, RL6, W4, SL1, SL3, L1, L1b	pp 35, 55, 213, 274, 286, 310	Historical and Cultural Context Epic Simile	Complex and Compound-Complex Sentences	Academic Vocabulary Selection Vocabulary	Debate		Biography	CONVENTIONS: Compound Sentences, 49, 392, 571; Compound-Complex Sentences, 82, 392, 393, 394 WRITING: Biographical narratives, 9, 67; Biographical profiles, 225; Biographical description, R8
		An Ancient Gesture Edna St. Vincent Millay Siren Song Margaret Atwood Prologue and Epilogue from The Odyssey Derek Walcott Ithaca Constantine Cavafy	2 days	RL6, RL7, RL9, W2, W2a, W9, W9a, W10	pp 55, 62, 69, 190, 255, 263	Contemporary Interpretation						Timed Writing: Explanatory Essay
PART 2	COMPARING TEXTS	Language Study	1 day	L3, L4c, L5a	pp 320, 322, 330			Idioms, Technical Terms, and Jargon				LANGUAGE STUDY: For related material see: Writing in the Content Areas, R2–R5
		Speaking and Listening	1 day	RI7	p 150				Comparing Media Coverage			SPEAKING & LISTENING: Listening Critically to a Speech, R31
		Writing Process	3 days	W3, W3a, W3b, W3c, W3d, W3e, W5, L1b	pp 202, 220, 310		Using Adverb Clauses Types of Sentences	Varying Sentence Structure and Length		Focus on Research: Narrative	Narrative: Autobiographical Narrative	CONVENTIONS: Adverb Clauses, 384–385; Effective Sentences, 397–406 RESEARCH: Make a Research Plan, 232–233 WRITING: Autobiographical Narrative, 64–89
PART 3	TEXT SET: DEFINING HEROISM	Anchor: from the Ramayana retold by R. K. Narayan	5 days	RL1, RL2, RL3, RL4, RL6, RL10, W2a–f, W4, W5, W7, W8, W9, W9a, SL1, SL1a, SL2, SL3a, SL4, SL6, L4, L4d, L6	pp 2, 15, 28, 35, 55, 76, 190, 213, 220, 234, 241, 255, 274, 282, 286, 293, 302, 322, 334	Archetype	Simple and Compound Sentences Varied Sentence Structure Prepositional Phrases	Diction and Style Academic Vocabulary Selection Vocabulary	Write and Discuss	Investigate the Topic: Rama as Hero	Informative Text: Comparison-and-Contrast Essay	CONVENTIONS: Four Functions of a Sentence, 398–399; Sentence Combining, 400–403; Varying Sentence Length, 404–406; Prepositions and Prepositional Phrases, 325–327, 356–359 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199

Perseus Edith Hamilton	2–3 days	RL1, RL2, RL3, RL4, RL5, RL6, W1a, W1b, W1e, W4, W7, W9, W9a, SL1, SL4	pp 2, 15, 28, 35, 48, 55, 179, 213, 234, 255, 274, 286, 293	The Hero's Quest		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Heroes in Greek Mythology	Argument: Response to Literature	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Use Graphics and Illustrations, 241 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216
The Washwoman Isaac Bashevis Singer	2–3 days	RI1, RI2, RI4, RI5, RI10, W3, W3a, W4, W7, SL1, SL4	pp 84, 97, 117, 130, 171, 202, 213, 234, 274, 293	Characterization		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Fleeing Persecution	Narrative: Short Story	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30 WRITING: Fiction Narration, 90–115; Writing for Assessment: Short Story, 116–117
from The Hero's Adventure Joseph Campbell and Bill Moyers	2–3 days	RI1, RI2, RI4, RI5, RI6, RI8, W1, W1a, W4, W7, SL1, SL1a, SL1c, SL5, L4, L6	pp 84, 97, 117, 130, 137, 157, 179, 213, 234, 274, 300, 322, 334	Archetypal Narrative Patterns		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Origin Stories	Argument: Persuasive Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Multimedia Projects, 25, 113, 139, 141, 217, 248, 249, 264, 266 WRITING: Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195
from My Hero Elie Wiesel	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W2, W2a, W2b, W4, W7, W9, SL1, SL4, L4b	pp 84, 97, 110, 117, 130, 137, 190, 213, 234, 255, 274, 293, 322	Argumentation		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: False Heroes	Explanatory Text: Definition Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30 WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199
Of Altruism, Heroism and Nature's Gifts in the Face of Terror Natalie Angier	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W2, W2a, W2c, W2f, W4, W6, W7, W9, SL1	pp 84, 97, 110, 117, 130, 137, 190, 213, 227, 234, 255, 274	Structure		Academic Vocabulary Selection Vocabulary	Write and Share	Investigate the Topic: 9/11 Relief Efforts	Informative Text: Article or Blog Post	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Blogs, R7–R8; Newspaper articles, 17, 147
American Blood Donation	1 day	RI1, RI2, RI8, W7	pp 84, 97, 157, 234			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Blood Banks		RESEARCH: Make a Research Plan, 232–233; Summaries, 15, 227, 234, 238, 246