

## 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  |
|-------------------------------------|---|--|---|
| <b>Building Academic Vocabulary</b> | <ul style="list-style-type: none"> <li>• General Academic Vocabulary</li> <li>• Domain-Specific Academic Vocabulary</li> <li>• Increasing Your Word Knowledge</li> <li>• Building Your Speaking Vocabulary</li> </ul> | Language 6   | Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268   |
| <b>Writing an Objective Summary</b> | <ul style="list-style-type: none"> <li>• Model Objective Summary</li> </ul>   | Literature 2; Informational Text 2                         | Summarize, 15, 234, 235, 246, 261, 265  |
| <b>Comprehending Complex Texts</b>  | <ul style="list-style-type: none"> <li>• Strategy 1: Multidraft Reading</li> <li>• Strategy 2: Close Read the Text</li> <li>• Strategy 3: Ask Questions</li> </ul>  | Literature 10; Informational Text 9, 10                    | Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221                       |
| <b>Analyzing Arguments</b>          | <ul style="list-style-type: none"> <li>• The Art of Argument</li> <li>• Composing an Argument</li> </ul>  | Informational Text 6, 8; Writing 1.a, 1.b, 1.e; Language 6 | Feature Assignment: Op-Ed Piece (argumentative essay), 172–173, 174–175, 176–177, 178–181, 182–183, 184–187, 188–189, 190, 191; Writing for Assessment, 194–195 |
| <b>Conducting Research</b>          | <ul style="list-style-type: none"> <li>• Performing Short-Term and Long-Term Research</li> <li>• Research Process Workshop</li> <li>• Research Model</li> <li>• Citing Sources and Preparing Manuscript</li> </ul>    | Writing 2.a, 2.b, 2.c, 2.d, 5, 7, 8, 9; Language 1, 1.b, 3 | 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<br><br>Reading, Writing, Speaking, Research Models<br><br>Independent Practice      | Using a Dictionary and Thesaurus    | Delivering an Oral Interpretation of a Literary Work | Argument: Analytic Response to Literature | Titles for Extended Reading Online Text Set<br><b>from A Quilt of a Country</b><br><i>Anna Quindlen</i><br><b>from Desert Exile: The Uprooting of a Japanese-American Family</b><br><i>Yoshiko Uchida</i><br><b>Marian Anderson: Famous Concert Singer</b><br><i>Langston Hughes</i> | Assessment: Skills<br><b>Selected Response</b><br><b>Constructed Response</b><br><br>Assessment: Synthesis<br><b>Speaking and Listening:</b> Group Discussion<br><b>Writing:</b> Narrative<br><b>Writing to Sources:</b> Argument         |
| 2    | Focus on Nonfiction<br><br>Reading, Writing, Speaking, Research Models<br><br>Independent Practice       | Word Origins: Etymology             | Delivering a Persuasive Speech                       | Argument: Persuasive Essay                | Titles for Extended Reading Online Text Set<br><b>Tepeyac</b><br><i>Sandra Cisneros</i><br><b>A Visit to Grandmother</b><br><i>William Melvin Kelley</i><br><b>from Places Left Unfinished at the Time of Creation</b><br><i>John Phillip Santos</i>                                 | Assessment: Skills<br><b>Selected Response</b><br><b>Constructed Response</b><br><br>Assessment: Synthesis<br><b>Speaking and Listening:</b> Group Discussion<br><b>Writing:</b> Narrative<br><b>Writing to Sources:</b> Argument         |
| 3    | Focus on Poetry<br><br>Reading, Writing, Speaking, Research Models<br><br>Independent Practice           | Words with Multiple Meanings        | Analyzing Media Messages                             | Exposition: Cause-and-Effect Essay        | Titles for Extended Reading Online Text Set<br><b>The Marginal World</b><br><i>Rachel Carson</i><br><b>The Spider and The Wasp</b><br><i>Alexander Petrunkevitch</i><br><b>The Kraken</b><br><i>Alfred Lord Tennyson</i>   | Assessment: Skills<br><b>Selected Response</b><br><b>Constructed Response</b><br><br>Assessment: Synthesis<br><b>Speaking and Listening:</b> Group Discussion<br><b>Writing:</b> Narrative<br><b>Writing to Sources:</b> Explanatory Text |
| 4    | Focus on Drama<br><br>Reading, Writing, Speaking, Research Models<br><br>Independent Practice            | Connotation and Denotation          | Comparing Media Coverage                             | Narrative: Autobiographical Narrative     | Titles for Extended Reading Online Text Set<br><b>from In Commemoration: One Million Volumes</b><br><i>Rudolfo Anaya</i><br><b>Artful Research</b><br><i>Susan Vreeland</i><br><b>from Fahrenheit 451</b><br><i>Ray Bradbury</i>   | Assessment: Skills<br><b>Selected Response</b><br><b>Constructed Response</b><br><br>Assessment: Synthesis<br><b>Speaking and Listening:</b> Group Discussion<br><b>Writing:</b> Narrative<br><b>Writing to Sources:</b> Argument         |
| 5    | Focus on World Literature<br><br>Reading, Writing, Speaking, Research Models<br><br>Independent Practice | Idioms, Jargon, and Technical Terms | Delivering a Multimedia Presentation                 | Exposition: Comparison-and-Contrast Essay | Titles for Extended Reading Online Text Set<br><b>Making History with Vitamin C</b><br><i>Penny Le Couteur; Jay Burreson</i><br><b>The Masque of the Red Death</b><br><i>Edgar Allan Poe</i><br><b>Black Water Turns the Tide on Florida Coral</b><br>NASA                           | Assessment: Skills<br><b>Selected Response</b><br><b>Constructed Response</b><br><br>Assessment: Synthesis<br><b>Speaking and Listening:</b> Group Discussion<br><b>Writing:</b> Narrative<br><b>Writing to Sources:</b> Informative Text |

|           |                            | 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 | <b>Early Autumn</b><br>Langston Hughes<br><b>The Leap</b><br>Louise Erdrich          | 4 days    | RL1, RL2, RL3, RL4, RL5, W8, W9, W10, SL1, SL4, L4d, L6 | pp 2, 15, 28, 35, 48, 241, 255, 263, 274, 293, 322, 334 | Close Reading: Short Story                         |  |   | Small-Group Discussion                               | Explanation: Magical Realism                       | Writing Model: Argument<br>Writing: Argumentative Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Informational Research Report, 224–248<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191; Writing for Assessment, 194–195  |
|           |                            | <b>The Monkey's Paw</b><br>W. W. Jacobs  | 4–16 days | RL1, RL5, W3, W3b, W3c, W3d, SL1a, SL1b, L2, L5         | pp 2, 48, 202, 274, 314, 330                            | Make Predictions<br>Plot and Plot Devices          | Nouns  | Academic Vocabulary<br>Selection Vocabulary | Interview  |  | Sequel  | <b>CONVENTIONS:</b> Nouns, 294–297, 332, 334; Proper Nouns, 280, 296, 551–554, 555, 558<br><br><b>SPEAKING &amp; LISTENING:</b> Script for an Interview, 250–253<br><br><b>WRITING:</b> Fiction Narration, 90–91; Featured Assignment: Short Story, 92–113; Writing for Assessment: Short Story, 116–117                                   |
| PART 2    | CHARACTERS AND CONFLICT    | <b>The Street of the Cañon</b><br>Josephina Niggli                                   | 4–16 days | RL1, RL4, W1, W4, SL6, L1, L4                           | pp 2, 35, 179, 213, 302, 310, 322                       | Make Inferences<br>Setting                         | Pronouns   | Academic Vocabulary<br>Selection Vocabulary | Oral Reading   |  | Letter<br>Literary Review                               | <b>CONVENTIONS:</b> Pronouns, 298–303; Possessive Pronouns, 317–318, 369, 471, 476, 616–617<br><br><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Letters to the Editor, 192–193; Business Letters, 263; Writing for the Workplace: Business Letter, R14, Friendly Letter, R15             |
|           |                            | <b>Civil Peace</b><br>Chinua Achebe  |           | RL1, RL2, RL6, W2a, W2b, W2c, W2f, SL1c, SL1d, L1       | pp 2, 15, 55, 190, 274, 310                             | Draw Conclusions<br>Theme                          | Degrees of Adjectives and Adverbs                                  | Academic Vocabulary<br>Selection Vocabulary | Group Discussion                                     |  | Character Analysis                                      | <b>CONVENTIONS:</b> Degrees of Comparison, 508–512; Making Clear Comparisons, 513–519<br><br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>WRITING:</b> Response to Literature, 196–216; Writing for Assessment: Interpretative Response, 220–221  |
|           |                            | <b>A Problem</b><br>Anton Chekhov  |           | RL1, RL3, W3a, W3b, W3d, W8, L1, L4                     | pp 2, 28, 202, 241, 310, 322                            | Make Inferences<br>Characters and Characterization | Verb Tenses  | Academic Vocabulary<br>Selection Vocabulary |  | Report on Sources                                  | Retellings  | <b>CONVENTIONS:</b> Verb Tense, 424–439; The Correct Use of Tenses, 438–454<br><br><b>RESEARCH:</b> Document Your Sources, 236; Provide and Document Evidence, 240; Write a Research Plan, 254–255<br><br><b>WRITING:</b> Fiction Narration, 90–91; Featured Assignment: Short Story, 92–113; Writing for Assessment: Short Story, 116–117 |
|           |                            | <b>Like the Sun</b><br>R. K. Narayan<br><b>The Open Window</b><br>Saki (H. H. Munro) |           | 2 days  | RL5, W2, W2b, W10                                       | pp 48, 190, 263                                    | Irony and Paradox  |   |  |  |   | Timed Writing: Explanatory Essay   |
| WORKSHOPS |                            | <b>Language Study</b>  | 1 day     | L4, L4b, L4c, L4d                                       | p 322   |  |  | Using a Dictionary and Thesaurus            |  |  |   | <b>LANGUAGE STUDY:</b> Dictionary, 67, 93, 121, 147, 173, 199, 225, 257  |
|           |                            | <b>Speaking and Listening</b>  | 1 day     | SL1, SL1b, SL6  | pp 274, 302   |  |  |   | Delivering an Oral Interpretation of a Literary Work |  |   | <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  |
|           |                            | <b>Writing Process</b>   | 3 days    | W1, W1a, W1b, W1c, W1d, W1e, W5, W9, L1, L2b, L2c, L3a  | pp 179, 220, 255, 310, 314, 320                         |  | Pronoun-Antecedent Agreement<br>Subject-Verb Agreement<br>Pronouns |   |  | Focus on Research: Analytic Response to Literature | Analytic Response to Literature                         | <b>CONVENTIONS:</b> Pronouns, 304–307; Pronoun-Antecedent Agreement, 495–506; Subject-Verb Agreement, 479–494<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Response to Literature, 196–197;  |

|        |                           |   |          |   |  |                      |                                |  |                    |  |  | Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221  |
|--------|---------------------------|---|----------|---|--|----------------------|--------------------------------|--|--------------------|--|--|---|
| PART 3 | TEXT SET:<br>PERSEVERANCE | <b>Anchor: Contents of the Dead Man's Pocket</b><br>Jack Finney                       | 5 days   | RL1, RL2, RL3, RL4, RL5, W2, W4, W5, W7, W8, W9a, W10, SL1, SL4, SL6, L2a, L3, L4, L6 | pp 2, 15, 28, 35, 48, 190, 213, 220, 234, 241, 255, 263, 274, 293, 302, 314, 320, 322, 334 | Conflict             | Adverbs<br>Independent Clauses | Diction and Style<br>Academic Vocabulary<br>Selection Vocabulary | Group Discussion   | Investigate the Topic:<br>The Work Ethic                       | Informative Text: Cause-and-Effect Essay | <b>CONVENTIONS:</b> Adverbs, 315, 321–324; Independent Clauses, 82–83, 375–377, 379–380<br><br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Cause–and–Effect Essays, 15, 147; Cause–and–Effect Chart, R24 |
|        |                           | <b>from Swimming to Antarctica</b><br>Lynne Cox                                       | 2–3 days | RI1, RI2, RI4, RI5, W2, W4, W7, W9, W10, SL1, SL4, SL6, L1, L4, L6                    | pp 84, 97, 117, 130, 190, 213, 234, 255, 263, 274, 293, 302, 310, 322, 334                 | Author's Perspective |                                | Academic Vocabulary<br>Selection Vocabulary                      | Panel Discussion   | Investigate the Topic:<br>Practicing                           | Informative Text: Profile                | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Biographical Narratives, 9, 67; Biographical Profiles, 225; Biographical Description, R8   |
|        |                           | <b>Occupation: Conductorette from I Know Why the Caged Bird Sings</b><br>Maya Angelou | 2–3 days | RI1, RI2, RI3, RI4, RI5, W3, W4, W7, W9, W10, SL1, SL4, SL6, L1, L4, L6               | pp 84, 97, 110, 117, 130, 202, 213, 234, 255, 263, 274, 293, 302, 310, 322, 334            | Dialogue             |                                | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion   | Investigate the Topic:<br>Origins of the Civil Rights Movement | Narrative:<br>Autobiographical Narrative | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Collect and Organize Your Data, 234; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84                                     |
|        |                           | <b>from The Upside of Quitting</b><br>Stephen J. Dubner                               | 2–3 days | RI1, RI2, RI4, RI5, RI6, W3, W4, W7, W8, W9, W10, SL1, SL6, L4, L6                    | pp 84, 97, 117, 130, 137, 202, 213, 234, 241, 255, 263, 274, 302, 322, 334                 | Central Idea         |                                | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion | Investigate the Topic:<br>Sunk Cost and Opportunity Cost       | Informative Text: Reflective Essay       | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Outlines, 568, R11, R26<br><br><b>WRITING:</b> Reflective Essays, 10, 67; Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84   |
|        |                           | <b>from The Winning Edge</b><br>Peter Dinklage  | 2–3 days | RI1, RI2, RI3, RI4, RI5, RI8, W1, W4, W6, W7, SL1, L3, L4, L6                         | pp 84, 97, 110, 117, 130, 157, 179, 213, 227, 234, 274, 320, 322, 334                      | Anecdote             |                                | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion   | Investigate the Topic:<br>Predictive Factors                   | Argument: Persuasive Essay               | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Blogs, 7, 9, 20, 24, 67, 199, R7, R8<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191; Writing for Assessment, 194–195   |
|        |                           | <b>Science Fiction and the Future</b><br>Ursula K. Le Guin                            | 2–3 days | RI1, RI2, RI4, RI5, RI6, W1, W4, W7, W9, W10, SL1, SL6, L4, L6                        | pp 84, 97, 117, 130, 137, 179, 213, 234, 255, 263, 274, 302, 322, 334                      | Tone                 |                                | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion   | Investigate the Topic:<br>Futurology                           | Argument: Letter to the Editor           | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Letters to the Editor, 192–193   |
|        |                           | <b>from the series Empire State (Laying Beams), 1930–31</b><br>Lewis Wickes Hine      | 1 day    | W3, W7  | pp 202, 234  |                      |                                | Academic Vocabulary<br>Selection Vocabulary                      |                    | Investigate the Topic:<br>Building Skyscrapers                 | Narrative Monologue                      | <b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Writing for Media: Radio Play Scripts, 114–115; Stage a Dialogue Between Literary Characters, 217; Writing for Media: Create a Script, 218–219  |

|                        |                            | 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 "Address to Students at Moscow State University"<br>Ronald Reagan<br>Everest from Touch the Top of the World<br>Erik Weihenmayer | 4 days                              | RI1, RI2, RI3, RI4, RI6, W2, W7, W9b, SL1, L4d, L6 | pp 2, 15, 28, 35, 55, 190, 234, 255, 274, 322, 334 | Close Reading: Nonfiction  |                             |   | Partner Discussion                  | Explanation: Preparation for Everest Climb | Writing Model: Argument<br>Writing: Explanatory Essay   | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Informational Research Report, 224–248<br><br><b>WRITING:</b> Exposition, 144–145; Analytical Essay, 146–147; Mentor Text: Analytical Essay, 148–149; Persuasive Writing, 170–195  |
| PART 2                 | SEEKING KNOWLEDGE          | from Longitude<br>Dava Sobel  | 4–16 days                           | RI1, RI2, RI4, RI5, W2e, SL4, SL6                  | pp 84, 97, 117, 130, 190, 293, 302                 | Main Idea<br>Expository Essay  | Action and Linking Verbs    | Academic Vocabulary<br>Selection Vocabulary | Humorous Persuasive<br>Speech       |  | Business Letter   | <b>CONVENTIONS:</b> Action and Linking Verbs, 308–310, 311, 312, 347, 460–461, 488–489<br><br><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Business Letters, 263; Writing for the Workplace: Business Letter, R14  |
|                        |                            | The Sun Parlor<br>Dorothy West  |                                     | RI3, RI6, W3a, W3d, W3e, SL4, L3, L6               | pp 110, 137, 202, 293, 320, 334                    | Main Idea<br>Reflective Essay  | Active and Passive Voice    | Academic Vocabulary<br>Selection Vocabulary | Oral Recollection                   |  | Memoir  | <b>CONVENTIONS:</b> Active and Passive Voice, 188–189, 460, 462, 463–464<br><br><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84   |
|                        |                            | Keep Memory Alive<br>Elie Wiesel  |                                     | RI6, RI8, W1d, SL3, L5                             | pp 137, 157, 179, 286, 330                         | Evaluate Persuasion<br>Persuasive Writing and Rhetorical Devices     | Direct and Indirect Objects | Academic Vocabulary<br>Selection Vocabulary | Debate                              |  | Letter  | <b>CONVENTIONS:</b> Direct and Indirect Objects, 347–353, 357, 359, 361, 368–371, 383, 388–390, 408, 470<br><br><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30; Listening Critically to a Speech, R31<br><br><b>WRITING:</b> Letters to the Editor, 192–193; Business Letters, 263; Writing for the Workplace: Business Letter, R14, Friendly Letter, R15 |
|                        |                            | The American Idea<br>Theodore H. White  |                                     | RI1, RI3, RI5, RI6, RI7, W1, W1a, W1e, W7, L1, L5  | pp 84, 110, 130, 137, 150, 234, 310, 330           | Distinguishing Fact from Opinion<br>Analytic and Interpretive Essays | Subject Complements         | Academic Vocabulary<br>Selection Vocabulary |                                     | Cover Letter and Résumé                    | Critique  | <b>CONVENTIONS:</b> Subject Complements, 350–351, 353, 354<br><br><b>RESEARCH:</b> Business Letter, 262–263; Résumé, 23<br><br><b>WRITING:</b> Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221   |
|                        | COMPARING TEXTS            | A Toast to the Oldest Inhabitant:<br>The Weather of New England<br>Mark Twain<br>The Dog That Bit People<br>James Thurber             | 2 days                              | RL7, RI4, RI6, RI7, W2, W2a, W10, L5b              | pp 62, 117, 137, 150, 190, 263, 330                | Humorous Writing   |                             |   |                                     | Timed Writing: Explanatory Essay           | <b>WRITING:</b> Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221   |  |
|                        | WORKSHOPS                  | Language Study  | 1 day                               | L4c  | p 322  |  |                             | Word Origins: Etymology                     |                                     |  |   | <b>LANGUAGE STUDY:</b> For related material see Writing in the Content Areas, R2–R5  |
| Speaking and Listening |                            | 1 day   | W1, SL3, SL4, SL6                   | pp 179, 286, 293, 302                              |  |  |                             | Delivering a Persuasive Speech              |                                     |  | <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30   |  |
| Writing Process        |                            | 3 days  | W1, W1a–e, W5, W6, W7, L1a, L2c, L3 | pp 179, 220, 227, 234, 310, 314, 320               |  | Creating Parallelism<br>Active and Passive Voice                     | Finding Your Voice          |   | Focus on Research: Persuasive Essay | Persuasive Essay                           | <b>CONVENTIONS:</b> Parallelism, 282, 415–417, 420, 422; Active and Passive Voice, 188–189, 460, 462, 463–464<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece (argumentative) |  |

|                            |  |          |   |   |                    |   |  |                        |  |   |   | essay), 172–191 |
|----------------------------|--|----------|---|---|--------------------|---|--|------------------------|--|---|---|-----------------|
| PART 3<br>TEXT SET: VISION | <b>Anchor: How to React to Familiar Faces</b><br>Umberto Eco                 | 5 days   | RI1, RI2, RI3, RI4, RI5, RI6, W1a, W1c, W4, W5, W6, W7, W8, SL1, SL4, SL5, L1a, L3, L3a, L4, L5, L6 | pp 84, 97, 110, 117, 130, 137, 179, 213, 220, 227, 234, 241, 274, 293, 300, 310, 320, 322, 330, 334 | Cultural Context   | Parallelism<br>Active and Passive Voice | Diction and Style<br>Academic Vocabulary<br>Selection Vocabulary | Debate                 | Investigate the Topic: Mass Media and “Seeing”           | Argument: Persuasive Essay                      | <b>CONVENTIONS:</b> Parallelism, 282, 415–417, 420, 422; Active and Passive Voice, 188–189, 460–464<br><b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266<br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191 |                 |
|                            | <b>from Magdalena Looking</b><br>Susan Vreeland                              | 2–3 days | RL1, RL2, RL3, RL4, RL7, W2, W4, W7, W9, SL1, SL4, L6   | pp 2, 15, 28, 35, 62, 190, 213, 234, 255, 274, 293, 334   | Theme              |   | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic: The Artist’s Eye                  | Informative Text: Comparison-and-Contrast Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 152–164                            |                 |
|                            | <b>from The Statue That Didn’t Look Right from Blink</b><br>Malcolm Gladwell | 2–3 days | RI1, RI2, RI4, RI5, W3, W4, W7, W9, SL1, SL4, L4, L6  | pp 84, 97, 117, 130, 202, 213, 234, 255, 274, 293, 322, 334   | Supporting Details |   | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion       | Investigate the Topic: The Validity of Intuition         | Narrative: Autobiographical Narrative           | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><b>WRITING:</b> Featured Assignment: Autobiographical Narrative, 66–84   |                 |
|                            | <b>from The Shape of the World from Life by the Numbers</b><br>Keith Devlin  | 2–3 days | RI1, RI2, RI4, RI5, RI6, W2, W4, W7, W9b, SL1, L4, L6   | pp 84, 97, 117, 130, 137, 190, 213, 234, 255, 274, 322, 334   | Description        |   | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic: Satellite Imaging                 | Informative Text: Essay                         | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Informational Research Report, 224–248<br><b>WRITING:</b> Research Writing, 222–255   |                 |
|                            | <b>Seeing Things from How the Brain Works</b><br>John McCrone                | 2–3 days | RI1, RI2, RI3, RI4, RI6, W2, W3, W4, W7, W9, SL1, L4, L5, L6  | pp 84, 97, 110, 117, 137, 190, 202, 213, 237, 255, 274, 322, 330, 334                               | Diction            |   | Academic Vocabulary<br>Selection Vocabulary                      | Small Group Discussion | Investigate the Topic: Vision and Meaning                | Narrative: Autobiographical Narrative           | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Informational Research Report, 224–248<br><b>WRITING:</b> Featured Assignment: Autobiographical Narrative, 66–84  |                 |
|                            | <b>How to Look at Nothing from How to Use Your Eyes</b><br>James Elkins      | 2–3 days | RI1, RI2, RI4, RI5, RI6, W1, W4, W5, W7, SL1, SL4, L4, L5, L6                                       | pp 84, 97, 117, 130, 137, 179, 213, 220, 234, 274, 293, 322, 330, 334                               | Similes            |   | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion       | Investigate the Topic: Entopic Lights and Cave Paintings | Argument: Position Paper                        | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191                     |                 |
|                            | <b>Car Reflections, 1970</b><br>Richard Estes                                | 1 day    | W2, W7  | pp 190, 234   |                    |   | Academic Vocabulary<br>Selection Vocabulary                      |                        | Investigate the Topic: Photorealism                      |   | <b>RESEARCH:</b> Make a Research Plan, 232–233; Use Graphics and Illustrations, 241   |                 |

|                 |   | 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  | <b>I Am Offering This Poem</b><br>Jimmy Santiago Baca<br><b>The Poetic Interpretation of the Twist</b><br>Cornelius Eady<br><b>The Empty Dance Shoes</b><br>Cornelius Eady | 4 days                          | RL1, RL2, RL4, RL5, W1, W7, W9, SL1, SL1b, L3, L5, L6 | pp 2, 15, 35, 48, 179, 234, 255, 274, 320, 330, 334  | Close Reading: Poetry                     |   |   | Small-Group Discussion              | Analysis: Musical Influences   | Writing Model: Explanatory Essay<br>Writing: Argumentative Essay  | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Informational Research Report, 224–248<br><b>WRITING:</b> Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221; Persuasive Writing, 170–195                    |
| PART 2          | ARTFUL WORDS  | <b>Poetry Collection 1</b><br>Nye • Bishop • Lorca • Pushkin   | 4–16 days                       | RL1, RL4, RL9, W4, W5, W9a, SL6, L1b, L2, L4, L5      | pp 2, 35, 69, 213, 220, 255, 302, 310, 314, 322, 330 | Read Fluently<br>The Speaker in Poetry    | Commas and Dashes                                       | Academic Vocabulary<br>Selection Vocabulary | Oral Interpretation                 |  | Lyric Poem  | <b>CONVENTIONS:</b> Commas, 571–587; Dashes, 625<br><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30<br><b>WRITING:</b> Poetry and Description, 120–121; Featured Assignment, 122–138; Sell It With Poetry, 139; Writing for Assessment (poetry), 142–143            |
|                 |   | <b>Poetry Collection 2</b><br>Shakespeare • Thomas • Johnson • Jakuren • Komachi   |                                 | RL1, RL5, W4, SL1, L1, L1b, L6                        | pp 2, 48, 213, 274, 310, 334                         | Read Fluently<br>Poetic Forms             | Prepositional Phrases                                   | Academic Vocabulary<br>Selection Vocabulary | Poetry Reading Discussion           |  | Tanka   | <b>CONVENTIONS:</b> Prepositional Phrases, 356–359<br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>WRITING:</b> Featured Assignment, 122–138; Sell It With Poetry, 139; Writing for Assessment (poetry), 142–143   |
|                 |   | <b>Poetry Collection 3</b><br>Ravikovitch • Dickinson • Komunyakaa • Merriam   |                                 | RL1, RL2, RL4, W1, W6, W9, L1b, L4c, L5a, L6          | pp 2, 15, 35, 179, 227, 255, 310, 322, 330, 334      | Paraphrase<br>Figurative Language         | Infinitives and Infinitive Phrases                      | Academic Vocabulary<br>Selection Vocabulary |                                     | Literary History Report  | Critical Essay  | <b>CONVENTIONS:</b> Infinitives and Infinitive Phrases, 136, 137, 356, 370–374, 384, 405, 413, 414, 416, 449<br><b>RESEARCH:</b> Informational Research Report, 224–248<br><b>WRITING:</b> Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216                          |
|                 |   | <b>Poetry Collection 4</b><br>Sandburg • Browning • Hughes • Toomer  |                                 | RL2, RL4, W2, W4, W6, W7, L1, L1b, L6                 | pp 15, 35, 190, 213, 227, 234, 310, 334              | Paraphrase<br>Sound Devices               | Participles and Gerunds; Participial and Gerund Phrases | Academic Vocabulary<br>Selection Vocabulary |                                     | Visual Arts Presentation   | Critical Essay  | <b>CONVENTIONS:</b> Gerunds and Participles, 318, 364, 372–373; Participial and Gerund Phrases, 365–366, 369<br><b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266<br><b>WRITING:</b> Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216 |
| COMPARING TEXTS | <b>Hold Fast Your Dreams—and Trust Your Mistakes</b> Billy Joel<br><b>All Bei Dao</b><br><b>Also All Shu Ting</b> | 2 days   | RL2, RL4, W2, W2a, W2b, W10     | pp 15, 35, 190, 263                                   | Theme  |   |   |   |                                     | Timed Writing: Explanatory Essay                                       | <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 152–164; Response to Literature, 196–197, 198–199, 202–203, 204–216           |   |
| WORKSHOPS       | <b>Language Study</b>   | 1 day  | L4, L4a, L4c, L4d               | p 322   |  |   | Words With Multiple Meanings                            |   |                                     |  | <b>LANGUAGE STUDY:</b> Dictionary, 67, 93, 121, 147, 173, 199, 225, 257   |   |
|                 | <b>Speaking and Listening</b>   | 1 day  | SL3                             | p 274   |  |   |   | Analyzing Media Messages                    |                                     | <b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31 |   |   |
|                 | <b>Writing Process</b>  | 3 days   | W2, W2a, W2c–f, W5, W7, L1, L1b | pp 190, 220, 234, 310                                 |  | Using Verbal Phrases<br>Commas and Dashes |   |   | Focus on Research: Explanatory Text | Exposition: Cause-and-Effect Essay                                     | <b>CONVENTIONS:</b> Verbal Phrases, 364–366, 367, 368–371; Commas, 571–588; Dashes, 625–626<br><b>RESEARCH:</b> Make a Research Plan, 232–233 |   |

|  |  |          |  |  |                               |                                      |  |                        |  |                                    |  | <b>WRITING:</b> Cause-and-Effect Essays, 15, 147; Cause-and-Effect Chart, R2 |
|--|--|----------|--|--|-------------------------------|--------------------------------------|--|------------------------|--|------------------------------------|--|--|
| PART 3<br>TEXT SET: LOST CIVILIZATIONS | <b>Anchor: A Tree Telling of Orpheus</b><br>Denise Levertov                    | 5 days   | RL1, RL2, RL4, RL5, RL9, W3a-e, W4, W5, W6, W7, W8, W9a, SL1, SL2, SL4, SL5, L1b, L2, L3, L3a, L4, L4d, L5, L6 | pp 2, 15, 35, 48, 69, 202, 213, 220, 227, 234, 241, 255, 274, 282, 293, 300, 314, 320, 322, 330, 334 | Personification               | Prepositional Phrases<br>Comma Usage | Diction and Style<br>Academic Vocabulary<br>Selection Vocabulary | Small Group Discussion | Investigate the Topic: Myths and Ancient Civilizations | Narrative Text: Retelling          | <b>CONVENTIONS:</b> Prepositional Phrases, 356-359; Commas, 571-588<br><br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266<br><br><b>WRITING:</b> Featured Assignment: Short Story, 92-113 |  |
|  | <b>By the Waters of Babylon</b><br>Stephen Vincent Benét                       | 2-3 days | RL1, RL2, RL3, RL4, RL5, RL9, W1, W1b-e, W4, W7, W9a, SL1, SL4, L4, L6   | pp 2, 15, 28, 35, 48, 69, 179, 213, 234, 255, 274, 282, 322, 334                                     | Dramatic Irony                |                                      | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic: The Babylonian Captivity        | Argumentative Essay                | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232-233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172-191  |  |
|  | <b>There Will Come Soft Rains</b><br>Ray Bradbury                              | 2-3 days | RL1, RL2, RL4, RL5, W2, W7, W9, SL1, L4b, L5, L6   | pp 2, 15, 35, 48, 190, 234, 255, 274, 322, 330, 334  | Intertextuality               |                                      | Academic Vocabulary<br>Selection Vocabulary                      | Group Discussion       | Investigate the Topic: The Atomic Age                  | Informative Text: Analytical Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232-233; Document Your Sources, 236; Provide and Document Evidence, 240<br><br><b>WRITING:</b> Featured Assignment: Interpretative Response, 198-199, 202-203, 204-216               |  |
|  | <b>from The Way to Rainy Mountain</b><br>N. Scott Momaday                      | 2-3 days | RI1, RI2, RI4, RI5, W3, W3d, W4, W7, SL1, SL4, SL5, L4, L5a-b, L6  | pp 84, 97, 117, 130, 202, 213, 234, 274, 293, 300, 322, 330, 334                                     | Memoir and Historical Writing |                                      | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic: Language and Culture            | Narrative: Memoir                  | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232-233; Use Graphics and Illustrations, 241<br><br><b>WRITING:</b> Featured Assignment: Short Story, 92-113; Writing for Assessment: Short Story, 116-117                           |  |
|  | <b>Understanding Stonehenge: Two Explanations</b><br>Rossella Lorenzi          | 2-3 days | RI1, RI2, RI3, RI4, RI5, RI6, W3, W3a, W3c, W4, W6, W7, SL1, SL3, L4a, L6                                      | pp 84, 97, 110, 117, 130, 137, 202, 213, 227, 234, 274, 286, 322, 334                                | Expert Opinion                |                                      | Academic Vocabulary<br>Selection Vocabulary                      | Debate                 | Investigate the Topic: Stonehenge and Astronomy        | Narrative: Short Story             | <b>RESEARCH:</b> Informational Research Report, 224-248<br><br><b>WRITING:</b> Featured Assignment: Short Story, 92-113; Writing for Assessment: Short Story, 116-117  |  |
|  | <b>from Collapse: How Societies Choose to Fail or Succeed</b><br>Jared Diamond | 2-3 days | RI1, RI2, RI3, RI4, RI5, W1, W4, W7, W9b, SL1, L3, L4, L4c-d, L6   | pp 84, 97, 110, 117, 130, 179, 213, 234, 255, 274, 320, 322, 334                                     | Technical Language            |                                      | Academic Vocabulary<br>Selection Vocabulary                      | Small Group Discussion | Investigate the Topic: Palynology                      | Argument: Persuasive Essay         | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232-233<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172-191  |  |
|  | <b>Aquae Sulis, Roman Baths, 1762</b>  | 1 day    | W2, W7   | pp 190, 234  |                               |                                      | Academic Vocabulary<br>Selection Vocabulary                      |                        | Investigate the Topic: Reading the Past                | Informative Essay                  | <b>WRITING:</b> Research Writing, 222-255  |  |

|        |                                    | 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         | <b>from A Doll House</b><br>Henrik Ibsen<br><b>from An Enemy of the People</b><br>Henrik Ibsen | 4 days | RL1, RL2, RL3, RL5, RL6, W1, W7, W9, SL1, L6   | pp 2, 15, 28, 48, 55, 179, 234, 255, 274, 334   | Close Reading: Drama                                     |   |  | Small-Group Discussion              | Description: Spas in 1880s Europe                  | Writing Model: Argument<br>Writing: Argumentative Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Informational Research Report, 224–248<br><br><b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece (argumentative essay), 172–191   |
|        |                                    | <b>The Tragedy of Julius Caesar, Act I</b><br>William Shakespeare                              | 4 days | RL1, RL3, RL5, RL10  | pp 2, 28, 48, 76  | Use Text Aids<br>Shakespeare's Tragedies                 |   | Academic Vocabulary<br>Selection Vocabulary                      |                                     |  |   | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29   |
| PART 2 | TRAGEDY AND SPECTACLE              | <b>The Tragedy of Julius Caesar, Act II</b><br>William Shakespeare                             | 4 days | RL1, RL2, RL5  | pp 2, 15, 48  | Paraphrase<br>Blank Verse                                |   | Academic Vocabulary<br>Selection Vocabulary                      |                                     |  |   | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29   |
|        |                                    | <b>The Tragedy of Julius Caesar, Act III</b><br>William Shakespeare                            | 4 days | RL1, RL3, RL4  | pp 2, 28, 35  | Imagery<br>Dramatic Speeches                             |   | Academic Vocabulary<br>Selection Vocabulary                      |                                     |  |   | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29   |
|        |                                    | <b>The Tragedy of Julius Caesar, Act IV</b><br>William Shakespeare                             | 4 days | RL1, RL5   | pp 2, 48  | Read Between the Lines<br>External and Internal Conflict |   | Academic Vocabulary<br>Selection Vocabulary                      |                                     |  |   | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29   |
|        |                                    | <b>The Tragedy of Julius Caesar, Act V</b><br>William Shakespeare                              | 4 days | RL1, RL3, RL7, W1, W1a, W1b, W1e, W4, W6, W7, SL1c, SL1d, SL4, L1, L1b                         | pp 2, 28, 62, 179, 213, 227, 234, 274, 310  | Compare and Contrast<br>Characters<br>Tragic Heroes      | Absolute Adjectives and<br>Absolute Phrases       | Academic Vocabulary<br>Selection Vocabulary                      | Dramatic Reading<br>Group Screening | Women's History Report<br>Multimedia Presentation  | Editorial<br>Obituary<br>Essay                          | <b>CONVENTIONS:</b> Absolute Modifiers, 519, 520<br><br><b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266<br><br><b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece (argumentative essay), 172–191; Letters to the editor, 192–193; Writing for Assessment, 194–195  |
|        |                                    | <b>from A Raisin in the Sun</b><br>Lorraine Hansberry  | 2 days | RL3, W2  | pp 28, 190  | Character's Motivation                                   |   |  |                                     |  |   | Timed Writing: Explanatory Essay  |
| PART 2 | WORKSHOPS                          | <b>Language Study</b>  | 1 day  | L4c, L5b   | pp 322, 330   |  |   | Connotation and Denotation                                       |                                     |  |   | <b>LANGUAGE STUDY:</b> Dictionary, 67, 93, 121, 147, 173, 199, 225, 257   |
|        |                                    | <b>Speaking and Listening</b>  | 1 day  | RI7, SL3, SL4  | pp 150, 286, 293  |  |   |  | Comparing Media Coverage            |  |   | <b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31  |
|        |                                    | <b>Writing Process</b>   | 3 days | W3, W3a–e, W5, L1b, L2   | pp 202, 220, 310, 314   |  | Using Adverb Clauses<br>Absolute Phrases          | Finding an Effective Idea  |                                     | Focus on Research:<br>Narrative Text               | Autobiographical Narrative                              | <b>CONVENTIONS:</b> Adverbial Clauses, 274, 384–385, 387, 389–390, 391, 409, 413, 414, 576; Absolute Modifiers, 519, 520<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84   |
| PART 3 | TEXT SET: CONSCIENTIOUS OBJECTIONS | <b>Anchor: Antigone, Part 1 and Part 2</b><br>Sophocles  | 8 days | RL1, RL2, RL3, RL4, RL5, RL6, W2a–b, W4, W5, W7, W8, W9a, SL1, SL4, L1a–b, L2, L3, L3a, L4, L6 | pp 2, 15, 28, 35, 48, 55, 190, 213, 220, 234, 241, 255, 274, 293, 310, 314, 320, 322, 334 | Protagonist and Antagonist<br>Tragic Flaw                | Absolute Phrases<br>Adverb Clauses<br>Parallelism | Diction and Style<br>Academic Vocabulary<br>Selection Vocabulary | Small Group Discussion              | Investigate the Topic:<br>Ethics in Ancient Greece | Informative Text: Compare-and-Contrast Essay            | <b>CONVENTIONS:</b> Adverbial Clauses, 274, 384–385, 387, 389–391, 391, 409, 413, 414, 576; Absolute Modifiers, 519, 520; Parallelism, 282, 415–417, 420<br><br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Document Your Sources, 236; Provide and Document Evidence, 240 |



|   |          |  |   |                       |  |   |                        |  |                                    |  |  |
|---|----------|--|---|-----------------------|--|---|------------------------|--|------------------------------------|--|--|
|   |          |  |   |                       |  |   |                        |  |                                    |  | <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 152–164; Response to Literature, 196–216 |
| <b>Conscientious Objector</b><br>Edna St. Vincent Millay                              | 2–3 days | RL1, RL2, RL4, W2, W3, W4, W7, SL1, L4, L5a, L6                | pp 2, 15, 117, 190, 202, 213, 234, 274, 322, 330, 334       | The Speaker in Poetry |  | Academic Vocabulary<br>Selection Vocabulary | Partner Discussion     | Investigate the Topic:<br>Conscientious Objection in U.S. History  | Narrative: Reflective Essay        | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Informational Research Report, 224–248<br><br><b>WRITING:</b> Reflective Essays, 10, 67; also see: Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84 |  |
| <b>from Nobel Lecture</b><br>Alexander Solzhenitsyn                                   | 2–3 days | RI1 RI2, RI4, RI5, RI6, W2, W2d, W4, W6, W7, SL1, L4b, L6      | pp 84, 97, 117, 130, 137, 190, 213, 227, 234, 274, 334      | Rhetorical Devices    |  | Academic Vocabulary<br>Selection Vocabulary | Panel Discussion       | Investigate the Topic:<br>International PEN                        | Informative Text: Reflective Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Blogs, 7, 9, 20, 24, 67, 199, R7, R8<br><br><b>WRITING:</b> Reflective Essays, 10, 67; also see: Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84   |  |
| <b>The Censors</b><br>Luisa Valenzuela  | 2–3 days | RL1, RL2, RL4, RL6, W1, W4, W7, W9, SL1, L4, L6                | pp 2, 15, 35, 55, 179, 213, 234, 255, 274, 322, 334         | Tone                  |  | Academic Vocabulary<br>Selection Vocabulary | Small Group Discussion | Investigate the Topic:<br>Dystopias and Utopias                    | Argument: Position Paper           | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Summarize, 15, 234, 235, 246, 261, 265<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191   |  |
| <b>Culture of Shock</b><br>Stephen Reicher; S. Alexander Haslam                       | 2–3 days | RI1, RI2, RI4, RI5, W2, W4, W7, W9, SL1, SL1a, SL3, L3, L4, L6 | pp 84, 97, 117, 130, 190, 213, 234, 255, 274, 286, 322, 334 | Expository Structure  |  | Academic Vocabulary<br>Selection Vocabulary | Panel Discussion       | Investigate the Topic: The Ethics of Research                      | Informative Text: Editorial        | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Outlines, 568, R11, R26<br><br><b>WRITING:</b> Letters to the Editor, 192–193; Persuasive Writing, 170–195  |  |
| <b>from Army Regulation 600–43: Conscientious Objection</b><br>Department of the Army | 2–3 days | RI1, RI2, RI4, RI5, W2c, W2f, W4, W7, SL1, SL4, L4, L6         | pp 84, 97, 117, 130, 190, 213, 234, 274, 293, 322, 334      | Technical Terms       |  | Academic Vocabulary<br>Selection Vocabulary | Group Discussion       | Investigate the Topic:<br>Conscientious Objection Around the World | Informative Text: Definition Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Writing for Assessment: Procedure for a Task (includes definition of terms), 268–269      |  |
| <b>Tiananmen Square “Tank Man,” Beijing, China, 1989</b><br>Jeff Widener              | 1 day    | W1, W7   | pp 179, 234   |                       |  | Academic Vocabulary<br>Selection Vocabulary |                        | Investigate the Topic: The Goddess of Liberty                      | Argumentative Essay                | <b>RESEARCH:</b> Make a Research Plan, 232–233; Use Graphics and Illustrations, 241<br><br><b>WRITING:</b> Feature Assignment: Op-Ed Piece (argumentative essay), 172–191  |  |

|  |                                     | 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          | <b>from Things Fall Apart</b><br>Chinua Achebe<br><b>Games at Twilight</b><br>Anita Desai | 4 days    | RL1, RL2, RL3, RL4, RL5, RL6, W7, W9a, SL1, SL1c, SL1d, L6 | pp 2, 15, 28, 35, 48, 55, 179, 234, 255, 274, 334 | Close Reading: World Literature             |   |   | Small-Group Discussion               | Explanation: Climate in South Asia   | Writing Model: Informative Text<br>Writing: Argumentative Essay | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><b>RESEARCH:</b> Informational Research Report, 224–248<br><b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece (argumentative essay), 172–191; Writing for Assessment, 194–195 |
|  |                                     | <b>Prometheus and the First People</b><br>Olivia E. Coolidge                              | 4–16 days | RL1, RL6, RL7, W3, W3a, W3b, SL6, L1b                      | pp 2, 55, 62, 202, 302, 310                       | Cultural Context<br>Myths                   | Independent and Dependent Clauses       | Academic Vocabulary<br>Selection Vocabulary                           | Retelling                            |  | Myth  | <b>CONVENTIONS:</b> Independent and Subordinate Clauses, 375<br><b>WRITING:</b> Myths and Legends, 12, 93; Fiction Narration, 90–91; Featured Assignment: Short Story, 92–113  |
| <b>from Sundiata: An Epic of Old Mali</b><br>D. T. Niane | RL1, RL6, W2, W2b, W6, SL1, L1b, L3 | pp 2, 55, 190, 227, 274, 310, 320   |           | Cultural Context<br>Epic and Epic Hero                     | Sentence Types                                    | Academic Vocabulary<br>Selection Vocabulary | Dialogue                                |   | News Story                           | <b>CONVENTIONS:</b> The Four Structures of Sentences, 392–396; Effective Sentences, 397–406<br><b>SPEAKING &amp; LISTENING:</b> Script for an Interview, 250–253<br><b>WRITING:</b> Newspaper Articles, 17, 147; Fiction Narration, 90–91; Featured Assignment: Short Story, 92–113                                  |   |  |
| <b>Damon and Pythias</b><br>William F. Russell           | RL1, RL6, RL7, W2, W2b, L1          | pp 2, 55, 62, 190, 310  |           | Analyze Worldviews<br>Legends and Legendary Heroes         | Fixing Common Usage Problems                      | Academic Vocabulary<br>Selection Vocabulary |   | "Influences" Chart  | Script                               | <b>CONVENTIONS:</b> Miscellaneous Problems in Usage, 521–543<br><b>RESEARCH:</b> Make a Research Plan, 232–233; Use Graphics and Illustrations, 241<br><b>WRITING:</b> Writing for Media: Radio Play Scripts, 86–87, 114–115; Writing for Media: Create a Script, 218–219; Create a Script for an Interview, 250–253 |   |  |
| <b>from Don Quixote</b><br>Miguel de Cervantes           | RL1, RL6, W3b, W7, L2, L2a, L2b     | pp 2, 55, 202, 234, 314   |           | Compare Worldviews<br>Parody                               | Semicolons, Colons, and Ellipsis Points           | Academic Vocabulary<br>Selection Vocabulary |   | Biographical Brochure   | Parody                               | <b>CONVENTIONS:</b> Semicolons and Colons, 589–594; Using the Ellipsis, 624<br><b>RESEARCH:</b> Make a Research Plan, 232–233; Provide and Document Evidence, 240<br><b>WRITING:</b> Featured Assignment: Short Story, 92–113  |   |  |
| PART 2   | COMPARING TEXTS                     | <b>Cupid and Psyche</b><br>Lucius Apuleius<br><b>Ashputtle</b><br>Jakob and Wilhelm Grimm | 2 days    | RL2, RL5, W2, W2c, W10                                     | pp 15, 48, 190, 263                               | Archetypal Narrative Patterns               |   |   |                                      |  | Timed Writing: Explanatory Essay                                | <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 152–164; Response to Literature, 196–197, 198–199, 202–203, 204–216  |
|  |                                     | <b>Language Study</b>   | 1 day     | L4d, L5  | p 330, 334  |   |   | Idioms, Jargon, and Technical Terms                                   |                                      |  |   | <b>LANGUAGE STUDY:</b> For related material see: Writing in the Content Areas, R2–R5   |
|  | WORKSHOPS                           | <b>Speaking and Listening</b>   | 1 day     | SL2, SL5   | pp 282, 300                                       |   |   |   | Delivering a Multimedia Presentation |  |   | <b>SPEAKING &amp; LISTENING:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266   |
|  |                                     | <b>Writing Process</b>  | 3 days    | W2a, W2b, W2c, W2d, W2f, W5, L1, L3                        | pp 190, 220, 310, 320                             |   | Semicolons, Colons, and Ellipsis Points | Choosing Strong, Effective Words<br>Revising to Vary Sentence Pattern |                                      | Focus on Research: Informative Text  | Comparison-and-Contrast Essay                                   | <b>CONVENTIONS:</b> Semicolons and Colons, 589–594; Using the Ellipsis, 624<br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 152–164   |
|  |                                     |   |           |  |   |   |   |   |                                      |  |   |  |

|        |                                |  |          |   |   |             |   |  |                        |   |   |   |
|--------|--------------------------------|--|----------|---|---|-------------|---|--|------------------------|---|---|---|
| PART 3 | TEXT SET: THE ARTHURIAN LEGEND | <b>Anchor: Arthur Becomes King of Britain from The Once and Future King</b><br>T. H. White                         | 5 days   | RL1, RL3, RL4, RL6, W2a–b, W2d, W2f, W4, W5, W8, W9, SL1a, SL3, L1b, L2, L2b, L3a, L4, L5, L6 | pp 2, 28, 35, 55, 190, 213, 220, 241, 255, 274, 286, 310, 314, 320, 322, 330, 334 | Dialogue    | Direct Quotations<br>Independent and<br>Dependent Clauses | Diction and Style<br>Academic Vocabulary<br>Selection Vocabulary | Panel Discussion       | Investigate the Topic:<br>Knighthood in Medieval<br>Tradition     | Explanatory Text: Literary<br>Criticism | <b>CONVENTIONS:</b> Direct Quotation, 234–235, 240, 251, 265, 278<br><br><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221 |
|        |                                | <b>Morte d'Arthur</b><br>Alfred, Lord Tennyson   | 2–3 days | RL1, RL2, RL3, RL4, RL5, RL6, RL7, W2, W4, W7, W9a, SL1, SL4, L4, L6                          | pp 2, 15, 28, 35, 48, 55, 62, 190, 213, 234, 255, 274, 293, 322, 334              | Frame Story |   | Academic Vocabulary<br>Selection Vocabulary                      | Debate                 | Investigate the Topic:<br>Versions of Arthur                      | Informative Text: Analytical<br>Essay   | <b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221   |
|        |                                | <b>from A Connecticut Yankee in King Arthur's Court</b><br>Mark Twain  | 2–3 days | RL1, RL2, RL3, RL4, W3, W4, W6, W7, SL1, SL2, L4, L6  | pp 2, 15, 28, 35, 202, 213, 227, 234, 274, 282, 322, 334                          | Parody      |   | Academic Vocabulary<br>Selection Vocabulary                      | Small Group Discussion | Investigate the Topic:<br>Medieval Astronomy                      | Narrative: Fictional Narrative          | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 141, 191, 232, 249, 264, 266<br><br><b>WRITING:</b> Featured Assignment: Short Story, 92–113; Writing for Assessment: Short Story, 116–117   |
|        |                                | <b>from Youth and Chivalry from A Distant Mirror: The Calamitous 14<sup>th</sup> Century</b><br>Barbara W. Tuchman | 2–3 days | RI1, RI2, RI6, RI8, W1a–b, W1e, W4, W7, W8, W9, SL1, SL4, L4, L6                              | pp 84, 97, 137, 157, 179, 213, 234, 241, 255, 274, 293, 322, 334                  | Exposition  |   | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic: King<br>Arthur and the Code of<br>Chivalry | Argument: Persuasive Essay              | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30<br><br><b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece (argumentative essay), 172–191; Writing for Assessment, 194–195   |
|        |                                | <b>from The Birth of Britain</b><br>Winston S. Churchill   | 2–3 days | RI1, RI2, RI3, RI4, RI5, RI6, RI8, W1, W1a, W4, W9b, SL1a, L4d, L5, L6                        | pp 84, 97, 110, 117, 130, 137, 157, 179, 213, 255, 274, 282, 322, 330, 334        | Connotation |   | Academic Vocabulary<br>Selection Vocabulary                      | Panel Discussion       | Investigate the Topic:<br>Arthur as the Last Roman                | Argument: Response to<br>Literature     | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Informational Research Report, 224–248<br><br><b>WRITING:</b> Response to Literature, 196–197; Featured Assignment: Interpretative Response, 198–199, 202–203, 204–216; Writing for Assessment, 220–221   |
|        |                                | <b>from A Pilgrim's Search for Relics of the Once and Future King</b><br>Caroline Alexander                        | 2–3 days | RI1, RI2, RI3, RI4, RI5, W3, W3d, W4, W7, W9, SL1, L4, L5, L6                                 | pp 84, 97, 110, 117, 130, 202, 213, 234, 255, 274, 322, 330, 334                  | Tone        |   | Academic Vocabulary<br>Selection Vocabulary                      | Partner Discussion     | Investigate the Topic:<br>Visiting "Camelot"                      | Narrative: Reflective Essay             | <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29<br><br><b>RESEARCH:</b> Make a Research Plan, 232–233<br><br><b>WRITING:</b> Reflective Essays, 10, 67; Nonfiction Narration, 64–65; Featured Assignment: Autobiographical Narrative, 66–84   |
|        |                                | <b>from The New Yorker</b>   | 1 day    | RL7, RI7, W3, SL1   | pp 62, 150, 202, 274  |             |   | Academic Vocabulary<br>Selection Vocabulary                      |                        |   | Narrative: Short Story                  | <b>WRITING:</b> Featured Assignment: Short Story, 92–113; Writing for Assessment: Short Story, 116–117  |