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.

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.

PEARSON LITERATURE UNITS AT A GLANCE

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|  | Features | CC Standards Covered | PH Writing Coach Alignment |
| **Building Academic Vocabulary** | • 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** | • Model Objective Summary | Literature 2 | Summaries, 15, 227, 234, 238, 246 |
| **Comprehending Complex Texts** | • 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** | • 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** | • 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 |

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| 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  Richard Brautigan  Careers in Robotics  NASA Robotic Education Project  Team Builds “Sociable” Robot  Elizabeth A. Thompson | | 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**  *Franklin Delano Roosevelt*  **The Golden Kite, the Silver Wind**  *Ray Bradbury*  ***from* A Lincoln Preface**  *Carl Sandburg* | | 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**  *Richard Wilbur*  ***from* I Stand Here Ironing**  *Tillie Olsen*  **Carry Your Own Skis**  *Lian Dolan* | | 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**  *Edwin Muir*  **A Celebration of Grandfathers**  *Rudolfo Anaya*  **Desiderata**  *Elizabeth McCracken* | | 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**  *Chief Dan George*  **The Man to Send Rain Clouds**  *Leslie Marmon Silko*  **There Is No Word for Goodbye**  *Mary Tall Mountain* | | Assessment: Skills  **Selected Response**  **Constructed Response**  Assessment: Synthesis  **Speaking and Listening:** Group Discussion  **Writing:** Narrative  **Writing to Sources:** Argument | |

Introductory Unit

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|  |  | 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 |
| 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 |
| workshops | **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 |
| **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 |

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|  |  | 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 |

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|  |  | 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 |
| PART 2 | THE RIGHT WORDS | 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 |
| 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 |
| COMPARING TEXTS | 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 | **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, 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 |

PART 1

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|  |  | 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 |
| 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 | RI1, RI2, RI4, RI5, RI6, 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 | RI1, RI2, RI4, RI5, RI8, 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 | RI1, RI2, RI4, RI5, RI6, 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 |

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|  |  | 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 |
| PART 2 | PERILOUS JOURNEYS | **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; |
| **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 |
| COMPARING TEXTS | 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 | **WRITING:** Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199 |
| workshops | 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 |