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 StoryReading, Writing, Speaking, Research ModelsIndependent Practice | Using a Dictionary and Thesaurus | Evaluating a Speech | Argument: Response to Literature | Titles for Extended ReadingOnline Text SetAll Watched Over by Machines of Loving GraceRichard BrautiganCareers in RoboticsNASA Robotic Education ProjectTeam Builds “Sociable” RobotElizabeth A. Thompson | Assessment: Skills**Selected Response****Constructed Response**Assessment: Synthesis**Speaking and Listening:** Group Discussion Writing: NarrativeWriting to Sources: Argument |
| 2 | Focus on NonfictionReading, Writing, Speaking, Research ModelsIndependent Practice | Etymology: Word Origins and Modern Meanings | Delivering a Persuasive Speech | Explanatory Text: Cause-And-Effect Essay | Titles for Extended ReadingOnline 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 PoetryReading, Writing, Speaking, Research ModelsIndependent Practice | Words with Multiple Meanings | Oral Interpretation of Literature | Argument: Problem-and-Solution Essay | Titles for Extended ReadingOnline 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 DramaReading, Writing, Speaking, Research ModelsIndependent Practice | Connotation and Denotation | Multimedia Presentation of a Research Report | Explanatory Text: Comparison-and-Contrast Essay | Titles for Extended ReadingOnline 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 TraditionReading, Writing, Speaking, Research ModelsIndependent Practice | Idioms, Technical Terms, and Jargon | Comparing Media Coverage | Narration: Autobiographical Narrative | Titles for Extended ReadingOnline 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: ArgumentWriting: 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 | facingconflict | **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 InferencesConflict | Parts of Speech | Academic VocabularySelection 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 InferencesSituational Irony, Surprise Endings | Simple and Perfect Tenses | Academic VocabularySelection 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 EffectCharacterization | Subjects and Predicates | Academic VocabularySelection 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 PredictionsPlot | Active and Passive Voice | Academic VocabularySelection 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 TensesUsing 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 TensesTransitional Words | Diction and StyleAcademic VocabularySelection 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 VocabularySelection 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 VocabularySelection 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 VocabularySelection 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 VocabularySelection 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 VocabularySelection 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 VocabularySelection 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 HandBefore Hip-Hop Was Hip-HopRebecca 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 TextWriting: Informative Essay | **SPEAKING & LISTENING:** Participating in a Group Discussion, R29**RESEARCH:** Make a Research Plan, 232–233WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Letter to an Author, 202–203, 204–216 |
| PART 2 | CHANGING PERSPECTIVES | On SummerLorraine Hansberry | 4–16 days | RI1, RI2, RI3, RI4, W2, W2a, W2b, W2d, W2f, SL1, L1 | pp 84, 97, 110, 117, 190, 274, 310 | Main IdeaAuthor’s Style | Direct and Indirect Objects | Academic VocabularySelection 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 NewsNeil Postman | RI1, RI2, RI3, RI5, RI7, W2, W2b, SL4, L1 | pp 84, 97, 110, 130, 150, 190, 293, 310 | Main IdeaExpository Essay | Predicate Nominatives and Predicate Adjectives | Academic VocabularySelection 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 ChapterPete 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 PersuasionPersuasive Essay | Colons, Semicolons, Ellipsis Points | Academic VocabularySelection 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 PersuasionPersuasive Speech | Independent and Dependent Clauses | Academic VocabularySelection 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 SpringRachel 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 AgreementPunctuation MarksDependent 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 AddressFranklin 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 NominativesEllipsis Points | Diction and StyleAcademic VocabularySelection 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 FDRAllan 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 VocabularySelection 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 DepressionEric 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 VocabularySelection 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 BreadlinesMeridel 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 VocabularySelection 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, 1932H. W. Fechner | 1 day | RI7, W2, W4, SL1, SL2 | pp 150, 190, 213, 274, 282 |  |  | Academic VocabularySelection 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 | BarterSara TeasdaleUncoiling/A VoicePat 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: ArgumentWriting: 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 1Hughes • Hughes • de Sponde • Mistral • Dickinson | 4–16 days | RL4, W3d, SL4, L1, L1b, L5 | pp 35, 202, 293, 310, 330 | Read FluentlyFigurative Language | Prepositions and Prepositional Phrases | Academic VocabularySelection 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 2Poe • Swenson • Komunyakaa • Carroll | RL4, W1, W1b, SL1, SL5, L1, L1b, L5 | pp 35, 179, 274, 300, 310, 330 | Read FluentlySound Devices | Participles and Participial PhrasesGerunds and Gerund Phrases | Academic VocabularySelection 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 3Stafford • Thayer • Cisneros • Poe  | RL4, RL5, W4, SL1a, L1b, L3, L5a | pp 35, 48, 213, 274, 310, 320, 330 | ParaphraseNarrative Poetry | Appositives and Absolute Phrases | Academic VocabularySelection 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 4Frost • Eliot • Shakespeare • Dickinson | RL1, RL2, RL4, RL7, W4, SL1a, SL1c, SL1d, L1b | pp 2, 15, 35, 62, 213, 274, 310 | ParaphraseRhyme and Meter | Infinitives and Infinitive Phrases | Academic VocabularySelection 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 SingingWalt WhitmanThree Haiku Basho¯ and ChiyojoWomenAlice WalkerSonnet 30William 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 SentencesAppositive and Absolute PhrasesInfinitives | 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. KennedyGwendolyn BrooksAnchor: Instead of an ElegyG. 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 PhrasesUsing Line Breaks in Quotations from Poetry | Diction and StyleAcademic VocabularySelection 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 DiaryLady 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 VocabularySelection 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 HistoryJudith 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 VocabularySelection 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 CongressLyndon 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 VocabularySelection 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 VocabularySelection 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 MenagerieTennessee WilliamsThe Inspector-GeneralAnton 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 TextWriting: 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 IWilliam Shakespeare | 4 days | RL1, RL2, RL3, RL5 | pp 2, 15, 28, 48 | SummarizeDialogue and Stage Directions |  | Academic VocabularySelection Vocabulary |  |  |  | **SPEAKING & LISTENING:** Participating in a Group Discussion, R29 |
| The Tragedy of Romeo and Juliet, Act IIWilliam Shakespeare | 4 days | RL2, RL5, L6 | pp 15, 48, 334 | Read in SentencesBlank Verse |  | Academic VocabularySelection Vocabulary |  |  |  | **SPEAKING & LISTENING:** Participating in a Group Discussion, R29 |
| The Tragedy of Romeo and Juliet, Act IIIWilliam Shakespeare | 4 days | RL1, RL2, RL5 | pp 2, 15, 48 | ParaphraseDialogue and Dramatic Speeches |  | Academic VocabularySelection Vocabulary |  |  |  | **SPEAKING & LISTENING:** Participating in a Group Discussion, R29 |
| The Tragedy of Romeo and Juliet, Act IVWilliam Shakespeare | 4 days | RL1, RL2, RL5, L5a | pp 2, 15, 48, 330 | Break Down Long SentencesDramatic Irony |  | Academic VocabularySelection Vocabulary |  |  |  | **SPEAKING & LISTENING:** Participating in a Group Discussion, R29 |
| The Tragedy of Romeo and Juliet, Act VWilliam 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 EffectTragedy and Motive | Parallelism | Academic VocabularySelection Vocabulary | Staged PerformanceMock Trial | Annotated FlowchartFilm ReviewMultimedia Presentation | EditorialPersuasive LetterPersuasive 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 ThisbeOvid**from** A Midsummer Night’s DreamWilliam 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 PhrasesGetting 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 EarnestOscar 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 | ParallelismBlock Quotations | Diction and StyleAcademic VocabularySelection 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 NecklaceGuy 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 VocabularySelection 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 DirectionsMaya 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 VocabularySelection 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, 241WRITING: Persuasion Writing, 170–195 |
| **from** Fragile Self-WorthTim 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 VocabularySelection 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 MyselfRussell 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 VocabularySelection 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 VocabularySelection 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 CrockettCaron Lee CohenPecos Bill: The CycloneHarold 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: ArgumentWriting: 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 1Homer | 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 ContextEpic Hero | Simple and Compound Sentences | Academic VocabularySelection 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 2Homer | RL4, RL6, W4, SL1, SL3, L1, L1b | pp 35, 55, 213, 274, 286, 310 | Historical and Cultural ContextEpic Simile | Complex and Compound-Complex Sentences | Academic VocabularySelection 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 GestureEdna St. Vincent MillaySiren SongMargaret Atwood*Prologue and Epilogue* **from** The OdysseyDerek WalcottIthacaConstantine 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 ClausesTypes 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** Ramayanaretold 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 SentencesVaried Sentence StructurePrepositional Phrases | Diction and StyleAcademic VocabularySelection 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 |
| PerseusEdith 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 VocabularySelection 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 WashwomanIsaac 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 VocabularySelection 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 AdventureJoseph 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 VocabularySelection 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 HeroElie 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 VocabularySelection 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 TerrorNatalie 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 VocabularySelection 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 VocabularySelection Vocabulary |  | Investigate the Topic: Blood Banks |  | **RESEARCH:** Make a Research Plan, 232–233; Summaries, 15, 227, 234, 238, 246 |