

TEACHER'S EDITION

GRADE 10

COMMON CORE  
**Literature**

**SAVVAS**

UPPER SADDLE RIVER, NEW JERSEY • BOSTON, MASSACHUSETTS  
CHANDLER, ARIZONA • GLENVIEW, ILLINOIS



# Skills Navigator: Overview

The Skills Navigator 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.

The instructional model in *Savvas Common Core Literature* is data driven and provides flexibility based on your students' needs. Therefore, the pacing recommendations on the following pages can be adjusted to meet the needs of your classroom. For example, the recommended number of days for Part 1: Setting Expectations is four days. Depending on your students and their ability to closely read a text, you may choose to use Part 1 for only one day or for as many as five days.

Another example of flexible pacing is shown with Part 2: Guided Exploration. This Part provides scaffolded instruction focused on skills. Again, depending on your students' needs, you may choose to teach one selection over a period of four days or teach three selections over a course of twelve days. The Pacing Recommendations are provided as a guide, but you know your students best and should chart the appropriate pathway through the programs based on students' needs.

## 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	Standards Addressed
<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
<b>Writing an Objective Summary</b>	<ul style="list-style-type: none"> <li>• Model Objective Summary</li> </ul>	Literature 2; Informational Text 2
<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
<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
<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

## UNITS AT A GLANCE

The chart below provides an overview of the features and assessments for each unit. A more detailed listing of each unit's skills begins on the next page.

Unit	Close Reading Workshop	Language Study	Speaking and Listening	Writing Process	Independent Reading	Assessment
1	Focus on Short Story  Reading, Writing, Speaking, Research Models  Independent Practice	Using a Dictionary and Thesaurus	Delivering an Oral Interpretation of a Literary Work	Argument: Analytic Response to Literature	Titles for Extended Reading Online Text Set <b>from A Quilt of a Country</b> <i>Anna Quindlen</i> <b>from Desert Exile: The Uprooting of a Japanese-American Family</b> <i>Yoshiko Uchida</i> <b>Marian Anderson: Famous Concert Singer</b> <i>Langston Hughes</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Argument
2	Focus on Nonfiction  Reading, Writing, Speaking, Research Models  Independent Practice	Word Origins: Etymology	Delivering a Persuasive Speech	Argument: Persuasive Essay	Titles for Extended Reading Online Text Set <b>Tepeyac</b> <i>Sandra Cisneros</i> <b>A Visit to Grandmother</b> <i>William Melvin Kelley</i> <b>from Places Left Unfinished at the Time of Creation</b> <i>John Phillip Santos</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Argument
3	Focus on Poetry  Reading, Writing, Speaking, Research Models  Independent Practice	Words with Multiple Meanings	Analyzing Media Messages	Exposition: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set <b>The Marginal World</b> <i>Rachel Carson</i> <b>The Spider and The Wasp</b> <i>Alexander Petrunkevitch</i> <b>The Kraken</b> <i>Alfred, Lord Tennyson</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Explanatory Text
4	Focus on Drama  Reading, Writing, Speaking, Research Models  Independent Practice	Connotation and Denotation	Comparing Media Coverage	Narrative: Autobiographical Narrative	Titles for Extended Reading Online Text Set <b>from In Commemoration: One Million Volumes</b> <i>Rudolfo Anaya</i> <b>Artful Research</b> <i>Susan Vreeland</i> <b>from Fahrenheit 451</b> <i>Ray Bradbury</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Argument
5	Focus on World Literature  Reading, Writing, Speaking, Research Models  Independent Practice	Idioms, Jargon, and Technical Terms	Delivering a Multimedia Presentation	Exposition: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set <b>Making History with Vitamin C</b> <i>Penny Le Couteur; Jay Burreson</i> <b>The Masque of the Red Death</b> <i>Edgar Allan Poe</i> <b>Black Water Turns the Tide on Florida Coral</b> NASA	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Informative Text



# Skills Navigator: Unit 1

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus				
<b>PART 1</b>	<b>IBQ/CLOSE READING WORKSHOP</b>	<b>Early Autumn</b> Langston Hughes	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				
		<b>The Leap</b> Louise Erdrich								
<b>PART 2</b>	<b>CHARACTERS AND CONFLICT</b>	<b>The Monkey's Paw</b> 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 Plot and Plot Devices				
		<b>The Street of the Cañon</b> Josephina Niggli					RL1, RL4, W1, W4, SL6, L1, L4	pp 2, 35, 179, 213, 302, 310, 322	Make Inferences Setting	
		<b>Civil Peace</b> Chinua Achebe					RL1, RL2, RL6, W2a, W2b, W2c, W2f, SL1c, SL1d, L1	pp 2, 15, 55, 190, 274, 310	Draw Conclusions Theme	
		<b>A Problem</b> Anton Chekhov					RL1, RL3, W3a, W3b, W3d, W8, L1, L4	pp 2, 28, 202, 241, 310, 322	Make Inferences Characters and Characterization	
	<b>COMPARING TEXTS</b>	<b>Like the Sun</b> R. K. Narayan	2 days	RL5, W2, W2b, W10	pp 48, 190, 263	Irony and Paradox				
		<b>The Open Window</b> Saki (H. H. Munro)								
	<b>WORKSHOPS</b>	<b>Language Study</b>	1 day	L4, L4b, L4c, L4d	p 322					
		<b>Speaking and Listening</b>	1 day	SL1, SL1b, SL6	pp 274, 302					
		<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					
	<b>PART 3</b>	<b>TEXT SET: PERSEVERANCE</b>	<b>Anchor: Contents of the Dead Man's Pocket</b> 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			
<b>from Swimming to Antarctica</b> 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				
<b>Occupation: Conductorette from I Know Why the Caged Bird Sings</b> 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				
<b>from The Upside of Quitting</b> 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				
<b>from The Winning Edge</b> 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				
<b>Science Fiction and the Future</b> 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				
<b>from the series Empire State (Laying Beams), 1930–31</b> Lewis Wickes Hine			1 day	W3, W7	pp 202, 234					

	Conventions	Language Study **	Speaking and Listening	Research	Writing
			Small-Group Discussion	Explanation: Magical Realism	Writing Model: Argument Writing: Argumentative Essay
	Nouns	Academic Vocabulary Selection Vocabulary	Interview		Sequel
	Pronouns	Academic Vocabulary Selection Vocabulary	Oral Reading		Letter Literary Review
	Degrees of Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary	Group Discussion		Character Analysis
	Verb Tenses	Academic Vocabulary Selection Vocabulary		Report on Sources	Retellings
					Timed Writing: Explanatory Essay
		Using a Dictionary and Thesaurus			
			Delivering an Oral Interpretation of a Literary Work		
	Pronoun-Antecedent Agreement Subject-Verb Agreement Pronouns			Focus on Research: Analytic Response to Literature	Analytic Response to Literature
	Adverbs Independent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Work Ethic	Informative Text: Cause-and-Effect Essay
		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Practicing	Informative Text: Profile
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Origins of the Civil Rights Movement	Narrative: Autobiographical Narrative
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Sunk Cost and Opportunity Cost	Informative Text: Reflective Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Predictive Factors	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Futurology	Argument: Letter to the Editor
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Building Skyscrapers	Narrative Monologue

\*\* For a listing of selection and academic vocabulary, see the Table of Contents.



# Skills Navigator: Unit 2

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	
PART 1	IBQ/CLOSE READING WORKSHOP	<i>from</i> "Address to Students at Moscow State University" Ronald Reagan <b>Everest from Touch the Top of the World</b> 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	
PART 2	SEEKING KNOWLEDGE	<i>from</i> <b>Longitude</b> Dava Sobel	4–16 days	RI1, RI2, RI4, RI5, W2e, SL4, SL6	pp 84, 97, 117, 130, 190, 293, 302	Main Idea Expository Essay	
		<b>The Sun Parlor</b> Dorothy West		RI3, RI6, W3a, W3d, W3e, SL4, L3, L6	pp 110, 137, 202, 293, 320, 334	Main Idea Reflective Essay	
		<b>Keep Memory Alive</b> Elie Wiesel		RI6, RI8, W1d, SL3, L5	pp 137, 157, 179, 286, 330	Evaluate Persuasion Persuasive Writing and Rhetorical Devices	
		<b>The American Idea</b> 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 Analytic and Interpretive Essays	
	COMPARING TEXTS	<b>A Toast to the Oldest Inhabitant: The Weather of New England</b> Mark Twain <b>The Dog That Bit People</b> James Thurber	2 days	RL7, RI4, RI6, RI7, W2, W2a, W10, L5b	pp 62, 117, 137, 150, 190, 263, 330	Humorous Writing	
		WORKSHOPS	<b>Language Study</b>	1 day	L4c	p 322	
	<b>Speaking and Listening</b>		1 day	W1, SL3, SL4, SL6	pp 179, 286, 293, 302		
<b>Writing Process</b>	3 days		W1, W1a–e, W5, W6, W7, L1a, L2c, L3	pp 179, 220, 227, 234, 310, 314, 320			
PART 3	TEXT SET: VISION	<b>Anchor: How to React to Familiar Faces</b> 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	
		<i>from</i> <b>Magdalena Looking</b> 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	
		<i>from</i> <b>The Statue That Didn't Look Right from Blink</b> 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	
		<i>from</i> <b>The Shape of the World from Life by the Numbers</b> 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	
		<b>Seeing Things from How the Brain Works</b> 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	
		<b>How to Look at Nothing from How to Use Your Eyes</b> 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	
		<b>Car Reflections, 1970</b> Richard Estes	1 day	W2, W7	pp 190, 234		

\* represents the first page of multiple-page lessons

	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Partner Discussion	Explanation: Preparation for Everest Climb	Writing Model: Argument Writing: Explanatory Essay
	Action and Linking Verbs	Academic Vocabulary Selection Vocabulary	Humorous Persuasive Speech		Business Letter
	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Oral Recollection		Memoir
	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Debate		Letter
	Subject Complements	Academic Vocabulary Selection Vocabulary		Cover Letter and Résumé	Critique
					Timed Writing: Explanatory Essay
		Word Origins: Etymology			
			Delivering a Persuasive Speech		
	Creating Parallelism Active and Passive Voice	Finding Your Voice		Focus on Research: Persuasive Essay	Persuasive Essay
	Parallelism Active and Passive Voice	Diction and Style Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Mass Media and “Seeing”	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Artist’s Eye	Informative Text: Comparison-and-Contrast Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Validity of Intuition	Narrative: Autobiographical Narrative
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Satellite Imaging	Informative Text: Essay
		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Vision and Meaning	Narrative: Autobiographical Narrative
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Entopic Lights and Cave Paintings	Argument: Position Paper
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Photorealism	

\*\* For a listing of selection and academic vocabulary, see the Table of Contents.



# Skills Navigator: Unit 3

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	
PART 1	IBQ/CLOSE READING WORKSHOP	<b>I Am Offering This Poem</b> Jimmy Santiago Baca <b>The Poetic Interpretation of the Twist</b> Cornelius Eady <b>The Empty Dance Shoes</b> 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	
PART 2	ARTFUL WORDS	<b>Poetry Collection 1</b> 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 The Speaker in Poetry	
		<b>Poetry Collection 2</b> Shakespeare • Thomas • Johnson • Jakuren • Komachi		RL1, RL5, W4, SL1, L1, L1b, L6	pp 2, 48, 213, 274, 310, 334	Read Fluently Poetic Forms	
		<b>Poetry Collection 3</b> 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 Figurative Language	
		<b>Poetry Collection 4</b> Sandburg • Browning • Hughes • Toomer		RL2, RL4, W2, W4, W6, W7, L1, L1b, L6	pp 15, 35, 190, 213, 227, 234, 310, 334	Paraphrase Sound Devices	
PART 2	COMPARING TEXTS	<b>Hold Fast Your Dreams—and Trust Your Mistakes</b> Billy Joel <b>All</b> Bei Dao <b>Also All</b> Shu Ting	2 days	RL2, RL4, W2, W2a, W2b, W10	pp 15, 35, 190, 263	Theme	
		WORKSHOPS	<b>Language Study</b>	1 day	L4, L4a, L4c, L4d	p 322	
			<b>Speaking and Listening</b>	1 day	SL3	p 274	
PART 3	TEXT SET: LOST CIVILIZATIONS	<b>Anchor: A Tree Telling of Orpheus</b> 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	
		<b>By the Waters of Babylon</b> 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	
		<b>There Will Come Soft Rains</b> 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	
		<b>from The Way to Rainy Mountain</b> 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	
		<b>Understanding Stonehenge: Two Explanations</b> 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	
		<b>from Collapse: How Societies Choose to Fail or Succeed</b> 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	
		<b>Aquae Sulis, Roman Baths, 1762</b>	1 day	W2, W7	pp 190, 234		

	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Analysis: Musical Influences	Writing Model: Explanatory Essay Writing: Argumentative Essay
	Commas and Dashes	Academic Vocabulary Selection Vocabulary	Oral Interpretation		Lyric Poem
	Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Poetry Reading Discussion		Tanka
	Infinitives and Infinitive Phrases	Academic Vocabulary Selection Vocabulary		Literary History Report	Critical Essay
	Participles and Gerunds; Participial and Gerund Phrases	Academic Vocabulary Selection Vocabulary		Visual Arts Presentation	Critical Essay
					Timed Writing: Explanatory Essay
		Words With Multiple Meanings			
			Analyzing Media Messages		
	Using Verbal Phrases Commas and Dashes			Focus on Research: Explanatory Text	Exposition: Cause-and-Effect Essay
	Prepositional Phrases Comma Usage	Diction and Style Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Myths and Ancient Civilizations	Narrative Text: Retelling
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Babylonian Captivity	Argumentative Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Atomic Age	Informative Text: Analytical Essay
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Language and Culture	Narrative: Memoir
		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Stonehenge and Astronomy	Narrative: Short Story
		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Palynology	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Reading the Past	Informative Essay

\*\* For a listing of selection and academic vocabulary, see the Table of Contents.



# Skills Navigator: Unit 4

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	
<b>PART 1</b>	<b>IBQ/CLOSE READING WORKSHOP</b>	<b>from A Doll House</b> 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	
		<b>from An Enemy of the People</b> Henrik Ibsen					
<b>PART 2</b>	<b>TRAGEDY AND SPECTACLE</b>	<b>The Tragedy of Julius Caesar, Act I</b> William Shakespeare	4 days	RL1, RL3, RL5, RL10	pp 2, 28, 48, 76	Use Text Aids Shakespeare's Tragedies	
		<b>The Tragedy of Julius Caesar, Act II</b> William Shakespeare	4 days	RL1, RL2, RL5	pp 2, 15, 48	Paraphrase Blank Verse	
		<b>The Tragedy of Julius Caesar, Act III</b> William Shakespeare	4 days	RL1, RL3, RL4	pp 2, 28, 35	Imagery Dramatic Speeches	
		<b>The Tragedy of Julius Caesar, Act IV</b> William Shakespeare	4 days	RL1, RL5	pp 2, 48	Read Between the Lines External and Internal Conflict	
		<b>The Tragedy of Julius Caesar, Act V</b> 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 Characters Tragic Heroes	
	<b>COMPARING TEXTS</b>	<b>from A Raisin in the Sun</b> Lorraine Hansberry	2 days	RL3, W2	pp 28, 190	Character's Motivation	
	<b>WORKSHOPS</b>	<b>Language Study</b>	1 day	L4c, L5b	pp 322, 330		
		<b>Speaking and Listening</b>	1 day	RI7, SL3, SL4	pp 150, 286, 293		
		<b>Writing Process</b>	3 days	W3, W3a–e, W5, L1b, L2	pp 202, 220, 310, 314		
	<b>PART 3</b>	<b>TEXT SET: CONSCIENTIOUS OBJECTIONS</b>	<b>Anchor: Antigone, Part 1 and Part 2</b> 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 Tragic Flaw
<b>Conscientious Objector</b> 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	
<b>from Nobel Lecture</b> 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	
<b>The Censors</b> 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	
<b>Culture of Shock</b> 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	
<b>from Army Regulation 600–43: Conscientious Objection</b> 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	
<b>Tiananmen Square "Tank Man," Beijing, China, 1989</b> Jeff Widener			1 day	W1, W7	pp 179, 234		

	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Description: Spas in 1880s Europe	Writing Model: Argument Writing: Argumentative Essay
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
	Absolute Adjectives and Absolute Phrases	Academic Vocabulary Selection Vocabulary	Dramatic Reading Group Screening	Women’s History Report Multimedia Presentation	Editorial Obituary Essay
					Timed Writing: Explanatory Essay
		Connotation and Denotation			
			Comparing Media Coverage		
	Using Adverb Clauses Absolute Phrases	Finding an Effective Idea		Focus on Research: Narrative Text	Autobiographical Narrative
	Absolute Phrases Adverb Clauses Parallelism	Diction and Style Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Ethics in Ancient Greece	Informative Text: Compare-and-Contrast Essay
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Conscientious Objection in U.S. History	Narrative: Reflective Essay
		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: International PEN	Informative Text: Reflective Essay
		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Dystopias and Utopias	Argument: Position Paper
		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Ethics of Research	Informative Text: Editorial
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Conscientious Objection Around the World	Informative Text: Definition Essay
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: The Goddess of Liberty	Argumentative Essay

\*\* For a listing of selection and academic vocabulary, see the Table of Contents.



# Skills Navigator: Unit 5

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus				
PART 1	IBQ/CLOSE READING WORKSHOP	<b>from Things Fall Apart</b> Chinua Achebe	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				
		<b>Games at Twilight</b> Anita Desai								
PART 2	TIMELESS VOICES	<b>Prometheus and the First People</b> Olivia E. Coolidge	4–16 days	RL1, RL6, RL7, W3, W3a, W3b, SL6, L1b	pp 2, 55, 62, 202, 302, 310	Cultural Context Myths				
		<b>from Sundiata: An Epic of Old Mali</b> D. T. Niane					RL1, RL6, W2, W2b, W6, SL1, L1b, L3	pp 2, 55, 190, 227, 274, 310, 320	Cultural Context Epic and Epic Hero	
		<b>Damon and Pythias</b> William F. Russell					RL1, RL6, RL7, W2, W2b, L1	pp 2, 55, 62, 190, 310	Analyze Worldviews Legends and Legendary Heroes	
		<b>from Don Quixote</b> Miguel de Cervantes					RL1, RL6, W3b, W7, L2, L2a, L2b	pp 2, 55, 202, 234, 314	Compare Worldviews Parody	
	COMPARING TEXTS	<b>Cupid and Psyche</b> Lucius Apuleius	2 days	RL2, RL5, W2, W2c, W10	pp 15, 48, 190, 263	Archetypal Narrative Patterns				
		<b>Ashputtle</b> Jakob and Wilhelm Grimm								
	WORKSHOPS	<b>Language Study</b>	1 day	L4d, L5	p 330, 334					
		<b>Speaking and Listening</b>	1 day	SL2, SL5	pp 282, 300					
		<b>Writing Process</b>	3 days	W2a, W2b, W2c, W2d, W2f, W5, L1, L3	pp 190, 220, 310, 320					
	PART 3	TEXT SET: THE ARTHURIAN LEGEND	<b>Anchor: Arthur Becomes King of Britain from The Once and Future King</b> 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			
<b>Morte d'Arthur</b> 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				
<b>from A Connecticut Yankee in King Arthur's Court</b> 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				
<b>from Youth and Chivalry from A Distant Mirror: The Calamitous 14<sup>th</sup> Century</b> 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				
<b>from The Birth of Britain</b> 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				
<b>from A Pilgrim's Search for Relics of the Once and Future King</b> 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				
<b>from The New Yorker</b>			1 day	RL7, RI7, W3, SL1	pp 62, 150, 202, 274					

\* represents the first page of multiple-page lessons

	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Explanation: Climate in South Asia	Writing Model: Informative Text Writing: Argumentative Essay
	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary	Retelling		Myth
	Sentence Types	Academic Vocabulary Selection Vocabulary	Dialogue		News Story
	Fixing Common Usage Problems	Academic Vocabulary Selection Vocabulary		"Influences" Chart	Script
	Semicolons, Colons, and Ellipsis Points	Academic Vocabulary Selection Vocabulary		Biographical Brochure	Parody
					Timed Writing: Explanatory Essay
		Idioms, Jargon, and Technical Terms			
			Delivering a Multimedia Presentation		
	Semicolons, Colons, and Ellipsis Points	Choosing Strong, Effective Words Revising to Vary Sentence Pattern		Focus on Research: Informative Text	Comparison-and-Contrast Essay
	Direct Quotations Independent and Dependent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Knighthood in Medieval Tradition	Explanatory Text: Literary Criticism
		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Versions of Arthur	Informative Text: Analytical Essay
		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Medieval Astronomy	Narrative: Fictional Narrative
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: King Arthur and the Code of Chivalry	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Arthur as the Last Roman	Argument: Response to Literature
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Visiting "Camelot"	Narrative: Reflective Essay
		Academic Vocabulary Selection Vocabulary			Narrative: Short Story

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