

TEACHER'S EDITION

GRADE 9

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
Building Academic Vocabulary	<ul style="list-style-type: none"> • General Academic Vocabulary • Domain-Specific Academic Vocabulary • Increasing Your Word Knowledge • Building Your Speaking Vocabulary 	Language 6
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2
Comprehending Complex Texts	<ul style="list-style-type: none"> • Strategy 1: Multidraft Reading • Strategy 2: Close Read the Text • Strategy 3: Ask Questions 	Literature 10; Informational Text 10
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument • Composing an Argument 	Informational Text 6, 8, 9; Writing 1.a, 1.b, 1.e; Language 6
Conducting Research	<ul style="list-style-type: none"> • Performing Short-Term and Long-Term Research • Research Process Workshop • Research Model • Citing Sources and Preparing Manuscript 	Writing 5, 6, 7, 8, 9; Language 1.b, 3.a

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	Evaluating a Speech	Argument: Response to Literature	Titles for Extended Reading Online Text Set All Watched Over by Machines of Loving Grace <i>Richard Brautigan</i> Careers in Robotics <i>NASA Robotic Education Project</i> Team Builds "Sociable" Robot <i>Elizabeth A. Thompson</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Etymology: Word Origins and Modern Meanings	Delivering a Persuasive Speech	Explanatory Text: Cause-And-Effect Essay	Titles for Extended Reading Online Text Set from State of the Union Address <i>Franklin Delano Roosevelt</i> The Golden Kite, the Silver Wind <i>Ray Bradbury</i> from A Lincoln Preface <i>Carl Sandburg</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Oral Interpretation of Literature	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set The Writer <i>Richard Wilbur</i> from I Stand Here Ironing <i>Tillie Olsen</i> Carry Your Own Skis <i>Lian Dolan</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Connotation and Denotation	Multimedia Presentation of a Research Report	Explanatory Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set The Horses <i>Edwin Muir</i> A Celebration of Grandfathers <i>Rudolfo Anaya</i> Desiderata <i>Elizabeth McCracken</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
5	Focus on the Oral Tradition Reading, Writing, Speaking, Research Models Independent Practice	Idioms, Technical Terms, and Jargon	Comparing Media Coverage	Narration: Autobiographical Narrative	Titles for Extended Reading Online Text Set There Is a Longing <i>Chief Dan George</i> The Man to Send Rain Clouds <i>Leslie Marmon Silko</i> There Is No Word for Goodbye <i>Mary Tall Mountain</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument



Skills Navigator: Unit 1

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	
PART 1	IBQ/CLOSE READING WORKSHOP	Old Man at the Bridge Ernest Hemingway	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	
		The Jade Peony Wayson Choy					
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	
		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	
		Rules of the Game Amy Tan		RL3, W4, SL2, L1	pp 28, 213, 282, 310	Cause and Effect Characterization	
		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	
	COMPARING TEXTS	Checkouts Cynthia Rylant The Girl Who Can Ama Ata Aidoo	2 days	RL6, W2a	pp 55, 190	Narrative Point of View	
	WORKSHOPS	Language Study	1 day	L4b, L4c, L5b	pp 322, 330		
		Speaking and Listening Writing Process	1 day 3 days	SL3 W1, W1a–e, W4, W5, W9, W9a, W10, L2b	p 286 pp 179, 213, 220, 255, 263, 314		
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	
		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		
		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	
		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	
		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	
		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	
		from The New Yorker	1 day	RL1, RL2, RL4, W3, W3a, W3b, SL1	pp 2, 15, 35, 202, 274		

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	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Explanation: Chinese Traditional Tales	Writing Model: Argument Writing: Informative Essay
	Parts of Speech	Academic Vocabulary Selection Vocabulary	Oral Presentation		Comparison-and-Contrast Essay
	Simple and Perfect Tenses	Academic Vocabulary Selection Vocabulary	Debate		News Report
	Subjects and Predicates	Academic Vocabulary Selection Vocabulary		Informational Brochure	Written Presentation
	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Retell		Critique
					Timed Writing: Explanatory Essay
		Using a Dictionary and Thesaurus			
			Evaluating a Speech		
	Verb Tenses Using Quotations	Perfecting Your Word Choice		Focus on Research: Argument	Response to Literature
	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
		Academic Vocabulary Selection Vocabulary			Argument: Response
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Learning English	Informative Text: Essay
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Ethics	Argument
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Nonconformist Achievers	Argument: Position Paper
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Prodigies	Narrative: Autobiographical Narrative
		Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative: Short Story

** 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 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	
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	
		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	
		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	
		"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	
PART 2	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	
		PART 2	WORKSHOPS	Language Study	1 day	L4, L4c	p 322
				Speaking and Listening	1 day	SL3, SL4, SL5, SL6	pp 286, 293, 300, 302
Writing Process	3 days			W2, W2a, W2b, W2c, W2d, W2e, W2f, W5, L2a, L2c	pp 190, 220, 314		
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	
		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	
		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	
		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	
		Bread Line, New York City, 1932 H. W. Fechner	1 day	RI7, W2, W4, SL1, SL2	pp 150, 190, 213, 274, 282		

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	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Report: Hip-Hop Influences	Writing Model: Explanatory Text Writing: Informative Essay
	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Panel Discussion		Analysis
	Predicate Nominatives and Predicate Adjectives	Academic Vocabulary Selection Vocabulary		Journal Entry	Expository Essay
	Colons, Semicolons, Ellipsis Points	Academic Vocabulary Selection Vocabulary		Persuasive Speech	Abstract
	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary	Radio News Report		Proposal
					Timed Writing: Explanatory Text
		Word Origins and Modern Meanings			
			Delivering a Persuasive Speech		
	Subject-Verb Agreement Punctuation Marks Dependent and Independent Clauses	Setting Your Tone		Focus on Research: Explanatory Text	Cause-and-Effect Essay
	Predicate Nominatives Ellipsis Points	Diction and Style Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Bankers and the Great Depression	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Action During a Crisis	Argument
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Dust Bowl	Narrative: Fictional Narrative
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Value of Money	Explanatory Essay
		Academic Vocabulary Selection Vocabulary	Class Discussion		Informative Text: Explanatory Caption

** 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	Barter Sara Teasdale	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			
		Uncoiling/A Voice Pat Mora							
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			
		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
		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
		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
	COMPARING TEXTS	I Hear America Singing Walt Whitman	2 days	RL5, W2a, W10	pp 48, 190, 263	Lyric Poetry			
		Three Haiku Bashō and Chiyojo							
		Women Alice Walker							
	WORKSHOPS	Sonnet 30 William Shakespeare							
		Language Study	1 day	L4, L4a, L4d	p 322				
		Speaking and Listening	1 day	SL6	p 302				
PART 3	TEXT SET: THE KENNEDY ASSASSINATION	Anchor: The Assassination of John F. Kennedy Gwendolyn Brooks	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			
		Anchor: Instead of an Elegy G. S. Fraser							
		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			
		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			
		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			
Images of a Tragedy	1 day	RI7, W2, W2b, W4, W7	pp 150, 190, 213, 234						

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	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Explanation: Cultural Influences	Writing Model: Argument Writing: Explanatory Essay
	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Speech		Description of a Scene
	Participles and Participial Phrases Gerunds and Gerund Phrases	Academic Vocabulary Selection Vocabulary	Illustrated Presentation		Editorial
	Appositives and Absolute Phrases	Academic Vocabulary Selection Vocabulary	Dialogue		Description of the Scene
	Infinitives and Infinitive Phrases	Academic Vocabulary Selection Vocabulary	Panel Discussion		Poem
					Timed Writing: Explanatory Essay
		Words with Multiple Meanings			
			Oral Interpretation of Literature		
	Revising to Combine Choppy Sentences Appositive and Absolute Phrases Infinitives	Expressing Your Ideas		Focus on Research: Argument	Problem-and-Solution Essay
	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
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: First Ladies	Argument: Character Analysis
		Academic Vocabulary Selection Vocabulary	One-on-One Discussion	Investigate the Topic: Media and the Kennedy Assassination	Informative Text: Analytical Essay
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Presidential Speeches	Narrative: Historical Narrative
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Oral History	Informative Text: Magazine Article

** 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	
PART 1	IBQ/CLOSE READING WORKSHOP	from The Glass Menagerie Tennessee Williams	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	
		The Inspector-General Anton Chekhov					
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	
		The Tragedy of Romeo and Juliet, Act II William Shakespeare	4 days	RL2, RL5, L6	pp 15, 48, 334	Read in Sentences Blank Verse	
		The Tragedy of Romeo and Juliet, Act III William Shakespeare	4 days	RL1, RL2, RL5	pp 2, 15, 48	Paraphrase Dialogue and Dramatic Speeches	
		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	
		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	
	COMPARING TEXTS	Pyramus and Thisbe Ovid	2 days	RL2, RL3, RL9, W2, W9a, W10	pp 15, 28, 69, 190, 255, 263	Archetype	
		from A Midsummer Night's Dream William Shakespeare					
	WORKSHOPS	Language Study	1 day	L3, L5b	pp 320, 330		
		Speaking and Listening	1 day	W6, SL1d, SL2, SL5	pp 227, 274, 282, 300		
		Writing Process	3 days	W2, W2a–f, W5, L1b	pp 190, 220, 310		
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	
		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	
		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	
		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	
		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	
		from The New Yorker	1 day	RL7, W3, W3a, W3b, SL1, SL1a	pp 62, 202, 274		

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	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Small-Group Discussion	Explanation: Comedy as a Dramatic Form	Writing Model: Explanatory Text Writing: Explanatory Essay
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
		Academic Vocabulary Selection Vocabulary			
	Parallelism	Academic Vocabulary Selection Vocabulary	Staged Performance Mock Trial	Annotated Flowchart Film Review Multimedia Presentation	Editorial Persuasive Letter Persuasive Speech
					Timed Writing: Explanatory Essay
		Connotation and Denotation			
			Multimedia Presentation of a Research Report		
	Combining Sentences With Phrases Getting Organized	Parallelism		Focus on Research: Explanatory Text	Exposition: Comparison- and-Contrast Essay
	Parallelism Block Quotations	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Victorian Society	Informative Text: Character Analysis
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Aspiration in 19th Century France	Explanatory Text
		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Aspiration and Social Change Movements	Argument: Advice Column
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Social Media	Argument: Critical Response
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Grave Goods	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion		Narrative: Short Story

** 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	Sally Ann Thunder Ann Whirlwind Crockett Caron Lee Cohen	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
		Pecos Bill: The Cyclone Harold W. Felton				
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
		from the Odyssey, Part 2 Homer				
	COMPARING TEXTS	An Ancient Gesture Edna St. Vincent Millay	2 days	RL6, RL7, RL9, W2, W2a, W9, W9a, W10	pp 55, 62, 69, 190, 255, 263	Contemporary Interpretation
		Siren Song Margaret Atwood				
		Prologue and Epilogue from The Odyssey Derek Walcott				
	WORKSHOPS	Ithaca Constantine Cavafy				
		Language Study	1 day	L3, L4c, L5a	pp 320, 322, 330	
Speaking and Listening		1 day	RI7	p 150		
	Writing Process	3 days	W3, W3a, W3b, W3c, W3d, W3e, W5, L1b	pp 202, 220, 310		
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
		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
		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
		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
		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
		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
		American Blood Donation	1 day	RI1, RI2, RI8, W7	pp 84, 97, 157, 234	

	Conventions	Language Study**	Speaking and Listening	Research	Writing
			Discussion	Explanation: Archetypal Elements	Writing Model: Argument Writing: Informative Essay
	Simple and Compound Sentences	Academic Vocabulary Selection Vocabulary	Conversation		Retelling
	Complex and Compound-Complex Sentences	Academic Vocabulary Selection Vocabulary	Debate		Biography
					Timed Writing: Explanatory Essay
		Idioms, Technical Terms, and Jargon			
			Comparing Media Coverage		
	Using Adverb Clauses Types of Sentences	Varying Sentence Structure and Length		Focus on Research: Narrative	Narrative: Autobiographical Narrative
	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
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Heroes in Greek Mythology	Argument: Response to Literature
		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Fleeing Persecution	Narrative: Short Story
		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Origin Stories	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: False Heroes	Explanatory Text: Definition Essay
		Academic Vocabulary Selection Vocabulary	Write and Share	Investigate the Topic: 9/11 Relief Efforts	Informative Text: Article or Blog Post
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Blood Banks	

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