

## Savvas Literature/Prentice Hall Writing Coach Alignment Guide

If you are using both the *Savvas Literature* and *Writing Coach* programs, this editable guide will help you plan for teaching from *Savvas 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 *Savvas 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 *Savvas 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 *Savvas Literature*, go to *Writing Coach* for additional in-depth instruction, activities, and practice. Strands with \*\* have *Writing Coach* page references which are found in the far right column.

### INTRODUCTORY UNIT

The Introductory Unit can be used at any time through the year to teach essential Common Core skills and standards. The chart below provides an overview of the features of this unit.

Introductory Unit	Features	Standards Addressed	PH Writing Coach Alignment
Building Academic Vocabulary	<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	Word Bank, 67, 93, 121, 147, 173, 199, 225, 257
Writing an Objective Summary	<ul style="list-style-type: none"> <li>• Model Objective Summary</li> </ul>	Literature 2; Informational Text 2	Summaries, 224, 227, 234, 235, 238, 239, 240, 243, 244, 246, 251, 252, 265
Comprehending Complex Texts	<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	Response to Literature, 196–197; Feature Assignment: Letter to an Author, 200–216; Interpretive Response, 220–221
Analyzing Arguments	<ul style="list-style-type: none"> <li>• The Art of Argument</li> <li>• Composing an Argument</li> </ul>	Informational Text 8; Writing 1.a, 1.b, 1.e; Language 6	Persuasion, 170–171; Feature Assignment: Persuasive Essay, 172–191
Conducting Research	<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, 2.a, 2.b, 2.d, 2.f, 6, 7, 8	Research Report, 222–223; Feature Assignment: Informational Research Report, 224–248; Writing For Assessment Research Plan, 254–255

## SAVVAS LITERATURE UNITS AT A GLANCE

The chart below provides an overview of features and assessments for each *Savvas Literature* unit. A more detailed listing of each unit's skills begins on the following pages with \*\* columns showing strands that *Writing Coach* can support.

Unit	Close Reading Workshop	Language Study**	Speaking and Listening**	Writing Process**	Independent Reading	Assessment
1	Focus on Short Story  Reading, Writing, Speaking, Research Models  Independent Practice	Using a Dictionary and Thesaurus	Following Oral Directions	Narrative: Short Story	Titles for Extended Reading Online Text Set <b>Eleven</b> <i>Sandra Cisneros</i> <b>A Backwoods Boy</b> <i>Russell Freedman</i> <b>Letter to Scottie</b> <i>F. Scott Fitzgerald</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b>  Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Short Story <b>Writing to Sources:</b> Argument
2	Focus on Nonfiction  Reading, Writing, Speaking, Research Models  Independent Practice	Word Origins	Evaluating Media Messages and Advertisements	Informative Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set <b>Why Monkeys Live in Trees</b> <i>Julius Lester</i> <b>Jake Wood Baseball Is the Start of Something Special</b> <i>Reginald T. Dogan</i> <b>Wilbur Wright and Orville Wright</b> <i>Rosemary and Stephen Vincent Benét</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
3	Focus on Poetry  Reading, Writing, Speaking, Research Models  Independent Practice	Words with Multiple Meanings	Problem-and-Solution Proposal	Argumentative Essay	Titles for Extended Reading Online Text Set <b>The Lady and the Spider</b> <i>Robert Fulghum</i> <b>Dragon, Dragon</b> <i>John Gardner</i> <b>Ankylosaurus</b> <i>Jack Prelutsky</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
4	Focus on Drama  Reading, Writing, Speaking, Research Models  Independent Practice	Connotation and Denotation	Delivering a Persuasive Speech	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set <b>My Heart Is in the Highlands</b> <i>Jane Yolen</i> <b>from Roll of Thunder, Hear My Cry</b> <i>Mildred D. Taylor</i> <b>Alphabet</b> <i>Naomi Shihab Nye</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> Informative Text
5	Focus on Folk Literature  Reading, Writing, Speaking, Research Models  Independent Practice	Idioms	Oral Response to Literature	Explanatory Text: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set <b>The Market Square Dog</b> <i>James Herriot</i> <b>Aaron's Gift</b> <i>Myron Levoy</i> <b>Childhood and Poetry</b> <i>Pablo Neruda</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b>  Assessment: Synthesis <b>Speaking and Listening:</b> Small Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Explanatory Text

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	<b>The Old Grandfather and His Little Grandson</b> Leo Tolstoy <b>The Wounded Wolf</b> Jean Craighead George	4 days	RL1, RL2, RL3, RL4, RL5, W2, W4, W7, W8, W9, SL1, L6	pp 2, 15, 28, 41, 54, 184, 207, 246, 253, 267, 286, 353	Close Reading: Short Story			Small-Group Discussion	Explanation: Wolf Behavior	Writing Model: Argument Writing: Explanatory Essay	<b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Persuasive Essay, 172–191; Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164
PART 2	CHARACTERS AND CONFLICT	<b>Stray</b> Cynthia Rylant	4–16 days	RL3, W2b, W2e, W4, W7, SL3, L2, L4b	pp 28, 184, 207, 246, 297, 331, 339	Make Predictions Plot	Common, Proper, and Possessive Nouns	Academic Vocabulary Selection Vocabulary		Brochure	List of Reasons	<b>CONVENTIONS:</b> Using Common and Proper Nouns, 300–301; Possessive Nouns, 286, 593–594, 595–596, 598 <b>WRITING:</b> Develop Your Persuasive Arguments, 180
		<b>The Tail</b> Joyce Hansen		RL1, RL3, W4, SL2, L1, L1a, L6	pp 2, 28, 207, 293, 321, 353	Make Inferences Characterization	Personal and Possessive Pronouns	Academic Vocabulary Selection Vocabulary		Compare-and-Contrast Chart	Letter of Recommendation	<b>CONVENTIONS:</b> Personal and Possessive Pronouns, 305, 307, 500–510, 594 <b>RESEARCH:</b> Logically Organize Your Points, 154 <b>WRITING:</b> Letter to an Author, 198–216; Writing Business Letters, R14; Writing Friendly Letters, R15
		<b>Zlateh the Goat</b> Isaac Bashevis Singer		RL1, RL3, W1, SL4, SL5, L1b, L4	pp 2, 28, 173, 304, 311, 321, 339	Make Inferences Conflict and Resolution	Interrogative, Indefinite, Reflexive, and Intensive Pronouns	Academic Vocabulary Selection Vocabulary		Compare-and-Contrast Chart	Persuasive Speech	<b>CONVENTIONS:</b> Pronouns, 302, 303–304, 305, 306–307, 308, 309, 310–313 <b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31 <b>RESEARCH:</b> Logically Organize Your Points, 154 <b>WRITING:</b> Persuasive Speeches, 18, 173, R30; Preparing and Presenting a Speech, R31; Evaluating a Speech, R31
		<b>The Circuit</b> Francisco Jiménez		RL2, W4, SL1c, L1a, L4b	pp 15, 207, 286, 321, 339	Draw Conclusions Theme	Pronoun Case	Academic Vocabulary Selection Vocabulary	Interview		Description	<b>CONVENTIONS:</b> Pronoun Case, 499, 500, 501 <b>SPEAKING &amp; LISTENING:</b> Interview, 33 <b>WRITING:</b> Writing for Media: Descriptive Essays, 140–141
	COMPARING TEXTS	<b>Lob’s Girl</b> Joan Aiken <b>Jeremiah’s Song</b> Walter Dean Myers	2 days	RL5, W2a	pp 54, 184	Foreshadowing and Flashback					Timed Writing: Explanatory Essay	<b>WRITING:</b> Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164
	WORKSHOPS	<b>Language Study</b>	1 day	L4c, L4d, L5c	pp 339, 347			Using a Dictionary and Thesaurus				<b>LANGUAGE STUDY:</b> Using a Dictionary, 470, 473, 588, 590
<b>Speaking and Listening</b>		1 day	SL1c, SL1d	p 286				Following Oral Directions			<b>SPEAKING &amp; LISTENING:</b> Procedural Writing,	
<b>Writing Process</b>		3 days	W3, W3a, W3b, W3c, W3d, W3e, L1c, L1d, L2b	pp 196, 321, 331		Pronoun-Antecedent Agreement Pronoun Types and Case	Voice		Focus on Research: Narrative	Narrative: Short Story	<b>CONVENTIONS:</b> Pronoun-Antecedent Agreement, 527–532; Pronoun Types and Case, 302–313, 499, 500, 501 <b>WRITING:</b> Fiction Narration, 90–91; Feature Assignment: Realistic Short Story, 92–112; Writing for Assessment: Short Story, 116–117	

PART 3	TEXT SET: THE GOLD RUSH	<b>Anchor: The King of Mazy May</b> Jack London	5 days	RL1, RL2, RL3, RL4, RL5, W2, W4, W5, W7, W8, W9, W9a, W10, SL1, SL4, L1, L2, L3, L4, L4a, L5, L6	pp 2, 15, 28, 41, 54, 184, 207, 214, 246, 253, 267, 275, 286, 304, 321, 331, 335, 339, 347, 353	Setting	Nouns Verb Tense	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Gold Rush Struggles	Informative Text: Cause-and-Effect Essay	<b>CONVENTIONS:</b> Verb Tense, 82, 833, 284, 470–477, 478–493  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Cause and Effect Essays, 15, 147; Cause and Effect Chart, R24
		<b>To Klondyke We’ve Paid Our Fare</b> H.J. Dunham	2–3 days	RL1, RL2, RL4, RL5, W3, W4, W7, W8, W9, W9a, W10, SL1, SL4, L1	pp 2, 15, 41, 54, 196, 207, 246, 253, 267, 275, 286, 304, 321	Alliteration		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Striking It Rich	Narrative: Short Story	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Fiction Narration, 90–91; Feature Assignment: Realistic Short Story, 92–112
		<b>Gold Rush: The Journey by Land</b> from The Sacramento Bee	1 day	RI1, RI7, W3, W4, SL1, L1, L2, L3, L4, L6	pp 90, 144, 196, 207, 286, 321, 331, 335, 339, 353			Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative: Journal Entry	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Writing for Media: Create a Blog Entry, 218–219; Blogs, 9; Diary and Journal Entries, 10
		<b>A Woman’s View of the Gold Rush</b> Mary B. Ballou	2–3 days	RL1, RL2, RL4, RL5, W2, W4, W7, W8, W9, W9a, W10, SL1, SL4, L1, L3, L4, L6	pp 2, 15, 41, 54, 184, 207, 246, 253, 267, 275, 286, 304, 321, 335, 339, 353	Tone		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Gold Rush Housing	Informative Text	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Feature Assignment: Informational Research Report, 224–248
		<b>Chinese and African Americans in the Gold Rush</b> Johns Hopkins University	2–3 days	RI1, RI2, RI4, RI5, RI6, W1, W2, W4, W7, W8, W9, W9b, W10, SL1, SL4, L1, L2, L3, L4, L6	pp 90, 103, 123, 130, 137, 173, 184, 207, 246, 253, 267, 275, 286, 304, 321, 331, 335, 339, 353	Author’s Purpose		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Labor During the Gold Rush	Editorial	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Collect and Organize Your Data, 234  <b>WRITING:</b> Op–ed (opposite–editorial) pieces, 18, 173; also see: Persuasive Essays, 174–191
		<b>Birds Struggle to Recover from Egg Thefts of 1800s</b> Edie Lau	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, RI7, W1, W4, W7, W8, W9, W9b, W10, SL1, SL4, L1, L2, L3, L4, L6	pp 90, 103, 116, 123, 130, 137, 144, 173, 207, 246, 253, 267, 275, 286, 304, 321, 331, 335, 339, 353	Imagery		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Gold Rush and Food	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Collect and Organize Your Data, 234; Document Your Sources, 236  <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	<i>from Rambling 'Round</i> Elizabeth Partridge <i>from Zlata's Diary</i> Zlata Filipovic'	4 days	RI1, RI2, RI3, RI4, RI5, RI6, W2, W4, W7, W9b, SL1, L4d, L6	pp 90, 103, 116, 123, 130, 137, 184, 207, 246, 267, 286, 340, 353	Close Reading: Nonfiction			Small-Group Discussion	Explanation: Historical Events	Writing Model: Informative Text Writing: Explanatory Essay	<b>WRITING:</b> Feature Assignment: Informational Research Report, 224–248; Feature Assignment: Compare-and-Contrast Essay, 146–164; Writing for Assessment: Expository Writing, 168–169
		<b>The Drive-In Movies</b> Gary Soto	4–16 days	RI6, W3, SL6, L1, L6	pp 137, 196, 313, 321, 353	Make Predictions Narrator and Point of View	Principal Parts of Verbs	Academic Vocabulary Selection Vocabulary	Conversation		Autobiographical Narrative	<b>CONVENTIONS:</b> The Four Principal Parts of Verbs, 470–477  <b>WRITING:</b> Autobiographical Essays, 9; Nonfiction Narrative, 64–65; Feature Assignment: Personal Narrative, 66–84
PART 2	LIFE STORIES	<b>Names/Nombres</b> Julia Alvarez		RL4, RI8, W3d, SL6, L1, L6	pp 41, 151, 196, 313, 321, 353	Fact and Opinion Tone	Action and Linking Verbs	Academic Vocabulary Selection Vocabulary	Monologue		Personal Anecdote	<b>CONVENTIONS:</b> Action Verbs, 316–318; Linking Verbs, 319–323; Helping Verbs, 324  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Personal Narrative, 66–84; Writing for Media: Create a Blog Entry, 218–219
		<b>Langston Terrace</b> Eloise Greenfield		RI1, RI2, W3, W3b, W8, SL5, L1, L6	pp 90, 103, 196, 253, 311, 321, 353	Main Idea Author's Influences	Simple Verb Tenses	Academic Vocabulary Selection Vocabulary		Informative Presentation	Journal Entry	<b>CONVENTIONS:</b> Identifying the Basic Forms of the Six Tenses, 478–482  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Writing for Media: Create a Blog Entry, 218–219; Blogs, 9; Diary and Journal Entries, 10
		<i>from The Pigman &amp; Me</i> Paul Zindel		RI2, W2a, W2b, SL1a, SL1b, SL1d, L1, L4b, L6	pp 103, 184, 286, 321, 339, 353	Main Idea Mood	Perfect Tenses of Verbs	Academic Vocabulary Selection Vocabulary	Informal Discussion		Problem-and-Solution Essay	<b>CONVENTIONS:</b> For related material see: The Six Tenses of Verbs, 478–493  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Problem and Solution Chart, R26; Problem-Solution Essays, 16, 147; also see: Writing for Assessment: Persuasive Writing, 194–195
		<b>The Seven Wonders of the World</b> Infoplease™ <b>Art, Architecture, and Learning in Egypt</b> Prentice Hall Ancient Civilizations	2 days	RI5, RI7, W1, L6	pp 130, 144, 173, 353	Use Text Aids and Features						Timed Writing: Position Statement
PART 2	WORKSHOPS	<b>Language Study</b>	1 day	L4b, L4c	p 339			Word Origins				<b>LANGUAGE STUDY:</b> For related material see: Writing in the Content Areas, R2–R5
		<b>Speaking and Listening</b>	1 day	SL2, SL3	pp 293, 297				Evaluating Media Messages and Advertisements			<b>SPEAKING &amp; LISTENING:</b> Advertisements, 173
		<b>Writing Process</b>	3 days	W2, W2a, W2b, W2c, L1, L2b	pp 184, 321, 331		Correcting Errors with Verbs Principal Parts of Verbs Verb Tenses	Organizing a Comparison-and-Contrast Essay		Focus on Research: Informative Text	Informative Text: Comparison-and-Contrast Essay	<b>CONVENTIONS:</b> Troublesome Verbs, 494–498; The Four Principal Parts of Verbs, 470–477; The Six Tenses of Verbs, 478–493  <b>RESEARCH:</b> Collect and Organize Your Data, 234  <b>WRITING:</b> Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164

PART 3 TEXT SET: BASEBALL	<b>Anchor: Jackie Robinson: Justice at Last</b> Geoffrey C. Ward and Ken Burns	5 days	RI1, RI2, RI3, RI4, RI5, RI6, W1a, W1b, W1c, W2a, W2b, W2c, W4, W5, W7, W8, SL1, SL4, L1c	pp 90, 103, 116, 123, 130, 137, 173, 184, 207, 214, 246, 253, 286, 304, 321	Author's Viewpoint	Verb Tenses Past Tense Verbs Past Perfect Tense Verbs	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Segregation in Sports	Informative Text: Comparison-and-Contrast Essay	<b>CONVENTIONS:</b> Verb Tense, 82, 833, 284, 470–477, 478–493  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164
	<b>Memories of an All-American Girl</b> Carmen Pauls	2–3 days	RI1, RI2, RI3, RI4, RI5, W3, W4, SL1, SL4, L4	pp 90, 103, 116, 123, 130, 196, 207, 286, 304, 339	Narrative Time Shifts		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Women and Baseball	Autobiographical Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Autobiographical Essays, 9; Nonfiction Narrative, 64–65; Feature Assignment: Personal Narrative, 66–84
	<b>Preserving a Great American Symbol</b> Richard Durbin	2–3 days	RI1, RI2, RI3, RI4, RI5, RI8, W2, W4, W7, SL1	pp 90, 103, 116, 123, 130, 151, 184, 207, 246, 286	Hyperbole		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Baseball Traditions	Argument: Persuasive Speech	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Persuasive Speeches, 18, 173, R30; Preparing and Presenting a Speech, R31; Evaluating a Speech, R31; Listening Critically to a Speech, R31
	<b>The Southpaw</b> Judith Viorst	2–3 days	RL1, RL2, RL3, RL4, RL5, W2, W4, SL1, SL4	pp 2, 15, 28, 41, 54, 184, 207, 286, 304	Characterization		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Teams and Clubs	Persuasive Letter	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Letter to the Editor, 173; Op-ed (opposite-editorial) pieces, 18, 173; Writing Business Letters, R14
	<b>Red Sox Get Ready to Celebrate 100 Years at Fenway</b> Larry Fine	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W4, SL1, SL4, L4, L5	pp 90, 103, 116, 123, 130, 173, 207, 286, 304, 339, 347	Figurative Language		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Popular Stadiums	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191
	<b>Why We Love Baseball</b> Mark Newman/MLB.com	2–3 days	RI1, RI2, RI4, W2, W4, W7, W10, SL1, L4, L5	pp 90, 103, 123, 184, 207, 246, 275, 286, 339, 347	Word Choice		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Baseball in Literature	Explanatory Text	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Collect and Organize Your Data, 234; Document Your Sources, 236  <b>WRITING:</b> Reflective Essays, 10, 67; also see: Personal Narrative, 66–84
	<b>Ted Williams Baseball Card</b>	1 day	RI1, RI6, RI7, W3, W4	pp 90, 137, 144, 196, 207			Academic Vocabulary Selection Vocabulary			Narrative: Journal Entry	<b>WRITING:</b> Writing for Media: Create a Blog Entry, 218–219; Blogs, 9; Diary and Journal Entries, 10

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment	
PART 1	IBQ/CLOSE READING WORKSHOP	<b>Twelfth Song of Thunder</b> Navajo <b>Oranges</b> Gary Soto <b>Ode to Family Photographs</b> Gary Soto	4 days	RL1, RL2, RL4, RL5, RL6, W2, W7, W9a, SL1, L6	pp 2, 15, 41, 54, 61, 184, 246, 267, 286, 353	Close Reading: Poetry			Small-Group Discussion	Explanation: Importance of Setting	Writing Model: Argument Writing: Explanatory Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Mentor Text: Book Review, 200–201; Writing for Assessment: Interpretative Response, 220–221	
		PART 2	RHYTHM AND RHYME	<b>Poetry Collection 1</b> Poe • Nash • Angelou • Carroll	4–16 days	RL4, W2, W2b, W2e, W2f, W9, L1, L4a, L6	pp 41, 184, 267, 321, 339, 353	Context Clues Rhythm and Rhyme	Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary		Illustrated Booklet	Letter to an Author
<b>Poetry Collection 2</b> Cisneros • Hughes • Giovanni • Dickinson	RL4, RL7, W3d, SL6, L1, L4a, L4c			pp 41, 68, 196, 313, 321, 339		Context Clues Figurative Language	Comparisons with Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary	Dramatic Poetry Reading		Poem	<b>CONVENTIONS:</b> Comparisons Using Adjectives and Adverbs, 534–543  <b>WRITING:</b> Feature Assignment: Rhyming Poem and Haiku, 120–138; Writing for Assessment: Poetry, 142–143	
<b>Poetry Collection 3</b> Bashò • Morrison • Charles • Anonymous	RL5, W4, W6, L1, L3, L6			pp 54, 207, 227, 321, 335, 353		Paraphrasing Forms of Poetry	Conjunctions and Interjections	Academic Vocabulary Selection Vocabulary		Presentation of a Poem		Poem	<b>CONVENTIONS:</b> Conjunctions and Interjections, 357; Conjunctions, 358–366; Interjections, 367–368; Cumulative Review, 369  <b>WRITING:</b> Poetry and Description, 118–119; Feature Assignment: Rhyming Poem and Haiku, 120–138; Writing for Assessment: Poetry, 142–143
<b>Poetry Collection 4</b> Paz • Silverstein • Shakespeare • Brooks	RL4, W4, W6, L1, L3a, L4c			pp 41, 207, 227, 321, 335, 339		Paraphrasing Sound Devices and Tone	Sentence Parts and Types	Academic Vocabulary Selection Vocabulary		Résumé		Prose Description	<b>CONVENTIONS:</b> Basic Sentence Parts, 371–400; Classifying the Four Functions of a Sentence, 434–437  <b>RESEARCH:</b> Résumé, 23  <b>WRITING:</b> Writing for Media: Create a Descriptive Essay, 140–141; also see: Writing a Poem, 120–138; Writing for Assessment: Interpretative Response, 220–221
	COMPARING TEXTS	<b>who knows if the moon's</b> E.E. cummings <b>Dust of Snow</b> Robert Frost	2 days	RL4, W2a, W2b	pp 41, 184	Imagery					Timed Writing: Explanatory Essay	<b>WRITING:</b> Writing for Assessment: Interpretative Response, 220–221	
	WORKSHOPS	<b>Language Study</b>	1 day	L4, L4a, L4c, L4d	p 339			Words with Multiple Meanings				<b>LANGUAGE STUDY:</b> Use the Right Word, 273	
		<b>Speaking and Listening</b>	1 day	SL4, SL5, L1e	pp 304, 311, 321				Problem-and-Solution Proposal			<b>SPEAKING &amp; LISTENING:</b> Problem and Solution Chart, R26; Problem–Solution Essays, 16, 147	
		<b>Writing Process</b>	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, L1, L1e, L2b, L3	pp 173, 214, 321, 331, 335		Using Coordinating Conjunctions Adjectives and Adverbs Comparisons with Adjectives	Word Choice		Focus on Research: Argument	Argumentative Essay	<b>CONVENTIONS:</b> Coordinating Conjunctions, 287, 288, 358, 361, 439, 453, 556; Adjectives and Adverbs, 327; Adjectives, 328–338; Adverbs, 339–346; Comparisons Using Adjectives and Adverbs, 534–543  <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191	

PART 3	TEXT SET: DETERMINATION	<b>Anchor: Simile: Willow and Ginkgo</b> Eve Merriam	5 days	RL1, RL2, RL4, RL5, RL6, W2, W4, W7, W8, W9, W9b, W10, SL1, SL4, L3, L4, L5	pp 2, 15, 41, 54, 61, 184, 207, 246, 253, 267, 275, 286, 304, 335, 339, 347	Simile	Adjectives Present Tense Verbs Past Tense Verbs	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Survival Skills	Informative Text: Expository Essay	<b>CONVENTIONS:</b> Adjectives, 328–338; Comparisons Using Adjectives and Adverbs, 534–543; Identifying the Basic Forms of the Six Tenses, 478, 481  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164; Writing for Assessment: Expository Writing, 168–169
		<b>Angela Duckworth and the Research on “Grit”</b> Emily Hanford	2–3 days	RI1, RI2, RI3, RI5, W3, W4, W5, W7, W8, SL1, SL4, SL6	pp 90, 103, 116, 130, 196, 207, 214, 246, 253, 286, 304, 313	Direct Quotation		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: College Challenges	Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Autobiographical Essays, 9; Nonfiction Narrative, 64–65; Feature Assignment: Personal Narrative, 66–84
		<b>Race to the End of the Earth</b> William G. Scheller	2–3 days	RI1, RI2, RI3, RI5, RI6, W3, W4, W7, W8, SL1, SL4, L1a	pp 90, 103, 116, 130, 137, 196, 207, 246, 253, 286, 304, 321	Foreshadowing		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Expedition to the South Pole	Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Research Writing, 224–248  <b>WRITING:</b> Diary and Journal Entries, 10; Writing for Media: Create a Blog Entry, 218–219
		<b>The Sound of Summer Running</b> Ray Bradbury	2–3 days	RL1, RL2, RL3, RL4, RL5, W3, W4, W5, W7, W8, SL1, SL4, L1	pp 2, 15, 28, 41, 54, 196, 207, 214, 246, 253, 286, 304, 321	Symbols		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Financial Skills	Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Publishing, 253  <b>WRITING:</b> Reflective Essays, 10, 67; also see: Personal Narrative, 66–84
		<i>from</i> <b>Letter on Thomas Jefferson</b> John Adams	2–3 days	RI1, RI2, RI3, RI5, W1, W2, W4, W5, W7, W8, W9, SL1, SL4	pp 90, 103, 116, 130, 173, 184, 207, 214, 246, 253, 267, 286, 304	Central Idea		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Determination and the Declaration of Independence	Argument: Comparison-and-Contrast Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164
		<b>Water</b> Helen Keller	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W1, W4, W5, W7, W8, SL1, SL4	pp 90, 103, 116, 123, 130, 137, 173, 207, 214, 246, 253, 286, 304	Author’s Purpose		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Learning to Communicate	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191
		<b>Determination</b>	1 day	RI1, RI2, RI3, RI5, RI6, RI7, W2, W4, W7, W8	pp 90, 103, 116, 130, 137, 144, 184, 207, 246, 253			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Politics and Determination		<b>RESEARCH:</b> Research Writing, 224–248

		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>from Brighton Beach Memoirs</i> Neil Simon <i>Gluskabe and Old Man Winter</i> Joseph Bruchac	4 days	RL1, RL2, RL3, RL5, W2, W4, W7, W9a, SL1, L6	pp 2, 15, 28, 54, 184, 207, 246, 267, 286, 353	Close Reading: Drama			Small-Group Discussion	Explanation: Similarities in Different Texts	Writing Model: Informative Essay Writing: Explanatory Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29:  <b>WRITING:</b> Reviews, 173; Critical Reviews, 199; Mentor Text: Book Review, 200–201; Feature Assignment: Letter to an Author, 204–216; Interpretive Response, 220–221
		<b>The Phantom Tollbooth Act I</b> Susan Nanus	4 days	RL2, RL3, RL5, RL6, W4, W6, W8, SL5, L1, L2a	pp 15, 28, 54, 61, 207, 227, 253, 311, 321, 331	Summary Dialogue in Drama	Prepositions and Appositives	Academic Vocabulary Selection Vocabulary		Multimedia Presentation	Summary	<b>CONVENTIONS:</b> Prepositions, 274, 347–356, 573; Appositives, 279, 283, 407, 408, 563, 566, 603  <b>RESEARCH:</b> Multimedia Presentation, 264–265; Multimedia Elements, R10  <b>WRITING:</b> Summaries, 224, 227, 234, 235, 238, 239, 240, 243, 244, 246, 251, 252, 265
PART 2	ADVENTURE AND IMAGINATION	<b>The Phantom Tollbooth Act II</b> Susan Nanus	4 days	RL5, RL7, W1, W1a, SL1c, SL3, L1, L3, L3a, L6	pp 54, 68, 173, 286, 297, 321, 335, 353	Compare and Contrast Stage Directions	Participles and Gerunds	Academic Vocabulary Selection Vocabulary	Group Discussion		Review	<b>CONVENTIONS:</b> Participles, 409, 410, 411, 470; Gerunds, 413, 415, 444  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Reviews, 173; Critical Reviews, 199; Mentor Text: Book Review, 200–201; Feature Assignment: Letter to an Author, 204–216; Interpretive Response, 220–221
		<i>from You're a Good Man, Charlie Brown</i> Clark Gesner <i>Happiness is a Charming Charlie Brown at Orlando Rep</i> Matthew MacDermid	2 days	RL9, RI6, RI9	pp 75, 137, 158	Author's Purpose						Timed Writing: Explanatory Essay
PART 2	COMPARING TEXTS	<b>Language Study</b>	1 day	L4c, L5, L5c	pp 339, 347			Connotation and Denotation				<b>LANGUAGE STUDY:</b> Use the Right Word, 273
		<b>Speaking and Listening</b>	1 day	SL3, SL4, SL5	pp 297, 304, 311				Delivering a Persuasive Speech			<b>SPEAKING &amp; LISTENING:</b> Persuasive Speeches, 18, 173, R30–R31
		<b>Writing Process</b>	3 days	W1, W1a, W1b, W1c, W1d, W1e, L2b, L3, L3a	pp 173, 331, 335		Combining Sentences for Variety Prepositions and Appositives Participles and Gerunds	Support Your Ideas		Focus on Research: Argument	Argument: Problem-and-Solution Essay	<b>CONVENTIONS:</b> Combining Sentences, 438–442; Varying Sentences, 443–445; Prepositions, 274, 347–356, 573; Appositives, 279, 283, 407, 408, 563, 566, 603; Participles, 409, 410, 411, 470; Gerunds, 413, 415, 444  <b>WRITING:</b> Problem and Solution Chart, R26; Problem–Solution Essays, 16, 147; also see: Writing for Assessment: Persuasive Writing, 194–195
PART 3	TEXT SET: MARK TWAIN	<b>Anchor: The Prince and the Pauper</b> Mark Twain	5 days	RL1, RL2, RL4, W2a, W2b, W2c, W2d, W2f, W4, SL1a, SL1b, SL1c, SL1d, L1d, L4a, L5c, L6	pp 2, 15, 41, 184, 207, 286, 321, 339, 347, 353	Theme	Appositive Phrases Adverbs	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Palace of Westminster	Informative Text: Comparison-and-Contrast Essay	<b>CONVENTIONS:</b> Appositive Phrases, 407, 408, 563; Adverbs, 339–346, 423, 444, 536  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164
		<b>Stage Fright</b> Mark Twain	2–3 days	R11, R12, R14, R15, W2, SL1, L3b, L4, L5, L6	pp 90, 103, 123, 130, 184, 286, 335, 339, 347, 353	Humor		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Stage Fright	Informative Text: How-To Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> How-to Essay, 257–259, 264–265

	<b>My Papa, Mark Twain</b> Susy Clemens	2–3 days	RI1, RI2, RI5, RI6, RI8, RI9, W1, W1d, SL1, L4, L6	pp 90, 103, 130, 137, 151, 158, 173, 286, 339, 353	Point of View		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Twain According to Others	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232  <b>WRITING:</b> Argumentative Essays, 18; Feature Assignment: Persuasive Essay, 172–191
	<b>Mark Twain’s First “Vacation”</b> The New York World	2–3 days	RI1, RI2, RI3, RI4, RI5, W3a, SL1, SL2, SL5, L4, L6	pp 90, 103, 116, 123, 130, 196, 286, 293, 311, 339, 353	Plot		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Twain’s First Riverboat Journey	Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Multiple Relevant Sources, 232; Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Realistic Short Story, 92–112; Writing for Assessment: Short Story, 116–117
	<b>According to Mark Twain</b> Mark Twain	1 day	RI1, RI4, W1a	pp 90, 123, 173			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Twain’s Quotations	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Provide and Document Evidence, 240  <b>WRITING:</b> Argumentative Essays, 18; Feature Assignment: Persuasive Essay, 172–191
	<b>An Encounter With An Interviewer</b> Mark Twain	2–3 days	RL1, RL2, RL5, RL6, W1, SL1, L4, L6	pp 2, 15, 54, 61, 173, 286, 339, 353	Tone		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Real Twain Interviews	Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Argumentative Essays, 18; Feature Assignment: Persuasive Essay, 172–191

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions**	Language Study**	Speaking and Listening**	Research**	Writing**	PH Writing Coach Alignment
PART 1	IBQ/CLOSE READING WORKSHOP	<p><i>from Black Ships Before Troy</i> Rosemary Sutcliff</p> <p><b>Black Cowboy, Wild Horses</b> Julius Lester</p>	4 days	RL1, RL2, W2b, W7, W9a, SL1, L6	pp 2, 15, 184, 246, 267, 286, 353	Close Reading: Folk Literature			Small-Group Discussion	Explanation: Legendary Character	Writing Model: Explanatory Text Writing: Explanatory Essay	<p><b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29</p> <p><b>RESEARCH:</b> Find Multiple Relevant Sources, 232</p> <p><b>WRITING:</b> Mentor Text: Book Review, 200–201; Feature Assignment: Letter to an Author, 204–216; Interpretive Response, 220–221</p>
PART 2	SHARED LESSONS	<p><b>The Tiger Who Would Be King</b> James Thurber</p> <p><b>The Ant and the Dove</b> Leo Tolstoy</p>	4–16 days	RL2, W3b, W3e, W6, W7, SL5, L1, L4b	pp 15, 196, 227, 246, 311, 321, 339	Cause and Effect Fables and Folk Tales	Subject Complements	Academic Vocabulary Selection Vocabulary		Oral Report	Fable	<p><b>CONVENTIONS:</b> Subject Complements, 396–397, 398, 399</p> <p><b>RESEARCH:</b> Preparing and Presenting a Speech, R30</p> <p><b>WRITING:</b> For related material see: Short Story, 116–117; also see: Plot, 198, 199, 200, 204</p>
		<p><b>Arachne</b> Olivia E. Coolidge</p>		RL2, RL5, W2, W2a, W2d, W2e, W8, L3, L4b	pp 15, 54, 184, 253, 335, 339	Cause and Effect Myths	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary		Annotated Bibliography Entry	Compare-and-Contrast Essay	<p><b>CONVENTIONS:</b> For related material see: Indirect Objects, 393 and Subject Complements, 396–397, 398, 399</p> <p><b>RESEARCH:</b> Provide and Document Evidence, 240</p> <p><b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164</p>
		<p><b>The Stone</b> Lloyd Alexander</p>		RL2, W4, W6, W8, SL1, L1, L2a, L6	pp 15, 207, 227, 253, 286, 321, 331, 353	Setting a Purpose Universal Theme	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary		Written and Visual Report	Plot Proposal	<p><b>CONVENTIONS:</b> Independent and Dependent Clauses, 415, 416, 417–419, 420, 423, 425, 426–428, 571–572</p> <p><b>RESEARCH:</b> Make a Research Plan, 232–233; Use Graphics and Illustrations, 241</p> <p><b>WRITING:</b> Create a Storyboard for a Personal Narrative, 85–86; Short Story, 116–117; also see: Plot, 198, 199, 200, 204</p>
		<p><b>Why the Tortoise’s Shell Is Not Smooth</b> Chinua Achebe</p>		RL4, W4, SL6, L1, L3a, L5a, L5b	pp 41, 207, 313, 321, 335, 347	Purpose for Reading Personification	Simple, Compound, and Complex Sentences	Academic Vocabulary Selection Vocabulary	Dramatic Reading		Invitation	<p><b>CONVENTIONS:</b> Simple, Compound, and Complex Sentences, 426–431</p> <p><b>WRITING:</b> For related material see: Writing Friendly Letters, R15</p>
PART 2	COMPARING TEXTS	<p><b>Mowgli’s Brothers</b> Rudyard Kipling</p> <p><i>from James and the Giant Peach</i> Roald Dahl</p>	2 days	RL2, W2a	pp 15, 184	Fantasy					Timed Writing: Explanatory Essay	<p><b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164; also see: Mentor Text: Book Review, 200–201; Feature Assignment: Letter to an Author, 204–216; Interpretive Response, 220–221</p>
PART 2	WORKSHOPS	<p><b>Language Study</b></p>	1 day	L5a	p 347			Idioms				<p><b>LANGUAGE STUDY:</b> For related material see: Figurative Language, 55, 129</p>
		<p><b>Speaking and Listening</b></p>	1 day	SL1c, SL1d, SL4	pp 286, 304				Oral Response to Literature			<p><b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30</p>
		<p><b>Writing Process</b></p>	3 days	W2, W2a, W2b, W2c, W2f, W5, L2, L2a, L2b, L3	pp 184, 214, 331, 335		Commas, Parentheses, and Dashes Subject Complements Object Complements	Revising Choppy Sentences		Focus on Research: Explanatory Text	Explanatory Text: Cause-and-Effect Essay	<p><b>CONVENTIONS:</b> Commas, Parentheses, and Dashes, 556–570, 598–600, 601–603; Subject Complements, 396–397, 398, 399</p> <p><b>RESEARCH:</b> Find Multiple Relevant Sources, 232</p> <p><b>WRITING:</b> Cause and Effect Essays, 15, 147; Cause and Effect Chart, R24</p>

PART 3 TEXT SET: PEOPLE AND ANIMALS	<b>Anchor: Prologue from The Whale Rider</b> Witi Ihimaera	5 days	RL1, RL2, RL4, W2a, W2b, W2c, W7, W8, W9a, SL1, SL4, L2, L3, L4, L5, L6	pp 2, 15, 41, 184, 246, 253, 267, 286, 304, 331, 335, 339, 347, 353	Myth	Independent and Dependent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Role of Myths	Informative Text: Cause-and-Effect Essay	<b>CONVENTIONS:</b> Independent Clauses, 417, 419, 426–428, 571–572 <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232; Preparing and Presenting a Speech, R30 <b>WRITING:</b> Cause and Effect Essays, 15, 147; Cause and Effect Chart, R24
	<b>The Case of the Monkeys That Fell from the Trees</b> Susan E. Quinlan	2–3 days	RI1, RI2, RI6, W2, W7, SL1, SL4, L6	pp 90, 103, 137, 184, 246, 286, 304, 353	Expository Writing		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Scientific Method	Informative Text: Explanation	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Collect and Organize Your Data, 234; Document Your Sources, 236 <b>WRITING:</b> Feature Assignment: Informational Research Report, 224–248
	<b>Rescuers to Carry Oxygen Masks for Pets</b> Associated Press	2–3 days	RI1, RI2, RI5, W3, W7, SL1, L4, L5, L6	pp 90, 103, 130, 196, 246, 286, 339, 353	Text Features		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Oxygen Masks	Narrative	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232 <b>WRITING:</b> Nonfiction Narrative, 64–65; Feature Assignment: Personal Narrative, 66–84
	<b>2012 Pet Ownership Statistics</b> American Pet Products Association	1 day	RI1, RI7, W1, W1b, SL1, SL2	pp 90, 144, 173, 286, 293			Academic Vocabulary Selection Vocabulary	Class Discussion		Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191
	<b>The Old Woman Who Lived With the Wolves</b> Chief Luther Standing Bear	2–3 days	RL1, RL2, RL3, RL4, W2, W7, W8, SL1, SL4, L1, L4	pp 2, 15, 28, 41, 184, 246, 253, 286, 304, 321, 339	Conflict and Resolution		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Humans and Animals	Informative Text	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232; Preparing and Presenting a Speech, R30 <b>WRITING:</b> For related material see: Feature Assignment: Letter to an Author, 204–216; Interpretive Response, 220–221 and Feature Assignment: Informational Research Report, 224–248
	<b>Satellites and Sea Lions</b> NASA	2–3 days	RI1, RI2, RI5, W1, W7, W8, SL1, L4, L6	pp 90, 103, 130, 173, 246, 253, 286, 339, 353	Expository Writing		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Oceanographers	Argument: Persuasive Letter	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232; Use Graphics and Illustrations, 241 <b>WRITING:</b> Letter to the Editor, 173; Op-ed (opposite-editorial) pieces, 18, 173; Writing Business Letters, R14
	<b>Turkeys</b> Bailey White	2–3 days	RL1, RL2, RL3, W1, W4, SL1, L4, L6	pp 2, 15, 28, 173, 207, 286, 339, 353	Author's Influences		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Wild Turkeys	Argument: Persuasive Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Multiple Relevant Sources, 232; Preparing and Presenting a Speech, R30 <b>WRITING:</b> Feature Assignment: Persuasive Essay, 172–191