

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	CC Standards Covered	PH Writing Coach Alignment
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	Word Bank, 67, 93, 121, 147, 173, 199, 225, 257
Writing an Objective Summary	<ul style="list-style-type: none"> Model Objective Summary 	Literature 2; Informational Text 2	Summaries, 224, 228, 234, 235, 240
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	Response to Literature, 196–197; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
Analyzing Arguments	<ul style="list-style-type: none"> The Art of Argument Composing an Argument 	Informational Text 8; Writing 1.a, 1.b, 1.e; Language 6	Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
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 2.a, 2.c, 5, 7, 8, 9	Feature Assignment: Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248; Writing for Assessment: Research Plan, 254–255

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	Delivering an Oral Summary	Autobiographical Narrative	Titles for Extended Reading Online Text Set The Fall of the Hindenburg <i>Michael Morrison</i> from Letters from Rifka <i>Karen Hesse</i> Veteran Returns, Becomes Symbol <i>Minneapolis Star and Tribune</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Personal Narrative Writing to Sources: Argument
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Word Origins	Evaluating a Persuasive Presentation	Argument	Titles for Extended Reading Online Text Set Suzy and Leah <i>Jane Yolen</i> Conversational Ballgames <i>Nancy Masterson Sakamoto</i> My Head Is Full of Starshine <i>Peg Kehret</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Informative Text
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Evaluating Media Messages and Advertisements	Explanatory Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set from Angela's Ashes <i>Frank McCourt</i> Seventh Grade <i>Gary Soto</i> Safe Routes to School	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Connotation and Denotation	Conducting an Interview	Response to Literature: Review of a Short Story	Titles for Extended Reading Online Text Set Loo Wit <i>Wendy Rose</i> What Gives the Sunrise and Sunset its Orange Glow? <i>GantDaily</i> How the Snake Got Poison <i>Zora Neale Hurston</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
5	Focus on the Oral Tradition Reading, Writing, Speaking, Research Models Independent Practice	Figurative Language	Research Presentation	Explanatory Text: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set Martin Luther King <i>Raymond R. Patterson</i> The Bear Boy <i>Joseph Bruchac</i> Theater Show Contract <i>Crystal Springs Upland School</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: 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	The Dinner Party Mona Gardner	4 days	RL1, RL2, RL3, RL6, W2, W7, W9, SL1, L6	pp 2, 15, 28, 67, 202, 258, 279, 298, 359	Close Reading: Short Story			Small-Group Discussion	Explanation: Author's Role and Message	Writing Model: Argument Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255 WRITING: Mentor Text: Op-Ed Piece, 174–175; Student Model: Op-ed Piece, 176–177; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response. 220–221	
		The Treasure of Lemon Brown Walter Dean Myers											
PART 2	DIFFERENT PERSPECTIVES	Rikki-tikki-tavi Rudyard Kipling	4–16 days	RL3, W2d, W2e, SL1a, SL3, L2, L4b, L6	pp 28, 202, 298, 309, 339, 345, 359	Make Predictions Plot	Common, Proper, and Possessive Nouns	Academic Vocabulary Selection Vocabulary	Informal Debate		Informative Article	CONVENTIONS: Nouns, 294–299 WRITING: Feature Assignment: Informational Research Report, 224–248	
		Two Kinds from The Joy Luck Club Amy Tan		RL6, W3a, W3b, W7, L1, L6	pp 67, 214, 258, 333, 359	Make Predictions Character and Point of View	Personal and Possessive Pronouns	Academic Vocabulary Selection Vocabulary		Outline	Journal Entry	CONVENTIONS: Pronouns, 300–311; Using Pronouns, 501–512 RESEARCH: Outline, R26 WRITING: Journal Entry, 4, 7, 10, 21, 84; also see: Create a Travel Blog, 140–141	
		The Third Wish Joan Aiken		RL1, W2a, W2e, W3, W3e, SL6, L2a, L4b	pp 2, 202, 214, 325, 339, 345	Make Inferences Conflict and Resolution	Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary	News Story			Anecdote	CONVENTIONS: Adjectives, 325–338; Adverbs, 339–344 WRITING: Feature Assignment: Personal Narrative, 66–84
		Ribbons Laurence Yep		RL1, RL2, W1d, W1e, W7, SL5, L1, L4b	pp 2, 15, 191, 258, 323, 333, 345	Make Inferences Theme	Comparison of Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary		Poster	Letter to the Author	CONVENTIONS: Comparisons Using Adjectives and Adverbs, 534–543; Troublesome Adjectives and Adverbs, 544–548 RESEARCH: Collect and Organize Your Data, 234; Use Graphics and Illustrations, 241 WRITING: Review of a Short Story, 198–216; also see: Letters, 260–263; Business Letter, R14; Friendly Letter, R15	
	COMPARING TEXTS	The Night the Bed Fell James Thurber Stolen Day Sherwood Anderson	2 days	RL3, RI3, W2a	pp 28, 122, 202	Characterization					Timed Writing: Explanatory Essay	WRITING: Response to Literature, 196–197; Review of a Short Story, 198–216; also see: Compare-and-Contrast Essay, 146–164	
	WORKSHOPS	Language Study	1 day	L4c, L4d, L5c	pp 345, 353			Using a Dictionary and Thesaurus				LANGUAGE STUDY: Dictionary, 472, 475, 590, 592	
Speaking and Listening		1 day	SL4	p 316				Delivering an Oral Summary			SPEAKING & LISTENING: Summaries, 224, 228, 234, 235, 240		
Writing Process		3 days	W3, W3a-e, W5, L3a	pp 214, 232, 343		Pronoun-Antecedent Agreement Adjectives and Adverbs	Voice		Focus on Research: Narrative	Autobiographical Narrative	CONVENTIONS: Agreement Between Pronouns and Antecedents, 527–532; Adjectives, 325–338; Adverbs, 339–344; Using Modifiers, 533–548 RESEARCH: Make a Research Plan, 232–233 WRITING: Autobiographical Essays, 9; Feature Assignment: Personal Narrative, 66–84		

PART 3	TEXT SET: COMPETITION	Anchor: Amigo Brothers Piri Thomas	5 days	RL1, RL2, RL3, RL4, RL6, W2, W2c, W5, W7, W8, W9, W9a, W10, SL1, SL4, SL5, L1, L2, L3a, L4a, L5a, L5b, L5c, L6	pp 2, 15, 28, 41, 67 202, 232, 258, 265, 279, 287, 298, 316, 323, 333, 339, 343, 345, 353, 359	Conflict	Proper Nouns Pronoun Agreement	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Healthy and Unhealthy Competition	Explanatory Text: Analytical Essay	CONVENTIONS: Proper Nouns, 280, 298, 299, 613–620; Agreement Between Pronouns and Antecedents, 527–532 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Response to Literature, 196–197; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
		Get More From Competition Christopher Funk	2–3 days	RI2, RI4, RI5, RI8, W3, W3b, W3c, W7, SL1, SL1a, L4a, L6	pp 109, 129, 142, 169, 214, 258, 298, 345, 359	Structure		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Mind and Body	Fictional Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Find Authoritative Objective Sources, 232 WRITING: Writing Assignment: Short Story, 116–117; also see: Feature Assignment: Short Story: Science Fiction, 93–112
		Forget Fun, Embrace Enjoyment Adam Naylor	2–3 days	RI1, RI2, RI3, RI4, RI8, W1a-e, W7, W8, SL1, SL1a, L4a, L6	pp 96, 109, 122, 129, 169, 191, 258, 265, 298, 345, 359	Persuasive Techniques		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Coaching and Competition	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		Video Game Competitiveness, Not Violence, Spurs Aggression, Study Suggests Jennifer LaRue Huget	1 day	RI2, RI4, W2, W2d-e, L4a, L4d, L6	pp 109, 129, 202, 345, 359			Academic Vocabulary Selection Vocabulary			Informative Text: Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Feature Assignment: Informational Research Report, 224–248
		Win Some, Lose Some Charles Osgood	2–3 days	RI1, RI2, RI4, RI6, RI8, W1a-d, W7, W9, W10, SL1, L4a, L5b, L6	pp 96, 109, 129, 149, 169, 191, 258, 279, 287, 298, 345, 353, 359	Rhetorical Devices		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: A Model of Character	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Document Your Sources, 236; Provide and Document Evidence, 240 WRITING: Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		Orlando Magic Leroy Neiman	1 day	RI7, W1, W1c, SL1, SL2	pp 162, 191, 298, 305			Academic Vocabulary Selection Vocabulary	Debate		Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 WRITING: Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195

		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions	Language Study**	Speaking and Listening	Research	Writing	PH Writing Coach Alignment	
PART 1	IBQ/CLOSE READING WORKSHOP	from Freedom Walkers Russell Freedman from What Makes a Rembrandt a Rembrandt? Richard Mühlberger	4 days	RI1, RI2, RI5, RI6, RI9, W2, W7, SL1, SL1b, L4b, L6	pp 96, 109, 142, 149, 176, 202, 258, 298, 345, 359	Close Reading: Nonfiction			Small-Group Discussion	Explanation: Comparing Articles	Writing Model: Informative Text Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Informational Research Report, 224–248; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221	
PART 2	EXPLORING IDEAS	Life Without Gravity Robert Zimmerman	4–16 days	RI2, RI5, RI7, W9, W9b, SL2, SL4, L1	pp 109, 142, 162, 279, 305, 316, 333	Main Idea Expository Essay	Action Verbs and Linking Verbs	Academic Vocabulary Selection Vocabulary	Oral Summary		Analogy	CONVENTIONS: Action Verbs, 314–316; Linking Verbs, 317–321 SPEAKING & LISTENING: Summaries, 224, 228, 234, 235, 240 WRITING: For related material see Metaphor, 55, 129	
		I Am a Native of North America Chief Dan George		RI1, RI2, RI3, RI6, RI7, W2a, L1, L5b	pp 96, 109, 122, 149, 162, 202, 333, 353	Main Idea Reflective Essay	Principal Parts of Verbs	Academic Vocabulary Selection Vocabulary	Response		Outline	CONVENTIONS: The Four Principal Parts of Verbs, 472–479 SPEAKING & LISTENING: Speaking, R30–R31 WRITING: Outline, R26	
		All Together Now Barbara Jordan		RI8, W1a, W1b, SL4, L1, L2, L4b	pp 169, 191, 316, 333, 339, 345	Classifying Fact and Opinion Persuasive Essay	Conjunctions and Interjections	Academic Vocabulary Selection Vocabulary	Public Service Announcement		Persuasive Letter	CONVENTIONS: Conjunctions and Interjections, 355; Conjunctions, 356–362; Interjections, 363–364 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Letter of Opinion, 260–261; Letter of Request, 262–263; Business Letter, R14; Friendly Letter, R15	
		Rattlesnake Hunt Marjorie Kinnan Rawlings		RI4, W3d, W4, W5, W6, W8, L1, L4b, L6	pp 129, 214, 225, 232, 245, 265, 333, 345, 359	Classifying Fact and Opinion Word Choice, or Diction	Simple and Compound Subjects and Predicates	Academic Vocabulary Selection Vocabulary		Help-Wanted Ad	Adaptation	CONVENTIONS: Subjects and Predicates, 368–370, 371–373, 374–376, 377–382, 383–396 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Short Story, 92–112; Writing for Media: Create a Dramatic Scene, 114–115; Writing for Assessment: Short Story, 116–117	
PART 2	COMPARING TEXTS	from Barrio Boy Ernesto Galarza A Day's Wait Ernest Hemingway	2 days	RL3, RI3, W2a	pp 28, 122, 202	Fiction and Nonfiction					Timed Writing: Explanatory Essay	WRITING: Feature Assignment: Compare-and-Contrast Essay, 146–164; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see: Point of View, 94, 109, 161, 213, 240	
		Language Study	1 day	L4b, L4c, L5a	pp 345, 353			Word Origins					LANGUAGE STUDY: For related material see: Writing in the Content Areas, R2–R5
		Speaking and Listening	1 day	SL2, SL3	pp 305, 309					Evaluating a Persuasive Presentation			SPEAKING & LISTENING: Listening Critically to a Speech, R31
PART 2	WORKSHOPS	Writing Process	3 days	W1, W1a-e, L1, L2b, L3, L3a	pp 191, 333, 339, 343		Correct Verb Tense Combine Sentences Using Conjunctions Principal Parts of Verbs			Focus on Research: Argumentative Text	Argumentative Essay	CONVENTIONS: The Six Tenses of Verbs, 480–495; Combine Sentences Using Conjunctions, 356–361; The Four Principal Parts of Verbs, 472–479 WRITING: Argumentative Essays, 18; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive	

		Writing, 194–195										
PART 3	TEXT SET: MOTIVATION	Anchor: No Gumption Russell Baker	5 days	RI1, RI2, RI4, RI6, W1a, W1b, W1e, W5, W6, W7, W8, SL1a, SL1c, SL2b, L4c, L5b, L6	pp 96, 109, 129, 149, 191, 232, 245, 258, 265, 298, 305, 345, 353, 359	Autobiography	Verbs in Compound Predicates Pronoun Agreement	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Goals and Motivation	Argument: Persuasive Essay	CONVENTIONS: Compound Subjects and Compound Verbs, 374–376; Agreement Between Pronouns and Antecedents, 527–532 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248 WRITING: Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		Intrinsic Motivation Doesn't Exist, Researcher Says Jeff Grabmeier	2–3 days	RI1, RI2, RI6, W1, W1c, W1d, SL1, SL2b, L4	pp 96, 109, 149, 191, 298, 345	Expository Writing		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Money and Grades	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Argumentative Essays, 18; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		The Cremation of Sam McGee Robert Service	2–3 days	RL1, RL2, RL3, RL4, RL6, W3, W3c, W3d, W7, W10, SL1	pp 2, 15, 28, 41, 67, 214, 258, 287, 298	Characters		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Klondike Gold Rush	Fictional Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Feature Assignment: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84
		A Special Gift—The Legacy of "Snowflake" Bentley Barbara Eaglesham	2–3 days	RI1, RI3, W2, W2e, W7, SL1	pp 96, 122, 202, 258, 298	Biography		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Snow Crystals	Informative Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Feature Assignment: Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255
		All Stories are Anansi's Harold Courlander	2–3 days	RL1, RL2, RL6, W3, SL1, L5b, L6	pp 2, 15, 67, 214, 298, 353, 359	Folk Tales		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Tricksters in Folk Tales	Narrative: Folk Tale	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: For related material see: Feature Assignment: Short Story, 92–112; Writing for Media: Create a Dramatic Scene, 114–115; Writing for Assessment: Short Story, 116–117
		Maslow's Theory of Motivation and Human Needs Abraham Maslow	1 day	RI1, RI3, RI5, RI6, W7, L6	pp 96, 122, 142, 149, 258, 359			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Abraham Maslow		SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Feature Assignment: Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255

		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	IBC/CLOSE READING WORKSHOP	The Railway Train Emily Dickinson Maestro • The Desert Is My Mother • Bailando Pat Mora	4 days	RL1, RL2, RL4, RL5, W2, W4, W7, W9a, SL1, L6	pp 2, 15, 41, 54, 202, 225, 258, 279, 298, 359	Close Reading: Poetry			Small-Group Discussion	Analysis: Cultural Influences	Writing Model: Informative Text Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255; Writing for Assessment: Interpretative Response, 220–221; Writing for Assessment: Expository Writing, 168–169	
PART 2	SOUNDS AND IMAGES	Poetry Collection 1 Giovanni • Nye • Smith • Basho	4–16 days	RL5, RL7, W4, W6, SL1d, L2, L6	pp 54, 74, 225, 245, 298, 339, 359	Draw Conclusions Forms of Poetry	Sentence Functions and Endmarks	Academic Vocabulary Selection Vocabulary	Presentation		Lyric Poem, Concrete Poem, or Haiku	CONVENTIONS: Classifying the Four Functions of a Sentence, 432–435; Punctuation: End Marks, 552–555 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143	
		Poetry Collection 2 Madgett • Millay • Hughes • Sandburg		RL4, W2, W2d, W7, SL5, L1a, L6	pp 41, 202, 258, 323, 333, 359	Draw Conclusions Figurative Language	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary		Scientific Explanation	Metaphor	CONVENTIONS: Independent Clauses, 415, 417; Subordinate Clauses, 415–416, 417 RESEARCH: Make a Research Plan, 232–233; Use Graphics and Illustrations, 241 WRITING: Metaphor, 55, 129; also see: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143	
		Poetry Collection 3 Bogan • Shakespeare • Silverstein • Merriam		RL4, W9a, SL4, SL6, L1b, L4c, L5b	pp 41, 279, 316, 325, 333, 345, 353	Paraphrase Sound Devices	Sentence Structures	Academic Vocabulary Selection Vocabulary	Poetry Reading			Paraphrase	CONVENTIONS: Classifying Sentence by Structure, 424–430 SPEAKING & LISTENING: Speaking, R30–R31 WRITING: Paraphrases, 224, 234, 235, 240; also see: Writing for Assessment: Interpretative Response, 220–221
		Poetry Collection 4 Frost • Poe • Carroll • Brooks		RL4, W6, W7, SL1c, SL2, L1, L6	pp 41, 245, 258, 298, 305, 333, 359	Paraphrase Sound Devices	Subject-Verb Agreement	Academic Vocabulary Selection Vocabulary			Survey	Poem	CONVENTIONS: Subject-Verb Agreement, 513, 514–517, 518–519, 520–523, 524–525 RESEARCH: Collect and Organize Your Data, 234 WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
	COMPARING TEXTS	Miracles Walt Whitman in Just— E. E. Cummings	2 days	RL4, W1, L5c	pp 41, 191, 353	Imagery					Timed Writing: Argument: Recommendation	WRITING: Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190	
	WORKSHOPS	Language Study	1 day	L4, L4a, L4c, L4d	p 345			Words with Multiple Meanings				LANGUAGE STUDY: Using the Right Word, 273	
		Speaking and Listening	1 day	SL2, SL3	pp 305, 309				Evaluating Media Messages and Advertisements			SPEAKING & LISTENING: Advertisements, 19, 24, 173, 192–193, 217	
		Writing Process	3 days	W2, W2a-e, W4, W5, L1b, L1c, L3a	pp 202, 225, 232, 333, 343		Sentence Structures Independent and Dependent Clauses	Developing Your Ideas		Focus on Research: Explanatory Text	Explanatory Text: Comparison-and-Contrast Essay	CONVENTIONS: Classifying Sentence by Structure, 424–430; Independent Clauses, 415, 417; Subordinate Clauses, 415–416, 417	

												RESEARCH: Make a Research Plan, 232–233 WRITING: Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164
PART 3 TEXT SET: HEROES AND OUTLAWS	Anchor: The Highwayman Alfred Noyes	5 days	RL1, RL2, RL3, RL4, RL5, W2, W4, W7, W8, W9, W10, SL1, SL4, SL6, L1, L1a, L4a, L4d, L5b	pp 2, 15, 28, 41, 54, 202, 225, 258, 265, 279, 287, 298, 316, 325, 333, 345, 353	Repetition	Clauses and Conjunctions Pronoun-Antecedent Agreement	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Heroes and Outlaws in Literature	Informative Text: Character Analysis	CONVENTIONS: Clauses, 415–423; Conjunctions, 356–362; Pronoun-Antecedent Agreement, 527–532 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see Characters, 66, 74–75, 80, 92, 95, 114	
	Carnegie Hero Fund Commission	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W4, W7, W8, SL1, L5	pp 96, 109, 122, 129, 142, 191, 225, 258, 265, 298, 353	Structure		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Civilization's Heroes	Persuasive Letter	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Find Authoritative Objective Sources, 232 WRITING: Student Model: Letter of Opinion, 260–261; Student Model: Letter of Request, 262; Feature Assignment: Letter of Request, 263; Business Letter, R14; Friendly Letter, R15	
	The Myth of the Outlaw Ruth M. Hamel	2–3 days	RI1, RI2, RI4, RI6, W1, W1d, W4, W7, W8, SL1, SL4, L5b	pp 96, 109, 129, 149, 191, 225, 258, 265, 298, 316, 353	Diction		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Outlaws After the Civil War	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195	
	The Real Story of a Cowboy's Life Geoffrey C. Ward	2–3 days	RI1, RI2, RI3, RI4, W1, W4, SL1, SL4, SL6, L4	pp 96, 109, 122, 129, 191, 225, 298, 316, 325, 345	Primary Sources		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Cowboys and Settlers	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Argumentative Essays, 18; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195	
	After Twenty Years O. Henry	2–3 days	RL1, RL2, RL3, RL6, W3, W4, SL1, SL4	pp 2, 15, 28, 67, 214, 225, 298, 316	Irony		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Police Heroes	Narrative: Fictional Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignment: Short Story, 92–112; Writing for Media: Create a Dramatic Scene, 114–115; Writing for Assessment: Short Story, 116–117	
	Harriet Tubman	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W3, W4, W7, W8, SL1, SL5, L4	pp 96, 109, 122, 129, 142, 149, 214, 225, 258, 265, 298, 323, 345	Author's Viewpoint		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Underground Railroad	Narrative: Fictional Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Multimedia Projects, 25, 113, 139, 191, 217, 249, 264, 266–267 WRITING: Diaries, 10, 67; Blogs, 9, 24, 67, 199, R7; Writing for Assessment: Short Story, 116–117	

		Wanted: Harriet Tubman, Abolitionist	1 day	RI1, RI4, RI6, RI9, W1, W4, W7, SL4	pp 96, 129, 149, 176, 191, 225, 258, 316			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Abolitionist Leader	Explanatory Text: Comparison- and-Contrast Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Persuasion, 170–171
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		Selection/Feature	Pacing	Standards Covered	Common Core Companion Workbook*	Close Reading Focus	Conventions	Language Study**	Speaking and Listening	Research	Writing	PH Writing Coach Alignment
PART 1	PART 1 IBQ/CLOSE READING WORKSHOP	from Sorry, Wrong Number Lucille Fletcher	4 days	RL1, RL2, RL3, RL4, RL5, W2, W7, SL1, SL4, L6	pp 2, 15, 28, 41, 54, 202, 258, 298, 316, 359	Close Reading: Drama			Small-Group Discussion	Explanation: Importance of Dragon King to Windrider	Writing Model: Argument Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Make a Research Plan, 232–233 WRITING: Argumentative Essays, 18; Arguments in Persuasive Essays, 172, 174, 180; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
		from Dragonwings Laurence Yep										
PART 2	DRAMATIC TRANSFORMATIONS	A Christmas Carol: Scrooge and Marley, Act I Israel Horovitz	4 days	RL3, RL5, W1, W1a, W1b, W1c, W7, L1a, L6	pp 28, 54, 191, 258, 333, 359	Purpose for Reading Dialogue	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary		Costume Plans	Letter	CONVENTIONS: Prepositions, 345–354; Prepositional Phrases, 398–404 RESEARCH: Make a Research Plan, 232–233 WRITING: Feature Assignments: Letters, 256–263; Business Letter, R14; Friendly Letter, R15
		A Christmas Carol: Scrooge and Marley, Act II Israel Horovitz										
	COMPARING TEXTS	Zoos: Joys or Jails? <i>from</i> Teen Ink	2 days	RI6, RI9, W1a, W1b	pp 149, 176, 191	Point of View					Timed Writing: Editorial	WRITING: Editorials, 18, 173; Feature Assignment: Op-Ed Piece, 172–190
		Kid Territory: Why Do We Need Zoos? San Diego Zoo Staff										
WORKSHOPS	Language Study	1 day	L4c, L5b, L5c	pp 345, 353			Connotation and Denotation					LANGUAGE STUDY: Using the Right Word, 273
	Speaking and Listening	1 day	SL1a, SL1b, SL1c, SL2	pp 298, 305				Conducting an Interview				SPEAKING & LISTENING: Interviews, 33, 178, 232
	Writing Process	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, W9, W9a, L1c, L2b, L3, L5c	pp 191, 232, 279, 333, 339, 343, 353			Revising Sentences Using Participles Prepositional Phrases Appositive Phrases	Finding the Perfect Word		Focus on Research: Argument	Response to Literature: Review of a Short Story	CONVENTIONS: Participles/Participial Phrases, 407–408, 409–410; Prepositional Phrases, 398–404; Appositive Phrases, 405–406, 563 RESEARCH: Make a Research Plan, 232–233 WRITING: Response to Literature, 196–197; Feature Assignment: Review of a Short Story, 200–216; Writing for Assessment: Interpretative Response, 220–221

PART 3 TEXT SET: LEADERS AND FOLLOWERS	Anchor: The Monsters Are Due on Maple Street Rod Serling	5 days	RL1, RL2, RL3, RL4, RL7, W1a-c, W1e, W4, W7, W8, W10, SL1, SL4, SL6, L1a, L5c, L6	pp 2, 15, 28, 41, 74, 191, 225, 258, 265, 287, 298, 316, 325, 333, 353, 359	Characters' Motives	Prepositions and Prepositional Phrases End Punctuation	Diction and Style Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Crowds and Their Actions	Argument	CONVENTIONS: Prepositions, 345–354; Prepositional Phrases, 398–404; Punctuation: End Marks, 552–555 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Find Authoritative Objective Sources, 232; Collect and Organize Your Data, 234 WRITING: Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
	All Summer in a Day Ray Bradbury	2–3 days	RL1, RL2, RL3, RL4, W2a, W2b, W7, SL1, L5b, L6	pp 2, 15, 28, 41, 202, 258, 298, 353, 359	Setting		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Bullying	Informative Text: News Report	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Newspaper Articles, 17, 147; also see: Write a Press Conference Script, 249–250; Research Plan, 254–255
	Joseph R. McCarthy Prentice Hall United States History	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W7, W8, SL1, SL4, L4a, L4c, L6	pp 96, 109, 122, 129, 142, 191, 258, 265, 298, 316, 345, 359	Main Idea		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: McCarthyism	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Outline, R26 WRITING: Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190
	The Salem Witch Trials of 1692 The Salem Witch Museum	2–3 days	RL9, RI1, RI2, RI3, RI4, W2, W7, SL1a, SL1c, SL4, L4c, L6	pp 81, 96, 109, 122, 129, 202, 258, 298, 316, 345, 359	Tone		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Mass Hysteria	Explanatory Text: Comparison-and-Contrast Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Feature Assignment: Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248
	Herd Mentality? The Freakonomics of Boarding a Bus Stephen J. Dubner	2–3 days	RI1, RI2, RI4, RI5, RI6, W3, W7, W8, SL1a, SL6, L4a, L6	pp 96, 109, 142, 149, 214, 258, 265, 298, 325, 345, 359	Author's Argument		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Herd Mentality	Autobiographical Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Assignment: Personal Narrative, 66–84
	Follow the Leader: Democracy in Herd Mentality Michael Schirber	2–3 days	RI1, RI2, RI3, W1, W7, W8, SL1a, L4a, L4c, L5b, L6	pp 96, 109, 122, 191, 258, 265, 298, 345, 353, 359	Expository Writing		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Wisdom of the Crowd	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Argumentative Essays, 18; Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
	Martin Luther King, Jr., Memorial	1 day	RI4, W1, W4, W7, L4c, L6	pp 129, 191, 225, 258, 345, 359			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Memorial to a Leader	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Find Authoritative Objective Sources, 232 WRITING: Argumentative Essays, 18; Arguments, 172, 174, 180

		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	The Travelers and the Bear from Aesop's Fables Jerry Pinkney Grasshopper Logic • The Other Frog Prince • Duckbilled Platypus vs. BeefSnakStik™ Jon Scieszka and Lane Smith	4 days	RL1, RL2, RL3, W2b, W7, W9a, SL1, L6	pp 2, 15, 28, 202, 258, 279, 298	Close Reading: The Oral Tradition			Small-Group Discussion	Explanation: Comparing Fables and Fairy Tales	Writing Model: Informative Text Writing: Explanatory Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Feature Assignment: Informational Research Report, 224–248; also see: Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	EXPLAINING THE WORLD	Demeter and Persephone Anne Terry White	4–16 days	RL3, W3, W3a, W3b, SL1a, SL1c, L1a, L4b	pp 28, 214, 298, 333, 345	Cause and Effect Myth	Infinitive Phrases and Gerund Phrases	Academic Vocabulary Selection Vocabulary	Debate		Myth	CONVENTIONS: Infinitive Phrases, 412, 414; Gerund Phrases, 411, 413 SPEAKING & LISTENING: Speaking, R30–R31 WRITING: Myths, 12, 93. For related material see: Short Story: Science Fiction, 92–112
		Popocatepetl and Ixtlacihuatl Juliet Piggott Wood		RL3, RL9, W1a, W1b, W2, W2b, SL4, L2, L4b	pp 28, 81, 191, 202, 316, 339, 345	Cause and Effect Legend and Fact	Punctuation Marks	Academic Vocabulary Selection Vocabulary	Persuasive Speech		Description Comparison	CONVENTIONS: Punctuation: End Marks, 552–555; Commas, 556–570; Semicolons and Colons, 571–576; Quotation Marks, Underlining, and Italics, 577–588; Hyphens, 589–594; Apostrophes, 595–599; Parentheses and Brackets, 600–602; Ellipses and Dashes, 603–606 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Descriptive Essays, 14, 121
		Sun and Moon in a Box Alfonso Ortiz and Richard Erdoes		RL2, W2, W2b, W2f, W3, W3a, W3b, SL4, L2, L2a, L5b	pp 15, 202, 214, 316, 339, 353	Compare and Contrast Cultural Context	Commas	Academic Vocabulary Selection Vocabulary	Retelling		Plot Summary	CONVENTIONS: Punctuation: Commas, 556–570 SPEAKING & LISTENING: Preparing and Presenting a Speech, R30 WRITING: Plot in Personal Narratives, 66, 68–69, 74–77, 80
		The People Could Fly Virginia Hamilton		RL3, W1, W1a, W1b, W2a, W2b, W2f, SL4, L2, L3a, L4b	pp 28, 191, 202, 316, 339, 343, 345	Compare and Contrast Folk Tales	Capitalization	Academic Vocabulary Selection Vocabulary	Television News Report		Review	CONVENTIONS: Capitalization, 607–630 SPEAKING & LISTENING: Speaking, R30–R31 WRITING: Review of a Short Story, 198–216; Writing for Media: Write a Movie Review, 218–219
PART 2	COMPARING TEXTS	The Voyage from Tales from the Odyssey Mary Pope Osborne To the Top of Everest Samantha Larson	2 days	RL2, RL3, RI9, W2, L5a	pp 15, 28, 176, 202, 353	Universal Theme					Timed Writing: Explanatory Essay	WRITING: Response to Literature, 196–197; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see: Theme, 92, 102, 104, 108
		WORKSHOPS	Language Study	1 day	L5, L5a, L5b	p 353			Figurative Language			
Speaking and Listening	1 day		SL1c, SL2, SL4, SL5, SL6	pp 298, 305, 316, 323, 325					Research Presentation			SPEAKING & LISTENING: Informational Research Report, 224–248; Preparing and Presenting a Speech, R30
Writing Process	3 days		W2, W2a–c, W4, W5, W7, L1, L2a, L2b	pp 202, 225, 232, 258, 333, 339		Commas and Other Punctuation Marks Capitalization	Organize Logically			Focus on Research: Explanatory Text	Explanatory Text: Cause-and-Effect Essay	CONVENTIONS: Punctuation: End Marks, 552–606; Capitalization, 607–630 RESEARCH: Make a Research Plan,

												232–233 WRITING: Cause-and-Effect Essays, 15, 147; also see: Writing for Assessment: Expository Writing, 168–169
PART 3 TEXT SET: BECOMING AMERICAN	Anchor: My First Free Summer Julia Alvarez	5 days	RI1, RI2, RI3, RI4, RI6, W2a-b, W2d, W4, W5, W7, W8, W9, SL1, SL4, L4, L5	pp 96, 109, 122, 129, 149, 202, 225, 232, 258, 265, 279, 298, 316, 345, 353	Symbolism	Punctuation Marks Adverbial Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Politics and Becoming American	Informative Text: Comparison-and-Contrast Essay	CONVENTIONS: Punctuation: End Marks, 552–555–606 SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248; Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Compare-and-Contrast Essay, 146–164; Review of a Short Story, 198–216	
	How I Learned English Gregory Djanikian	2–3 days	RI1, RI2, RI5, W3, W4, W7, SL1, L4, L5b, L6	pp 2, 15, 54, 214, 225, 258, 298, 345, 353, 359	Narrative Poem		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Help in “Becoming American”	Autobiographical Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Assignment: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84	
	mk Jean Fritz	2–3 days	RI1, RI2, RI3, RI4, RI6, W2a, W2f, W4, W7, SL1	pp 96, 109, 122, 129, 149, 202, 225, 258, 298	Narration		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: American Literature	Explanatory Text: Comparison-and-Contrast Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Feature Assignment: Compare-and-Contrast Essay, 146–164	
	Byron Yee: Discovering a Paper Son	2–3 days	RI1, RI2, RI3, RI4, RI5, W2, W4, W7, SL1, SL4, L4	pp 96, 109, 122, 129, 142, 202, 225, 258, 298, 316, 345	Direct Quotation		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Chinese Exclusion Act	Explanatory Text: Expository Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Expository Writing, 168–169; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221	
	from Grandpa and the Statue Arthur Miller	2–3 days	RI1, RI2, RI3, RI4, RI6, W1, W4, W7, SL1	pp 2, 15, 28, 41, 67, 191, 225, 258, 298	Dialogue		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: “The New Colossus”	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Informational Research Report, 224–248 WRITING: Argumentative Essays, 18; Arguments, 172, 174, 180	
	Melting Pot Anna Quindlen	2–3 days	RI1, RI2, RI3, RI4, W1, W4, W7, SL1, SL4, L4, L5	pp 96, 109, 122, 129, 191, 225, 258, 298, 316, 345, 353	Idiom		Academic Vocabulary Selection Vocabulary	Write and Discuss	Investigate the Topic: Urban “Melting Pots”	Argument: Problem-and-Solution Essay	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Use Graphics and Illustrations, 241 WRITING: Problem-and-Solution Chart, R26; Problem-and-Solution Essays, 16, 147	
	United States Immigration Statistics U.S. Department of Homeland Security	1 day	W3, W7, SL2	pp 214, 258, 305			Academic Vocabulary Selection Vocabulary		Investigate the Topic: Immigration to the United States	Narrative: Short Story	SPEAKING & LISTENING: Participating in a Group Discussion, R29 RESEARCH: Preparing and Presenting a Speech, R30 WRITING: Feature Assignment: Short Story: Science Fiction, 93–112; Writing Assignment: Short Story, 116–117	