

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"><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, 228, 234, 235, 240
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; Review of a Short Story, 198–216; Writing for Assessment: Interpretative 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	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"><li>• Performing Short-Term and Long-Term Research</li><li>• Research Process Workshop</li><li>• Research Model</li><li>• Citing Sources and Preparing Manuscript</li></ul>	Writing 2.a, 2.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 <b>The Fall of the Hindenburg</b> <i>Michael Morrison</i> <b>from Letters from Rifka</b> <i>Karen Hesse</i> <b>Veteran Returns, Becomes Symbol</b> <i>Minneapolis Star and ...</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Personal Narrative <b>Writing to Sources:</b> 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 <b>Suzy and Leah</b> <i>Jane Yolen</i> <b>Conversational Ballgames</b> <i>Nancy Masterson Sakamoto</i> <b>My Head Is Full of Starshine</b> <i>Peg Kehret</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
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 <b>from Angela’s Ashes</b> <i>Frank McCourt</i> <b>Seventh Grade</b> <i>Gary Soto</i> <b>Safe Routes to School</b>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Explanatory Text
4	Focus on Drama  Reading, Writing, Speaking, Research Models  Independent Practice	Connotation and Denotation	Conducting an Interview	Response to Literature: Review of a Short Story	Titles for Extended Reading Online Text Set <b>Loo Wit</b> <i>Wendy Rose</i> <b>What Gives the Sunrise and Sunset its Orange Glow?</b> <i>GantDaily</i> <b>How the Snake Got Poison</b> <i>Zora Neale Hurston</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative <b>Writing to Sources:</b> Argument
5	Focus on 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 <b>Martin Luther King</b> <i>Raymond R. Patterson</i> <b>The Bear Boy</b> <i>Joseph Bruchac</i> <b>Theater Show Contract</b> <i>Crystal Springs Upland School</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

		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 Dinner Party</b> Mona Gardner <b>The Treasure of Lemon Brown</b> Walter Dean Myers	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255  <b>WRITING:</b> 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
PART 2	DIFFERENT PERSPECTIVES	<b>Rikki-tikki-tavi</b> 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	<b>CONVENTIONS:</b> Nouns, 294–299  WRITING: Feature Assignment: Informational Research Report, 224–248
		<b>Two Kinds <i>from</i> The Joy Luck Club</b> 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	<b>CONVENTIONS:</b> Pronouns, 300–311; Using Pronouns, 501–512  <b>RESEARCH:</b> Outline, R26  <b>WRITING:</b> Journal Entry, 4, 7, 10, 21, 84; also see: Create a Travel Blog, 140–141
		<b>The Third Wish</b> 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	<b>CONVENTIONS:</b> Adjectives, 325–338; Adverbs, 339–344  <b>WRITING:</b> Feature Assignment: Personal Narrative, 66–84
		<b>Ribbons</b> 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	<b>CONVENTIONS:</b> Comparisons Using Adjectives and Adverbs, 534–543; Troublesome Adjectives and Adverbs, 544–548  <b>RESEARCH:</b> Collect and Organize Your Data, 234; Use Graphics and Illustrations, 241  <b>WRITING:</b> Review of a Short Story, 198–216; also see: Letters, 260–263; Business Letter, R14; Friendly Letter, R15
	COMPARING TEXTS	<b>The Night the Bed Fell</b> James Thurber <b>Stolen Day</b> Sherwood Anderson	2 days	RL3, RI3, W2a	pp 28, 122, 202	Characterization					Timed Writing: Explanatory Essay	<b>WRITING:</b> Response to Literature, 196–197; Review of a Short Story, 198–216; also see: Compare-and-Contrast Essay, 146–164
	WORKSHOPS	<b>Language Study</b>	1 day	L4c, L4d, L5c	pp 345, 353			Using a Dictionary and Thesaurus				<b>LANGUAGE STUDY:</b> Dictionary, 472, 475, 590, 592
		<b>Speaking and Listening</b>	1 day	SL4	p 316				Delivering an Oral Summary			<b>SPEAKING &amp; LISTENING:</b> Summaries, 224, 228, 234, 235, 240
		<b>Writing Process</b>	3 days	W3, W3a-e, W5, L3a	pp 214, 232, 343		Pronoun-Antecedent Agreement Adjectives and Adverbs	Voice		Focus on Research: Narrative	Autobiographical Narrative	<b>CONVENTIONS:</b> Agreement Between Pronouns and Antecedents, 527–532; Adjectives, 325–338; Adverbs, 339–344; Using Modifiers, 533–548  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Autobiographical Essays, 9; Feature Assignment: Personal Narrative, 66–84

PART 3	TEXT SET: COMPETITION	<b>Anchor: Amigo Brothers</b> 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	<b>CONVENTIONS:</b> Proper Nouns, 280, 298, 299, 613–620; Agreement Between Pronouns and Antecedents, 527–532  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Response to Literature, 196–197; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>Get More From Competition</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Authoritative Objective Sources, 232  <b>WRITING:</b> Writing Assignment: Short Story, 116–117; also see: Feature Assignment: Short Story: Science Fiction, 93–112
		<b>Forget Fun, Embrace Enjoyment</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>Video Game Competitiveness, Not Violence, Spurs Aggression, Study Suggests</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Feature Assignment: Informational Research Report, 224–248
		<b>Win Some, Lose Some</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Document Your Sources, 236; Provide and Document Evidence, 240  <b>WRITING:</b> Argumentative Essay, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>Orlando Magic</b> Leroy Neiman	1 day	RI7, W1, W1c, SL1, SL2	pp 162, 191, 298, 305			Academic Vocabulary Selection Vocabulary	Debate		Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> 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	<b>from Freedom Walkers</b> Russell Freedman <b>from What Makes a Rembrandt a Rembrandt?</b> <i>Richard Mühlberger</i>	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> 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	<b>Life Without Gravity</b> 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	<b>CONVENTIONS:</b> Action Verbs, 314–316; Linking Verbs, 317–321  <b>SPEAKING &amp; LISTENING:</b> Summaries, 224, 228, 234, 235, 240  <b>WRITING:</b> For related material see Metaphor, 55, 129
		<b>I Am a Native of North America</b> 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	<b>CONVENTIONS:</b> The Four Principal Parts of Verbs, 472–479  <b>SPEAKING &amp; LISTENING:</b> Speaking, R30–R31  <b>WRITING:</b> Outline, R26
		<b>All Together Now</b> 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	<b>CONVENTIONS:</b> Conjunctions and Interjections, 355; Conjunctions, 356–362; Interjections, 363–364  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Letter of Opinion, 260–261; Letter of Request, 262–263; Business Letter, R14; Friendly Letter, R15
		<b>Rattlesnake Hunt</b> 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	<b>CONVENTIONS:</b> Subjects and Predicates, 368–370, 371–373, 374–376, 377–382, 383–396  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Short Story, 92–112; Writing for Media: Create a Dramatic Scene, 114–115; Writing for Assessment: Short Story, 116–117
	COMPARING TEXTS	<b>from Barrio Boy</b> Ernesto Galarza <b>A Day’s Wait</b> Ernest Hemingway	2 days	RL3, RI3, W2a	pp 28, 122, 202	Fiction and Nonfiction					Timed Writing: Explanatory Essay	<b>WRITING:</b> 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
	WORKSHOPS	Language Study	1 day	L4b, L4c, L5a	pp 345, 353			Word Origins				<b>LANGUAGE STUDY:</b> 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			<b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31
		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	<b>CONVENTIONS:</b> The Six Tenses of Verbs, 480–495; Combine Sentences Using Conjunctions, 356–361; The Four Principal Parts of Verbs, 472–479  <b>WRITING:</b> Argumentative Essays, 18; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive



												Writing, 194–195
PART 3	TEXT SET: MOTIVATION	<b>Anchor: No Gumption</b> 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	<b>CONVENTIONS:</b> Compound Subjects and Compound Verbs, 374–376; Agreement Between Pronouns and Antecedents, 527–532  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248  <b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>Intrinsic Motivation Doesn’t Exist, Researcher Says</b> 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	<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: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>The Cremation of Sam McGee</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Feature Assignment: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84
		<b>A Special Gift—The Legacy of “Snowflake” Bentley</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Informational Research Report, 224–248; Writing for Assessment: Research Plan, 254–255
		<b>All Stories are Anansi’s</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> 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
		<b>Maslow’s Theory of Motivation and Human Needs</b> 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		<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> 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	IBQ/CLOSE READING WORKSHOP	<b>The Railway Train</b> Emily Dickinson <b>Maestro • The Desert Is My Mother • Bailando</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> 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	<b>Poetry Collection 1</b> 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	<b>CONVENTIONS:</b> Classifying the Four Functions of a Sentence, 432–435; Punctuation: End Marks, 552–555  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
		<b>Poetry Collection 2</b> 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	<b>CONVENTIONS:</b> Independent Clauses, 415, 417; Subordinate Clauses, 415–416, 417  <b>RESEARCH:</b> Make a Research Plan, 232–233; Use Graphics and Illustrations, 241  <b>WRITING:</b> Metaphor, 55, 129; also see: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
		<b>Poetry Collection 3</b> 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	<b>CONVENTIONS:</b> Classifying Sentence by Structure, 424–430  <b>SPEAKING &amp; LISTENING:</b> Speaking, R30–R31  <b>WRITING:</b> Paraphrases, 224, 234, 235, 240; also see: Writing for Assessment: Interpretative Response, 220–221
		<b>Poetry Collection 4</b> 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	<b>CONVENTIONS:</b> Subject-Verb Agreement, 513, 514–517, 518–519, 520–523, 524–525  <b>RESEARCH:</b> Collect and Organize Your Data, 234  <b>WRITING:</b> Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
	COMPARING TEXTS	<b>Miracles</b> Walt Whitman <b>in Just—</b> E. E. Cummings	2 days	RL4, W1, L5c	pp 41, 191, 353	Imagery					Timed Writing: Argument: Recommendation	<b>WRITING:</b> Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190
	WORKSHOPS	<b>Language Study</b>	1 day	L4, L4a, L4c, L4d	p 345			Words with Multiple Meanings				<b>LANGUAGE STUDY:</b> Using the Right Word, 273
		<b>Speaking and Listening</b>	1 day	SL2, SL3	pp 305, 309				Evaluating Media Messages and Advertisements			<b>SPEAKING &amp; LISTENING:</b> Advertisements, 19, 24, 173, 192–193, 217
		<b>Writing Process</b>	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	<b>CONVENTIONS:</b> Classifying Sentence by Structure, 424–430; Independent Clauses, 415, 417; Subordinate Clauses, 415–416, 417

												<b>RESEARCH:</b> Make a Research Plan, 232–233 <b>WRITING:</b> Exposition, 144–145; Feature Assignment: Compare-and-Contrast Essay, 146–164
PART 3	TEXT SET: HEROES AND OUTLAWS	<b>Anchor: The Highwayman</b> 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	<b>CONVENTIONS:</b> Clauses, 415–423; Conjunctions, 356–362; Pronoun-Antecedent Agreement, 527–532 <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Informational Research Report, 224–248 <b>WRITING:</b> Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see Characters, 66, 74–75, 80, 92, 95, 114
		<b>Carnegie Hero Fund Commission</b>	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Find Authoritative Objective Sources, 232 <b>WRITING:</b> 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
		<b>The Myth of the Outlaw</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Make a Research Plan, 232–233 <b>WRITING:</b> Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>The Real Story of a Cowboy’s Life</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Informational Research Report, 224–248 <b>WRITING:</b> Argumentative Essays, 18; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>After Twenty Years</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Make a Research Plan, 232–233 <b>WRITING:</b> Feature Assignment: Short Story, 92–112; Writing for Media: Create a Dramatic Scene, 114–115; Writing for Assessment: Short Story, 116–117
		<b>Harriet Tubman</b>	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29 <b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 191, 217, 249, 264, 266–267 <b>WRITING:</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> 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	<b>from Sorry, Wrong Number</b> Lucille Fletcher <b>from Dragonwings</b> Laurence Yep	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Argumentative Essays, 18; Arguments in Persuasive Essays, 172, 174, 180; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	DRAMATIC TRANSFORMATIONS	<b>A Christmas Carol: Scrooge and Marley, Act I</b> 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	<b>CONVENTIONS:</b> Prepositions, 345–354; Prepositional Phrases, 398–404  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Feature Assignments: Letters, 256–263; Business Letter, R14; Friendly Letter, R15
		<b>A Christmas Carol: Scrooge and Marley, Act II</b> Israel Horovitz	4 days	RL3, RL5, W2, W9, SL6, L1a, L2, L4b, L5b	pp 28, 54, 202, 279, 325, 333, 339, 345, 353	Purpose for Reading Stage Directions	Appositives and Appositive Phrases	Academic Vocabulary Selection Vocabulary	Dramatic Monologue		Tribute	<b>CONVENTIONS:</b> Using Appositives and Appositive Phrases, 405–406, 563; Commas and Appositives, 279, 283, 563, 566  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> For related material see Writing for Assessment: Interpretative Response, 220–221; Speeches, R30
	COMPARING TEXTS	<b>Zoos: Joys or Jails?</b> <i>from</i> Teen Ink <b>Kid Territory: Why Do We Need Zoos?</b> San Diego Zoo Staff	2 days	RI6, RI9, W1a, W1b	pp 149, 176, 191	Point of View					Timed Writing: Editorial	<b>WRITING:</b> Editorials, 18, 173; Feature Assignment: Op-Ed Piece, 172–190
	WORKSHOPS	<b>Language Study</b>	1 day	L4c, L5b, L5c	pp 345, 353			Connotation and Denotation				<b>LANGUAGE STUDY:</b> Using the Right Word, 273
		<b>Speaking and Listening</b>	1 day	SL1a, SL1b, SL1c, SL2	pp 298, 305				Conducting an Interview			<b>SPEAKING &amp; LISTENING:</b> Interviews, 33, 178, 232
		<b>Writing Process</b>	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	<b>CONVENTIONS:</b> Participles/Participial Phrases, 407–408, 409–410; Prepositional Phrases, 398–404; Appositive Phrases, 405–406, 563  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> 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	<b>Anchor: The Monsters Are Due on Maple Street</b> 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	<b>CONVENTIONS:</b> Prepositions, 345–354; Prepositional Phrases, 398–404; Punctuation: End Marks, 552–555  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Authoritative Objective Sources, 232; Collect and Organize Your Data, 234  <b>WRITING:</b> Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>All Summer in a Day</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Newspaper Articles, 17, 147; also see: Write a Press Conference Script, 249–250; Research Plan, 254–255
		<b>Joseph R. McCarthy</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Outline, R26  <b>WRITING:</b> Argumentative Essays, 18; Persuasion, 170–171; Feature Assignment: Op-Ed Piece, 172–190
		<b>The Salem Witch Trials of 1692</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Informational Research Report, 224–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248
		<b>Herd Mentality? The Freakonomics of Boarding a Bus</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Assignment: Personal Narrative, 66–84
		<b>Follow the Leader: Democracy in Herd Mentality</b> 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	<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; Op-Ed Piece, 172–190; Writing for Assessment: Persuasive Writing, 194–195
		<b>Martin Luther King, Jr., Memorial</b>	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Find Authoritative Objective Sources, 232  <b>WRITING:</b> 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	<b>The Travelers and the Bear <i>from</i> Aesop’s Fables</b> Jerry Pinkney <b>Grasshopper Logic • The Other Frog Prince • Duckbilled Platypus vs. BeefSnakStik®</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> 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	<b>Demeter and Persephone</b> 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	<b>CONVENTIONS:</b> Infinitive Phrases, 412, 414; Gerund Phrases, 411, 413  <b>SPEAKING &amp; LISTENING:</b> Speaking, R30–R31  <b>WRITING:</b> Myths, 12, 93. For related material see: Short Story: Science Fiction, 92–112
		<b>Popocatepetl and Ixtlacchiuatl</b> 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	<b>CONVENTIONS:</b> 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  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Descriptive Essays, 14, 121
		<b>Sun and Moon in a Box</b> 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	<b>CONVENTIONS:</b> Punctuation: Commas, 556–570  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Plot in Personal Narratives, 66, 68-69, 74-77, 80
		<b>The People Could Fly</b> 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	<b>CONVENTIONS:</b> Capitalization, 607–630  <b>SPEAKING &amp; LISTENING:</b> Speaking, R30–R31  <b>WRITING:</b> Review of a Short Story, 198–216; Writing for Media: Write a Movie Review, 218–219
	COMPARING TEXTS	<b>The Voyage <i>from</i> Tales from the Odyssey</b> Mary Pope Osborne <b>To the Top of Everest</b> Samantha Larson	2 days	RL2, RL3, RI9, W2, L5a	pp 15, 28, 176, 202, 353	Universal Theme					Timed Writing: Explanatory Essay	<b>WRITING:</b> 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	<b>Language Study</b>	1 day	L5, L5a, L5b	p 353			Figurative Language				<b>LANGUAGE STUDY:</b> Figurative Language, 55, 129
		<b>Speaking and Listening</b>	1 day	SL1c, SL2, SL4, SL5, SL6	pp 298, 305, 316, 323, 325				Research Presentation			<b>SPEAKING &amp; LISTENING:</b> Informational Research Report, 224–248; Preparing and Presenting a Speech, R30
		<b>Writing Process</b>	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	<b>CONVENTIONS:</b> Punctuation: End Marks, 552–606; Capitalization, 607–630  <b>RESEARCH:</b> Make a Research Plan,

												232–233 <b>WRITING:</b> Cause-and-Effect Essays, 15, 147; also see: Writing for Assessment: Expository Writing, 168–169
PART 3	TEXT SET: BECOMING AMERICAN	<b>Anchor: My First Free Summer</b> 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	<b>CONVENTIONS:</b> Punctuation: End Marks, 552–555–606  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248; Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164; Review of a Short Story, 198–216
		<b>How I Learned English</b> Gregory Djanikian	2–3 days	RL1, RL2, RL5, 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Assignment: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84
		<b>mk</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Feature Assignment: Compare-and-Contrast Essay, 146–164
		<b>Byron Yee: Discovering a Paper Son</b>	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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Expository Writing, 168–169; Review of a Short Story, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>from Grandpa and the Statue</b> Arthur Miller	2–3 days	RL1, RL2, RL3, RL4, RL6, 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Informational Research Report, 224–248  <b>WRITING:</b> Argumentative Essays, 18; Arguments, 172, 174, 180
		<b>Melting Pot</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Problem-and-Solution Chart, R26; Problem-and-Solution Essays, 16, 147
		<b>United States Immigration Statistics</b> 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	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Short Story: Science Fiction, 93–112; Writing Assignment: Short Story, 116–117