

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	Summarizing, 227, 235, 251, 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	Feature Assignment: Critical Review, 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 Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; also see: Editorial, 172–190
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>	Informational Text 9; Writing 2, 2.a, 2.c, 2.f, 7, 8; Language 2.b	Research Writing: 222–223; 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	Delivering a Narrative Presentation	Narrative Text: Autobiographical Essay	Titles for Extended Reading Online Text Set <b>from An American Childhood</b> <i>Annie Dillard</i> <b>Baseball</b> <i>Lionel G. García</i> <b>The White Umbrella</b> <i>Gish Jen</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Autobiographical Narrative <b>Writing to Sources:</b> Argumentative Essay
2	Focus on Nonfiction  Reading, Writing, Speaking, Research Models  Independent Practice	Word Origins	Effective Listening and Note-Taking	Informative Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set <b>The 11:59</b> <i>Patricia C. McKissack</i> <b>A Glow in the Dark from Woodsong</b> <i>Gary Paulsen</i> <b>Sun Suckers and Moon Cursers</b> <i>Richard and Joyce Wolkomir</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Narrative Essay <b>Writing to Sources:</b> Comparison-and-Contrast Essay
3	Focus on Poetry  Reading, Writing, Speaking, Research Models  Independent Practice	Words with Multiple Meanings	Evaluating an Oral Presentation	Argument—Response to Literature: Critical Review	Titles for Extended Reading Online Text Set <b>from My Own True Name</b> <i>Pat Mora</i> <b>Your World</b> <i>Georgia Douglas Johnson</i> <b>Words to Sit in, Like Chairs</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> Autobiographical Narrative <b>Writing to Sources:</b> Explanatory Essay
4	Focus on Drama  Reading, Writing, Speaking, Research Models  Independent Practice	Borrowed and Foreign Words	Evaluating Media Messages	Explanatory Text: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set <b>Old Ben</b> <i>Jesse Stuart</i> <b>Snake on the Etowah</b> <i>David Bottoms</i> <b>Vanishing Species</b> <i>Bailey White</i>	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Play <b>Writing to Sources:</b> Comparison-and-Contrast Essay
5	Focus on Themes in American Stories  Reading, Writing, Speaking, Research Models  Independent Practice	Figurative Language	Delivering a Persuasive Speech Using Multimedia	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set <b>Ellis Island</b> <i>Joseph Bruchac</i> <b>from Steinbeck: A Life in Letters</b> <i>John Steinbeck</i> <b>Up the Slide</b> Jack London	Assessment: Skills <b>Selected Response</b> <b>Constructed Response</b> Assessment: Synthesis <b>Speaking and Listening:</b> Group Discussion <b>Writing:</b> Autobiographical Narrative <b>Writing to Sources:</b> Argumentative Essay

		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 Peter and Rosa</b> Isak Dinesen <b>An Hour With Abuelo</b> Judith Ortiz Cofer	4 days	RL1, RL2, RL3, W2, W7, W9a, SL1	pp 2, 15, 28, 196, 252, 273, 292	Close Reading: Short Story			Small-Group Discussion	Explanation: Family and Cultural Influences	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  <b>WRITING:</b> Mentor Text: Editorial, 174–175; Student Text: Editorial, 176; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	TURNING POINTS	<b>Raymond’s Run</b> Toni Cade Bambara	4–16 days	RL3, W3, W3b, W3d, W3e, SL6, L2, L4b	pp 28, 208, 319, 335, 343	Make Predictions Plot	Nouns	Academic Vocabulary Selection Vocabulary	Radio Broadcast		New Ending	<b>CONVENTIONS:</b> Nouns, 294–299  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Writing for Assessment: Short Story, 116–117
		<b>The Tell-Tale Heart</b> Edgar Allan Poe		RL3, RL7, W2, SL4, L1	pp 28, 68, 196, 310, 327	Compare and Contrast Character Traits	Pronouns	Academic Vocabulary Selection Vocabulary	Oral Response		Character Profile	<b>CONVENTIONS:</b> Pronouns, 300–311; Using Pronouns, 499–510  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Writing for Assessment: Short Story, 116–117
		<b>Flowers for Algernon</b> Daniel Keyes		RL1, RL6, RI2, W2b, W3b, L1, L2c, L5b	pp 2, 61, 103, 196, 208, 327, 335, 351	Make Inferences Point of View	Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary		Summary of an Article	Dialogue	<b>CONVENTIONS:</b> Adjectives and Adverbs, 325; Adjectives, 326–338; Adverbs, 339–344; Using Modifiers, 531–541; Troublesome Adjectives and Adverbs, 542–546  <b>RESEARCH:</b> Summarizing, 227, 235, 251, 255  <b>WRITING:</b> Dialogue in Fiction Narratives, 96, 103
		<b>The Story-Teller</b> Saki		RL1, RL2, RL9, W9a, SL1a-d, L1	pp 2, 115, 75, 273, 292, 327	Make Inferences Theme	Principal Parts of Verbs	Academic Vocabulary Selection Vocabulary	Panel Discussion		Comparison of Works	<b>CONVENTIONS:</b> The Four Principal Parts of Verbs, 470–477  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	COMPARING TEXTS	<b>The Finish of Patsy Barnes</b> Paul Laurence Dunbar <b>The Drummer Boy of Shiloh</b> Ray Bradbury	2 days	RL2, RL3, W2	pp 15, 28, 196	Character					Timed Writing: Explanatory Essay	<b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	WORKSHOPS	<b>Language Study</b>	1 day	L4, L4c, L4d	p 343			Using a Dictionary and Thesaurus				<b>LANGUAGE STUDY:</b> Dictionary, 470, 473, 588, 590
		<b>Speaking and Listening</b>	1 day	SL6	p 319				Delivering a Narrative Presentation			<b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30
		<b>Writing Process</b>	3 days	W3, W3a-e, W5, L1	pp 208, 226, 327		Conjunctions Common and Proper Nouns Pronoun-Antecedent Agreement			Focus on Research: Narrative Text	Narrative Text: Autobiographical Essay	<b>CONVENTIONS:</b> Conjunctions, 356–362; Common and Proper Nouns, 298–299, 611–618; Agreement Between Pronouns and Antecedents, 525–530  <b>RESEARCH:</b> Formulate Your Research Question, 231  <b>WRITING:</b> Autobiographical Essays, 9; Feature Assignment: Personal Narrative, 66–84

PART 3	TEXT SET: HUMAN VS. MACHINE	<b>Anchor: Who Can Replace a Man?</b> Brian Aldiss	5 days	RL1, RL2, RL6, W1, W1c, W1e, W4, W5, W7, W8, W9, W10, SL1, SL4, L1, L5c, L6	pp 2, 15, 61, 185, 219, 226, 252, 259, 273, 281, 292, 327, 351, 357	Setting	Nouns Transitional Words	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Rise of “Smart” Machines	Argumentative Essay	<b>CONVENTIONS:</b> Nouns, 294–299; Transitional Words, 146, 149, 157, 161, 162, 163, 169, 181, 183, 187, 245, 358, 570  <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; Writing for Assessment: Persuasive Writing, 194–195
		<b>John Henry</b> Traditional Ballad	2–3 days	RL1, RL2, RL7, RL9, W1, W1b, W7, SL1, SL4, L6	pp 2, 15, 68, 75, 185, 252, 292, 310, 357	Oral Tradition		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Machine Age	Argument: Evaluation	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Writing for Media: Create a Letter to the Editor, 192–193
		<b>Julie and the Turing Test</b> Linda Formichelli	2–3 days	RI2, RI5, W2, W2b, SL1, L4, L6	pp 103, 136, 196, 292, 343, 357	Style		Academic Vocabulary Selection Vocabulary	One-on-One Discussion	Investigate the Topic: Watson the Computer	Explanatory Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Collect and Organize Your Data, 234  <b>WRITING:</b> Informational Research Report, 224–248; Research Plan, 254–255
		<b>“The Good News, Dave,...”</b> Chris Madden	1 day	W3b, W10, SL1, SL2	pp 208, 281, 292, 299			Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative Text: Diary Entry	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Diary Entries, 10, 67, 86, 87, 117, 143
		<b>Robots Get a Feel for the World at USC Viterbi</b> University of Southern California Viterbi	2–3 days	RI1, RI2, RI4, W2, W4, W6, W7, SL1, SL4	pp 90, 103, 123, 196, 252, 292, 310	Comparisons		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Neurorobotics	Informative 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> Compare-and-Contrast Essay, 195; Informational Research Report, 224–248; Research Plan, 254–255
		<b>from The Measure of a Man from Star Trek: The Next Generation</b> Melinda M. Snodgrass	2–3 days	RL1, RL2, RL3, RL4, RI9, W1, W1a-b, W1e, W4, W7, SL1, SL1c, SL4	pp 2, 15, 28, 41, 170, 185, 219, 252, 292, 310	Dialogue		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Androids	Argumentative Essay	<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 Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; also see: Editorial, 172–190

		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>We the People</b> <i>from</i> <b>Words We Live By</b> Linda R. Monk <b>Making Tracks on Mars</b> Andrew Mishkin	4 days	RI1, RI2, RI4, RI6, W2, W7, W9b, SL1, SL1c, L6	pp 90, 103, 123, 143, 196, 252, 273, 292, 357	Close Reading: Types of Nonfiction			Small-Group Discussion	Explanation: NASA Missions and Rovers	Writing Model: Informative Text Writing: Informative 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; Research Plan, 254–255; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	FACTS AND VISIONS	<i>from</i> <b>Harriet Tubman: Conductor on the Underground Railroad</b> Ann Petry	4–16 days	RI2, RI3, W2, W2b, W2c, SL6, L1, L2b, L6	pp 103, 116, 196, 319, 327, 335, 357	Main Idea Narrative Essay	Simple Tenses of Verbs	Academic Vocabulary Selection Vocabulary	Skit		Biographical Sketch	<b>CONVENTIONS:</b> Identifying the Basic Forms of the Six Tenses, 478; Conjugating the Basic Forms of Verbs, 479  <b>WRITING:</b> Biographical Narratives, 9, 67; Biographical Profiles, 225
		<i>from</i> <b>Always to Remember: The Vision of Maya Ying Lin</b> Brent Ashabranner		RI2, RI3, W2, W7, W9, SL5, L1, L5b	pp 103, 116, 196, 252, 273, 327, 351	Main Idea Biography and Autobiography	Perfect Tenses of Verbs	Academic Vocabulary Selection Vocabulary		Multimedia Presentation	Reflective Essay	<b>CONVENTIONS:</b> Identifying the Basic Forms of the Six Tenses, 478; Conjugating the Basic Forms of Verbs, 479; Perfect Tenses, 481–482  <b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267  <b>WRITING:</b> Reflective Essays, 10, 67; also see: Diary Entry, 86–87
		<b>The Trouble With Television</b> Robert MacNeil		RI6, RI8, RI9, W1, W6, L1c, L1d, L3a, L4b	pp 143, 163, 170, 185, 239, 327, 341, 343	Fact and Opinion Persuasive Techniques	Verb Mood—The Subjunctive	Academic Vocabulary Selection Vocabulary		Snapshot	Evaluation	<b>CONVENTIONS:</b> Subjunctive Mood, 492  <b>RESEARCH:</b> Find Authoritative Objective Sources, 232  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; also see: Speeches, 173, R30–R31
		<b>Science and the Sense of Wonder</b> Isaac Asimov		RI4, RI7, RI8, W2, W9b, SL4, L1b, L1d, L2c, L3, L3a, L5c	pp 123, 156, 163, 196, 273, 310, 327, 335, 341, 351	Fact and Opinion Word Choice	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Speech		Response	<b>CONVENTIONS:</b> Identifying Active and Passive Voice, 488–493  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221; also see: Word choice, 39, 41, 133, 135, 181
	COMPARING TEXTS	<b>Forest Fire</b> Anaïs Nin <b>The Season’s Curmudgeon Sees the Light</b> Mary C. Curtis <b>Why Leaves Turn Color in the Fall</b> Diane Ackerman	2 days	RI5, W9, W9b	pp 136, 273	Types of Organization					Timed Writing: Explanatory Essay	<b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	WORKSHOPS	<b>Language Study</b>	1 day	L4, L4a, L4b, L4c	p 343			Word Origins				<b>LANGUAGE STUDY:</b> For related material see: Writing in the Content Areas, R2–R5
		<b>Speaking and Listening</b>	1 day	SL1c, SL2, SL3	pp 292, 299, 303				Effective Listening and Note-Taking			<b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31
		<b>Writing Process</b>	3 days	W2, W2a-b, W2d-f, W5, L1b, L1c, L1d, L2c, L3a	pp 196, 226, 327, 335, 341		Revising Verbs for Mood Simple and Perfect Verb Tenses			Focus on Research: Informative Text	Informative Text: Comparison-and-Contrast Essay	<b>CONVENTIONS:</b> Moods of Verbs, 492–403; The Six Tenses of Verbs, 478–483  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147, 195, 269



PART 3	TEXT SET: BELONGING TO A PLACE	<b>Anchor: <i>from</i> Travels with Charley</b> John Steinbeck	5 days	RI1, RI2, RI4, RI5, W2a-b, W2d-f, W4, W5, W7, SL1a-d, L1, L1b, L4a, L5a, L6	pp 90, 103, 123, 136, 196, 219, 226, 252, 292, 327, 343, 351, 357	Style	Active and Passive Voice Commas With Adjectives	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Fear: A Barrier to Belonging	Informative Text: Travel Essay	<b>CONVENTIONS:</b> Identifying Active and Passive Voice, 488–493; Commas and Adjectives, 556, 558  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Travel Blog, 140; Travel Essays, 14
		<b>Gentleman of Río en Medio</b> Juan A. A. Sedillo	2–3 days	RI1, RI3, RI4, SL1, SL5, W1, W1a, W1b, W1e, L6	pp 90, 116, 123, 292, 317, 185, 357	Plot and Theme		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Surveying	Argumentative Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>Choice: A Tribute to Martin Luther King, Jr.</b> Alice Walker	2–3 days	RI1, RI2, RI3, RI4, RI6, W2, W7, W9b, SL1, L4, L6	pp 90, 103, 116, 123, 143, 196, 252, 273, 292, 343, 357	Author’s Perspective		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: King’s Speeches and Sermons	Informative Text: Analytical 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: Cause-and-Effect Essay, 146–164
		<b>Tears of Autumn</b> Yoshiko Uchida	2–3 days	RL1, RL2, W3, W3b, W3d, SL1, L4, L6	pp 2, 15, 208, 292, 343, 357	Cultural Context		Academic Vocabulary Selection Vocabulary	Small-Group Discussion	Investigate the Topic: The Immigration Boom	Fictional Narrative: New Ending	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Writing for Assessment: Short Story, 116–117
		<b><i>from</i> I Know Why the Caged Bird Sings</b> Maya Angelou	2–3 days	RI1, RI2, RI4, RI6, W2, W2c, W2e, SL1, L4, L5, L6	pp 90, 103, 123, 143, 196, 292, 343, 351, 357	Point of View		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Education	Informative 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> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>Study Finds Americans Increasingly Rooted</b> Cindy Weiss	2–3 days	RI4, RI8, W1, W1a, W1b, W1e, SL1, L6	pp 123, 163, 185, 292, 357	Main Idea and Support		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The American Frontier	Argumentative 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, 172, 174, 180, 186, 192
		<b>Relationships to Place</b> Jennifer E. Cross	1 day	RI6, W1, SL1, SL2, SL4, L6	pp 143, 185, 292, 299, 310, 357			Academic Vocabulary Selection Vocabulary	Class Discussion		Argument	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>WRITING:</b> Arguments, 172, 174, 180, 186, 192

		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>A Poem for My Librarian, Mrs. Long</b> Nikki Giovanni <b>Describe Somebody; Almost Summer Sky</b> Jacqueline Woodson	4 days	RL1, RL4, W2, W7, W9a, SL1	pp 2, 41, 196, 252, 273, 292	Close Reading: Poetry			Small-Group Discussion	Explanation: Emotionally Autobiographical Poetry	Writing Model: Explanatory 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> Mentor Text: Critical Review, 200–201; Student Model: Critical Review, 202–203; Create a Writing Workshop Response to a Poem, 218–219
PART 2	VOICES IN VERSE	<b>Poetry Collection 1</b> de la Mare • Tennyson • Farjeon • Merriam	4–16 days	RL4, W4, SL6, L1c, L1d, L4a, L5b, L6	pp 41, 219, 319, 327, 343, 351, 357	Using Context Sound Devices	Types of Sentences	Academic Vocabulary Selection Vocabulary	Poetry Recitation		Poem	<b>CONVENTIONS:</b> Classifying the Four Functions of a Sentence, 430–433  <b>WRITING:</b> Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
		<b>Poetry Collection 2</b> Dickinson • Hubbell • Hughes • García		RL4, W1, W4, W9, L1, L4a, L4d, L5a	pp 41, 185, 219, 273, 327, 343, 351	Context Clues Figurative Language	Subject Complements	Academic Vocabulary Selection Vocabulary		Mini-Anthology	Study for a Poem	<b>CONVENTIONS:</b> Subject Complements, 392–393  <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
		<b>Poetry Collection 3</b> Lazarus • Shakespeare • Longfellow		RL4, RL5, RL9, W4, SL1, L1, L2a, L4b	pp 41, 54, 75, 219, 292, 327, 335, 343	Paraphrase Forms of Poetry	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Evaluation Form		Lyric or Narrative Poem	<b>CONVENTIONS:</b> Complements, 383–385  <b>WRITING:</b> Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Create a Writing Workshop Response to a Poem, 218–219
		<b>Poetry Collection 4</b> Ling • Cummings • Momaday • Updike		RL1, RL4, W1, W8, W9, L1, L4b, L5c	pp 2, 41, 185, 259, 273, 327, 343, 351	Paraphrase Word Choice, Imagery, and Tone	Pronoun Case	Academic Vocabulary Selection Vocabulary		Profile	Review	<b>CONVENTIONS:</b> Recognizing Cases of Personal Pronouns, 500–510  <b>RESEARCH:</b> Make a Research Plan, 232–233; Collect and Organize Your Data, 234  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	COMPARING TEXTS	<b>The Road Not Taken</b> Robert Frost <b>O Captain! My Captain!</b> Walt Whitman	2 days	RL1, RL4, W9	pp 2, 41, 273	Description					Timed Writing: Explanatory Essay	<b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Create a Writing Workshop Response to a Poem, 218–219; also see: Figurative Language, 55, 96, 129, 131, 133, 135, 142, 143, 169
	WORKSHOPS	<b>Language Study</b>	1 day	L4, L4a, L4c	p 343			Words With Multiple Meanings				<b>LANGUAGE STUDY:</b> Clarify Meaning, 273
		<b>Speaking and Listening</b>	1 day	SL2, SL3, SL6	pp 299, 303, 319				Evaluating an Oral Presentation			<b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31
		<b>Writing Process</b>	3 days	W1, W1a-e, W4, W5, W9, L1, L2b, L3, L5c	pp 185, 219, 226, 273, 327, 335, 341, 351		Subject-Verb Agreement Types of Complements Pronoun Case	Using the Right Words		Focus on Research: Argument	Argument—Response to Literature: Critical Review	<b>CONVENTIONS:</b> Subject-Verb Agreement, 512–524; Complements, 383–385; Recognizing Cases of Personal Pronouns, 500–510  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Feature Assignment: Critical Review, 198–199, 216; Writing for Assessment: Interpretative Response, 220–221

PART 3	TEXT SET: GENERATIONS	<b>Anchor: Old Man</b> Ricardo Sánchez  <b>Anchor: For My Sister Molly Who in the Fifties</b> Alice Walker	5 days	RL1, RL4, RL5, W2, W2b, W2c, W4, W7, W8, W9, W9a, SL1, SL4, SL6, L3, L4, L5b, L6	pp 2, 41, 54, 196, 219, 252, 259, 273, 292, 310, 319, 341, 343, 351, 357	Free Verse and Structure	Pronouns Pronoun Case	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Generations Across Cultures	Informative Text: Comparison-and-Contrast Essay	<b>CONVENTIONS:</b> Pronouns, 300–312; Recognizing Cases of Personal Pronouns, 500–510  <b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Compare-and-Contrast Essay, 195; Informational Research Report, 224–248; Research Plan, 254–255
		<b>The Medicine Bag</b> Virginia Driving Hawk Sneve	2–3 days	RL1, RL2, RL3, RL4, W3, W3a, W3b, W3e, W4, W7, W8, SL1, SL1a, SL1c, SL3, L4, L6	pp 2, 15, 28, 41, 208, 219, 252, 259, 292, 303, 343, 357	Symbolism		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Traditions	Narrative Retelling	<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: Tall Tale, 92–112; Writing for Assessment: Short Story, 116–117
		<b>Cub Pilot on the Mississippi</b> Mark Twain	2–3 days	RI1, RI2, RI3, W3, W3a, W3c, W3e, W4, W7, W8, W9, SL1, SL4, L4, L6	pp 90, 103, 116, 208, 219, 252, 259, 273, 292, 310, 343, 357	Conflict		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Questioning Authority	Narrative: Scenario	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Writing for Media: Create a Dramatic Scene, 114–115
		<b>Thank You, M’am</b> Langston Hughes	2–3 days	RL1, RL2, RL3, W2, W2a, W2c, W2f, W4, W7, W8, W9, SL1, SL5, L2a, L4, L6	pp 2, 15, 28, 196, 219, 252, 259, 273, 292, 317, 335, 343, 357	Point of View		Academic Vocabulary Selection Vocabulary	Quick Write and Discuss	Investigate the Topic: Changing Styles	Explanatory Text: Cause-and-Effect Analysis	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Cause-and-Effect Essay, 146–164
		<b>Tutoring Benefits Seniors’ Health, Students’ Skills</b> David Crary	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W1a, W1c-d, W4, W5, W7, SL4, L2, L4, L6	pp 90, 103, 116, 123, 136, 185, 219, 226, 252, 310, 335, 343, 357	Diction		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Senior Volunteers	Argument: Persuasive Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Persuasive Essays, 18, 173, 194–195; Feature Assignment: Critical Review, 198–216
		<b>The Return of the Multi-Generational Family Household</b> Pew Research Center	2–3 days	RI1, RI2, RI3, RI4, RI5, RI7, W1, W1b, W1e, W6, W7, W8, SL1, L4, L6	pp 90, 103, 116, 123, 136, 156, 185, 239, 252, 259, 292, 343, 357	Text Structure		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Life in a Multi-Generational Household	Argumentative Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Blogs, 9, 24, 67, 86, 87, R7  <b>WRITING:</b> Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193

		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</i> Billy Elliot Lee Hall <i>from</i> The Miracle Worker William Gibson	4 days	RL1, RL2, W1 W7, W9a, SL1	pp 2, 15, 185, 252, 273, 292	Close Reading: Drama			Small-Group Discussion	Explanation: Annie Sullivan’s Experiences	Writing Model: Explanatory Text Writing: Argumentative 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: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221; Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195
PART 2	DIALOGUE AND DISCOVERY	<b>The Diary of Anne Frank, Act I</b> Frances Goodrich and Albert Hackett	8–12 days	RL3, RL4, RL6, W3, SL6, L1	pp 28, 41, 61, 208, 319, 327	Cause and Effect Dialogue	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Guided Tour		Diary Entries	<b>CONVENTIONS:</b> Prepositions and Prepositional Phrases, 345–354, 398, 401, 440, 559  <b>WRITING:</b> Diary Entries, 10, 67, 86, 87, 117, 143
		<b>The Diary of Anne Frank, Act II</b> Frances Goodrich and Albert Hackett		RL3, RL7, W2, W4, W7, SL1, L1a, L4b	pp 28, 68, 196, 219, 252, 292, 327, 343	Cause and Effect Character’s Motivation	Participial and Infinitive Phrases	Academic Vocabulary Selection Vocabulary		Bulletin Board Display	Film Review	<b>CONVENTIONS:</b> Participial Phrase, 136, 408, 410, 561; Infinitive Phrase, 412, 414  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>The Governess</b> Neil Simon		RL1, RL3, W1, SL4	pp 2, 28, 185, 310	Draw Conclusions Setting and Character	Clauses	Academic Vocabulary Selection Vocabulary	Debate		Public Service Announcement	<b>CONVENTIONS:</b> Clauses, 415–423  <b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31  <b>WRITING:</b> For related material see: Advertisement, 217
	COMPARING TEXTS	<b>The Ninny</b> Anton Chekhov	2 days	RL5, W4	pp 54, 219	Adaptation					Timed Writing: Explanatory Essay	<b>WRITING:</b> Compare-and-Contrast Essay, 195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	WORKSHOPS	<b>Language Study</b>	1 day	L4a, L4d	p 343			Borrowed and Foreign Words				<b>LANGUAGE STUDY:</b> Foreign Words, 585, 615
		<b>Speaking and Listening</b>	1 day	RI7, SL2, SL3	pp 156, 299, 303				Evaluating Media Messages			<b>SPEAKING &amp; LISTENING:</b> Listening Critically to a Speech, R31
		<b>Writing Process</b>	3 days	RI7, W2, W2a-d, W5, L1a, L2c	pp 156, 196, 226, 327, 335		Using Gerunds and Participles Prepositional Phrases Clauses			Focus on Research: Explanatory Text	Explanatory Text: Cause-and-Effect Essay	<b>CONVENTIONS:</b> Gerunds, 411, 413, 440; Prepositional Phrases, 345–354, 398, 401, 440, 559; Clauses, 415–423  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Feature Assignment: Cause-and-Effect Essay, 146–164
PART 3	TEXT SET: THE HOLOCAUST	<b>Anchor: <i>from</i> Kindertransport, Act II</b> Diane Samuels	7 days	RL1, RL2, RL3, RL4, RL9, W1a, W1b, W1e, W4, W5, W7, W8, W9a, SL1, SL1a, L2a, L4a, L5a, L5c, L6	pp 2, 15, 28, 41, 75, 185, 219, 226, 252, 259, 273, 292, 335, 343, 351, 357	Plot and Conflict	Prepositional Phrases Independent and Dependent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Holocaust Survivors	Argumentative Essay	<b>CONVENTIONS:</b> Prepositional Phrases, 345–354, 398, 401, 440, 559; Subordinate Clause, 82, 415–417  <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; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193



		<b>from Anne Frank: The Diary of a Young Girl</b> Anne Frank	2–3 days	RI1, RI2, RI6, W3, W3a, W3d, W3e	pp 90, 103, 143, 208	Diary		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Survival in Print	Narrative Text: First-Person 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: Personal Narrative, 66–67, 68–69, 70–71, 72–75, 76–77, 78–81, 82–83, 84
		<b>from Anne Frank Remembered</b> Miep Gies (with Alison Leslie Gold)	2–3 days	RI1, RI2, RI6, W2a–c, W2f, SL1, SL4, L4, L6	pp 90, 103, 143, 196, 292, 310, 343, 357	Narrative Pacing		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Historical Causes	Explanatory Text: Analytical 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: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
		<b>from Night</b> Elie Wiesel	2–3 days	RI1, RI2, RI3, W2, W2a–c, W7, W8, SL1, L4, L6	pp 90, 103, 116, 196, 252, 259, 292, 343, 357	Supporting Visuals		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Resistance	Informative Essay	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Informational Research Report, 224–248; Research Plan, 254–255
		<b>from Remarks on a Visit to Buchenwald</b> Elie Wiesel	2–3 days	RI1, RI2, RI3, RI5, RI8, W1a, W1b, W1d, W7, W8, W9b, SL1, SL5, L4, L6	pp 90, 103, 116, 136, 163, 185, 252, 259, 273, 292, 317, 343, 357	Claims and Evidence		Academic Vocabulary Selection Vocabulary	Small-Group Discussion	Investigate the Topic: An International Community	Argument: Letter to the Editor	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Use Graphics and Illustrations, 241  <b>WRITING:</b> Create a Letter to the Editor, 191
		<b>Local Holocaust Survivors and Liberators Attend Opening Event for Exhibition</b> Florida Holocaust Museum	2–3 days	RI1, RI2, RI3, RI6, W4, W9, SL1, L4, L6	pp 90, 103, 116, 143, 219, 273, 343, 357	Author’s Purpose		Academic Vocabulary Selection Vocabulary	Quick Write and Discuss	Investigate the Topic: Liberators	Narrative Text: Imaginary Interview	<b>SPEAKING &amp; LISTENING:</b> Participating in a Group Discussion, R29  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Interviews, 33, 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	<b>from The Adventures of Tom Sawyer</b> Mark Twain <b>Water Names</b> Lan Samantha Chang	4 days	RL1, RL2, RL3, RL4, RL6, W2b, W7, W9a, SL1, L6	pp 2, 15, 28, 41, 61, 196, 252, 273, 292, 357	Close Reading: Themes in American Stories			Small-Group Discussion	Explanation: Chinese Folk Tales and Legends	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  <b>WRITING:</b> Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
PART 2	HEROES AND TRADITIONS	<b>Coyote Steals the Sun and Moon</b> Richard Erdoes and Alfonso Ortiz	4–16 days	RL2, W3, W3b, W3e, SL5, SL6, L6	pp 15, 208, 317, 319, 357	Summarize Mythology	Basic Sentence Structures	Academic Vocabulary Selection Vocabulary	Oral Presentation		Myth	<b>CONVENTIONS:</b> Classifying Sentences by Structure, 424–428  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Tall Tale, 92–112
		<b>Chicoria • from The People, Yes</b> Rudolfo A. Anaya and José Griego y Maestas • Carl Sandburg		RL4, RL7, W2, W9, SL6, L2a	pp 41, 68, 196, 273, 319, 335	Summarize Oral Tradition	Commas and Semicolons	Academic Vocabulary Selection Vocabulary	Storytelling Workshop		Critical Analysis	<b>CONVENTIONS:</b> Commas, 554–567; Semicolons, 569–570  <b>SPEAKING &amp; LISTENING:</b> Preparing and Presenting a Speech, R30  <b>WRITING:</b> Feature Assignment: Critical Review, 198–199, 200–201, 202–203, 204–207, 208–209, 210–213, 214–215, 216; Writing for Assessment: Interpretative Response, 220–221
		<b>from Out of the Dust</b> Karen Hesse		RL1, W3, W3a, W3d, W7, L2a, L2b, L4b	pp 2, 208, 252, 335, 343	Purpose for Reading Cultural Context	Ellipses and Dashes	Academic Vocabulary Selection Vocabulary		Letter	Research Proposal	<b>CONVENTIONS:</b> Ellipses and Dashes, 601–604  <b>RESEARCH:</b> Writing Friendly Letters, R15  <b>WRITING:</b> Research Plan, 254–255
		<b>An Episode of War</b> Stephen Crane		RL1, W1, W1a, W1d, W1e, W2, L2, L4b	pp 2, 185, 196, 335, 343	Purpose for Reading Author’s Influences	Capitalization	Academic Vocabulary Selection Vocabulary		Research Article	Persuasive Speech	<b>CONVENTIONS:</b> Capitalization, 605–626  <b>RESEARCH:</b> Make a Research Plan, 232–233  <b>WRITING:</b> Speeches, 173, R30–R31; also see: Persuasive Essays, 18, 173, 194–195
	COMPARING TEXTS	<b>Davy Crockett’s Dream</b> Davy Crockett <b>Paul Bunyan of the North Woods</b> Carl Sandburg <b>Invocation from John Brown’s Body</b> Stephen Vincent Benét	2 days	RL3, RL9, W2, W9	pp 28, 75, 196, 273	Heroic Characters					Timed Writing: Explanatory Essay	<b>WRITING:</b> Compare-and-Contrast Essay, 195; Feature Assignment: Critical Review, 198–216; Writing for Assessment: Interpretative Response, 220–221
	WORKSHOPS	<b>Language Study</b>	1 day	L5, L5a	p 351			Figurative Language				<b>LANGUAGE STUDY:</b> Figurative Language. 55, 96, 129, 131, 133, 135, 142, 143, 169
		<b>Speaking and Listening</b>	1 day	RI7, SL5, L5c	pp 156, 317, 351				Delivering a Persuasive Speech Using Multimedia			<b>SPEAKING &amp; LISTENING:</b> Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267
		<b>Writing Process</b>	3 days	W1, W1a-e, L1, L2c	pp 185, 327, 335		Comparative and Superlative Forms Commas and Semicolons Capitalization	Voice in an Argumentative Piece		Focus on Research: Argument	Argument: Problem-and-Solution Essay	CONVENTIONS: Comparative and Superlative Forms, 532–538; Commas, 554–567; Semicolons, 569–570; Capitalization, 605–626  RESEARCH: Make a Research Plan, 232–233  WRITING: Problem–Solution Essays, 16,

												147; also see: Editorial, 173–190
PART 3	TEXT SET: FREEDOM FIGHTERS	<b>Anchor: <i>from</i> The American Dream</b> Martin Luther King, Jr.	5 days	RI1, RI2, RI3, RI4, RI6, RI8, W2a-b, W2e-f, W7, W8, SL1, SL4, L1, L1b, L2, L4, L5, L5b, L5c	pp 90, 103, 116, 123, 143, 163, 196, 252, 259, 292, 310, 327, 335, 343, 351	Oratory	Independent Clauses Punctuation with Independent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Civil Rights Leaders	Informative Essay	CONVENTIONS: Clauses, 415–423; Independent Clauses, 424–426, 342, 449, 569–570; Subordinate Clause, 82, 415–417  SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Make a Research Plan, 232–233  WRITING: Informational Research Report, 224–248; Research Plan, 254–255
		<b>Runagate Runagate</b> Robert Hayden	2–3 days	RL1, RL2, RL4, W3, W7, W8, SL1, L4, L6	pp 2, 15, 41, 208, 252, 259, 292, 343, 357	Forms of Poetry		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Underground Railroad	Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Use Graphics and Illustrations, 241; Preparing and Presenting a Speech, R30  WRITING: Personal Narrative, 66–84
		<b>Emancipation <i>from</i> Lincoln: A Photobiography</b> Russell Freedman	2–3 days	RI1, RI2, RI4, RI9, W2, W7, W8, W9b, SL1, L4, L6	pp 90, 103, 123, 170, 196, 252, 259, 273, 292, 343, 357	Word Choice and Tone		Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: The Abolitionists	Explanatory Text: Analysis	SPEAKING & LISTENING: Participating in a Group Discussion, R29  WRITING: Informational Research Report, 224–248; Research Plan, 254–255
		<b>Harriet Beecher Stowe</b> Paul Laurence Dunbar	1 day	RL1, RL4, W2, L4, L6	pp 2, 41, 196, 343, 357			Academic Vocabulary Selection Vocabulary			Informative Text	SPEAKING & LISTENING: Participating in a Group Discussion, R29  WRITING: Informational Research Report, 224–248; Research Plan, 254–255
		<b>Brown vs. Board of Education</b> Walter Dean Myers	2–3 days	RI1, RI2, RI4, W3, W7, W8, SL1, L4, L6	pp 90, 103, 123, 208, 252, 259, 292, 343, 357	Style		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Thurgood Marshall’s Contributions to Civil Rights	Narrative	SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Multimedia Projects, 25, 113, 139, 165, 249, 264–265, 266–267  WRITING: Writing for Assessment: Narrative Nonfiction, 88–89; Short Story, 116–117
		<b>On Woman’s Right to Suffrage</b> Susan B. Anthony	2–3 days	RI1, RI2, RI3, RI4, RI5,R16 W1, W1a-c, W1e, W7, SL1	pp 90, 103, 116, 123, 136, 143, 185, 252, 292	Persuasive Techniques		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Women’s Movement	Argument	SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Preparing and Presenting a Speech, R30  WRITING: Argumentative Essays, 18; Writing for Assessment: Persuasive Writing, 194–195; Writing for Media: Create a Letter to the Editor, 192–193
		<b><i>from</i> Address to the Commonwealth Club</b> Cesar Chavez	2–3 days	RI1, RI2, RI4, W7, W8, SL1, L6	pp 90, 103, 123, 252, 259, 292, 357	Claims and Evidence		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Grape Boycott	Poem	SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Use Graphics and Illustrations, 241  WRITING: Feature Assignment: Free Verse Poem and Lyric Poem, 120–138; Writing for Assessment: Poetry, 142–143
		<b>Nonviolence Tree</b>	1 day	RI7, W2, SL1, SL2	pp 156, 196, 292, 299			Academic Vocabulary Selection Vocabulary	Class Discussion	Investigate the Topic: Henry David Thoreau		SPEAKING & LISTENING: Participating in a Group Discussion, R29  RESEARCH: Make a Research Plan, 232–233; Find Authoritative Objective Sources, 232