Pearson Literature/Prentice Hall Writing Coach
Alignment Guide: Grade 9
Editable Skills Overview

### Features

- General Academic Vocabulary
- Domain-Specific Academic Vocabulary
- Increasing Your Word Knowledge
- Building Your Speaking Vocabulary

### Standards Covered

- Language 6
- Vocabulary Words: 67, 88, 116, 121, 142, 147, 166, 194, 199, 220, 225, 234, 257, 268

### PH Writing Coach Alignment

- Building Academic Vocabulary
- Writing an Objective Summary
- Comprehending Complex Texts
- Analyzing Arguments
- Conducting Research

### Unit 1: Focus on Short Story

#### Close Reading Workshop

- Reading, Writing, Speaking, Research Models
- Independent Practice
- Using a Dictionary and Thesaurus
- Evaluating a Speech
- Argument: Response to Literature
- Titles for Extended Reading
  - Online Text Set
  - All Watched Over by Machines of Loving Grace
  - Richard Brautigan
  - Careers in Robotics
  - NASA Robotic Education Project
  - Team Builds "Sociable" Robot
  - Elizabeth A. Thompson
- Assessment: Skills
  - Selected Response
  - Constructed Response
  - Assessment: Synthesis
  - Speaking and Listening: Group Discussion
  - Writing: Narrative
  - Writing to Sources: Argument

### Unit 2: Focus on Nonfiction

#### Close Reading Workshop

- Reading, Writing, Speaking, Research Models
- Independent Practice
- Etymology: Word Origins and Modern Meanings
- Delivering a Persuasive Speech
- Explanatory Text: Cause-And-Effect Essay
- Titles for Extended Reading
  - Online Text Set
  - from State of the Union Address
  - Franklin Delano Roosevelt
  - The Golden Kite, the Silver Wind
  - Ray Bradbury
  - from A Lincoln Preface
  - Carl Sandburg
- Assessment: Skills
  - Selected Response
  - Constructed Response
  - Assessment: Synthesis
  - Speaking and Listening: Group Discussion
  - Writing: Narrative
  - Writing to Sources: Explanatory Text
### Focus on Poetry

- **Reading, Writing, Speaking, Research Models**

#### Independent Practice
- **Words with Multiple Meanings**
- **Oral Interpretation of Literature**

#### Argument: Problem-and-Solution Essay
- Titles for Extended Reading
  - Online Text Set
  - *The Writer*
  - Richard Wilbur
  - *from I Stand Here Ironing*
  - Tillie Olsen
  - *Carry Your Own Skis*
  - Lian Dolan

#### Assessment: Skills
- **Selected Response**
- **Constructed Response**
- **Assessment: Synthesis**
- **Speaking and Listening: Group Discussion**
- **Writing: Narrative**
- **Writing to Sources: Argument**

### Focus on Drama

- **Reading, Writing, Speaking, Research Models**

#### Independent Practice
- **Connotation and Denotation**
- **Multimedia Presentation of a Research Report**

#### Explanatory Text: Comparison-and-Contrast Essay
- Titles for Extended Reading
  - Online Text Set
  - *The Horses*
  - Edwin Muir
  - *A Celebration of Grandfathers*
  - Rudolfo Anaya
  - *Desiderata*
  - Elizabeth McCracken

#### Assessment: Skills
- **Selected Response**
- **Constructed Response**
- **Assessment: Synthesis**
- **Speaking and Listening: Group Discussion**
- **Writing: Narrative**
- **Writing to Sources: Explanatory Text**

### Focus on the Oral Tradition

- **Reading, Writing, Speaking, Research Models**

#### Independent Practice
- **Idioms, Technical Terms, and Jargon**
- **Comparing Media Coverage**

#### Narration: Autobiographical Narrative
- Titles for Extended Reading
  - Online Text Set
  - *There Is a Longing*
  - Chief Dan George
  - *The Man to Send Rain Clouds*
  - Leslie Marmon Silko
  - *There Is No Word for Goodbye*
  - Mary Tall Mountain

#### Assessment: Skills
- **Selected Response**
- **Constructed Response**
- **Assessment: Synthesis**
- **Speaking and Listening: Group Discussion**
- **Writing: Narrative**
- **Writing to Sources: Argument**
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<td>WRITING: Compare-and-Contrast Essays, 15, 20, 147; Comparison Essays, 199</td>
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<td>WRITING: Compare-and-Contrast Essays, 15, 20, 147; Comparison Essays, 199</td>
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<td>pp 46, 179, 256, 274, 330, 334</td>
<td>Make Predictions Past</td>
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<td>W4</td>
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<td>LANGUAGE STUDY: Dictionary, 57, 93, 121; 147, 173, 199, 225, 257</td>
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<td>1 day</td>
<td>p 288</td>
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<td>Evaluating a Speech</td>
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<td>SPEAKING &amp; LISTENING: Listening Critique to a Speech, R31</td>
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<td>Much Madness is divinest Sense—</td>
<td>1 day</td>
<td>Emily Dickinson</td>
<td>11.1, 15.1, RL.1, RL.2, RL.3, RL.4.1, RL.4.3, RL.5.1, RL.8.1, RL.11.1, RL.12.1, RL.12.2, W1, W4, W6.1</td>
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<td>from The New Yorker</td>
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<td>RL4, W3.1, W3.1a, W3.b, C1</td>
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<td><strong>Changing TEXTS</strong></td>
<td><strong>Comparing TEXTS</strong></td>
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<td><strong>Libraries Face Sad Chapter</strong></td>
<td>2 days</td>
<td>RL.CS.8.1, RL.CS.8.2, RL.CS.9.1, W.MCC.11.a, W.MCC.2.4</td>
<td>pp 84, 130, 137, 157, 213, 265, 293, 300, 302, 314</td>
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*Alignment Guide: Grade 9
Editable Skills Overview
Phenomena Reading Coach*
| | From Nothing to Fear: Lessons in Leadership from FDR | Allan Axelrod | 2–3 days | RL.LCSS.8.1 | W.MC.2.4 | C.MC.2.1 | C.MC.2.4 | pp 84, 97, 110, 117, 130, 137, 157, 179, 213, 234, 274, 322, 330, 334 | Metaphor | Academic Vocabulary | Selection Vocabulary | Group Discussion | Investigate the Topic: Action During a Crisis | Argument | SPEAKING & LISTENING: Participating in a Group Discussion, R29 |
| | From Americans in the Great Depression | Eric Rauchway | 2–3 days | I.2.1 | RI.LCSS.11.2 | W.MC.3.1 | RI.P.4.3 | pp 84, 97, 117, 130, 137, 202, 213, 234, 274, 322, 334 | Author’s Perspective | Academic Vocabulary | Selection Vocabulary | Partner Discussion | Investigate the Topic: The Dust Bowl | Narrative: Fictional Narrative | SPEAKING & LISTENING: Participating in a Group Discussion, R29 |
| | Bread Line, New York City, 1932 | H. W. Fechner | 1 day | I.2.1 | C.MC.2.1 | C.MC.2.4 | RI.P.4.3 | pp 150, 190, 213, 274, 282 | Academic Vocabulary | Selection Vocabulary | Class Discussion | Informative Text: Explanatory Caption | SPEAKING & LISTENING: Participating in a Group Discussion, R29 |

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**RESEARCH**: Make a Research Plan, 232–233

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<p>| | Anchor: Instead of an Elegy | | | | | | | | | | | | | | |
| | Lady Bird Johnson | | | | | | | | | | | | | | |
| | Judith Ortiz Cofer | | | | | | | | | | | | | | |
| | Address Before a Joint Session of the Congress | 2–3 days | 1.4.3, 5.1, RL. 2, 4.2, MCC. 1.0, 1.4, 2.4, 5.1, 6.1, RI. 4.2, LCS. 4.1, 8.1, 9.1, MCC. 3.1a, 3.1e, L. 4.1a | pp 84, 97, 117, 130, 137, 164, 202, 213, 234, 274, 286, 293, 322 | Parallelistic | Academic Vocabulary Selection Vocabulary | Partner Discussion | Investigate the Topic: Presidential Speeches | Narrative: Historical Narrative | SPEAKING &amp; LISTENING: Participating in a Group Discussion, R29 | RESEARCH: Make a Research Plan, 232–233 | WRITING: Autobiographical Narrative, 4.4–89 |
| | Lyndon Baines Johnson | | | | | | | | | | | | | | |
| | Images of a Tragedy | 1 day | 1.2.1, 3.1, 3.4, 4.2, 5.1, 5.2, 5.3, RC. 6.1, 12.2, 13.3, LCS. 8.2, MC. 1.2, 1.3, 1.4, 1.5, 2.4, 7.1, MCC. 1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.1g, 1.1h, 1.1i, 2.1g, 3.1b, 3.1e, 3.1f | pp 150, 190, 213, 234 | Academic Vocabulary Selection Vocabulary | Partner Discussion | Investigate the Topic: Oral History | Informative Text: Magazine Article | RESEARCH: Make a Research Plan, 232–233 | WRITING: Magazine Articles, 17, 147, 236 |</p>
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<td>From The Glass Menagerie Tennessee Williams The Inspector-General Anton Chekhov</td>
<td>4 days</td>
<td>RL.P.4 i.S.1, RL.B.1, W.2.1, RL.MC.5.1, RL.MC.6.1,</td>
<td>pp 2, 15, 28, 55, 190, 234, 255, 274, 322, 334</td>
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<td>Explanation: Comedy as a Dramatic Form</td>
<td>Writing Model: Explanatory Text</td>
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<td>The Tragedy of Romeo and Juliet, Act I William Shakespeare</td>
<td>4 days</td>
<td>RL.6.1, RL.RC.13.3, RL.P.4</td>
<td>pp 2, 15, 28, 48</td>
<td>Summarize Dialogue and Stage Directions</td>
<td>Academic: Vocabulary Selection Vocabulary</td>
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<td>Pyramus and Thisbe Ovid from A Midsummer Night’s Dream William Shakespeare</td>
<td>2 days</td>
<td>RL.7.2, RL.6.1</td>
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<td>RL.LCS.9.1, RL.P.4.3</td>
<td>pp 320, 330</td>
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<td>3 days</td>
<td>W.L.4.1.a, W.MCC.1.1a</td>
<td>pp 190, 220, 310</td>
<td>Combining Sentences With Phrases Getting Organized</td>
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<td>Anchor: from The Importance of Being Earnest Oscar Wilde</td>
<td>5 days</td>
<td>i.S.1, RL.MC.6.1, RL.MC.5.1, RL.RC.13.1, RL.L4.1.a, C.MC.1.2, RL.MC.7.2</td>
<td>pp 2, 15, 28, 35, 55, 76, 190, 220, 234, 241, 255, 283, 274, 283, 310, 314, 320, 322, 330, 334</td>
<td>Satire Parallelism Block Quotations Diction and Style Academic: Vocabulary Selection Vocabulary</td>
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<td>Group Discussion Investigate the Topic: Victorian Society Informative Text: Character Analysis</td>
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**Editable Skills Overview**

**Alignment Guide: Grade 9**

**Common Core Companion Workbook**

**SC CCR Standards Covered**

**Close Reading Focus**

**Conventions**

**Language Study**

**Speaking and Listening**

**Research**

**Writing**

**PH Writing Coach Alignment**
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**Unit 5 Pacing:** 4 days


**Common Core Companion Workbook**

**Close Reading Focus:** Close Reading: The Oral Tradition

**Conventions:** Discussion

**Language Study:** Explanation: Archetypal Elements

**Speaking and Listening:** Writing: Model Argument Writing: Informative Essay

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An Ancient Gesture
Edna St. Vincent Millay

Siren Song
Margaret Atwood

Prologue and Epilogue
from The Odyssey
Derek Walcott

Ithaca
Constantine Cavafy

828–839
2 days
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Contemporary Interpretation

Timed Writing: Explanatory Essay

Contemporary Interpretation

Timed Writing: Explanatory Essay

LANGUAGE STUDY:

Idioms, Technical Terms, and Jargon

SPEAKING & LISTENING:

Comparing Media Coverage

For related material see: Writing in the Content Areas, R2–R5

WORKSHOPS

Speaking and Listening
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p 158
Comparing Media Coverage

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retold by R. K. Narayan

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**Isaac Bashevis Singer**

**878-885**

**2–3 days**


**SPEAKING & LISTENING:** Participating in a Group Discussion, R29

**RESEARCH:** Make a Research Plan, 232–233; Preparing and Presenting a Speech, R30

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### From The Hero’s Adventure

**Joseph Campbell and Bill Moyers**

**886-891**

**2–3 days**


**SPEAKING & LISTENING:** Participating in a Group Discussion, R29

**RESEARCH:** Multimedia Projects, 25, 113, 139, 141, 217, 248, 249, 264, 266

**WRITING:** Persuasion: Editorial, 170–193; Writing For Assessment: Persuasive, 194–195

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### From My Hero

**Elie Wiesel**

**892-897**

**2–3 days**


**SPEAKING & LISTENING:** Participating in a Group Discussion, R29

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### Of Altruism, Heroism and Nature’s Gifts in the Face of Terror

**Natalie Angier**

**898-903**

**2–3 days**


**SPEAKING & LISTENING:** Participating in a Group Discussion, R29

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### American Blood Donation

**904-905**

**1 day**


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