Glencoe Literature:
California Treasures
Standards Road Map
To the Teacher

Welcome to the Glencoe Literature: California Treasures Standards Road Map. This book conveniently organizes information about Glencoe Literature and answers critical questions about how the program works and how it can help your students.
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Introduction

The following introduction provides a bird’s-eye view of *Glencoe Literature: California Treasures*. It describes the major components of the program and shows how the components work together to address the California framework and standards. It also includes professional articles that detail the pedagogical underpinning of the program. The tabbed sections that follow the introduction provide more detailed information and specific lesson plans.

This section includes the following parts:
- California Framework Requirements
- Language Arts Content and Alignment to the Standards
- The Essential Course of Study
- Program Organization
- Universal Access
- Assessment
- Selection Walk-Throughs
- Professional Articles
California Framework Requirements

In the 2007 framework, California has identified five major criteria for evaluating instructional materials:

1. **Language Arts Content and Alignment to the Standards**
   This criterion examines how well the materials address the Content Standards.

2. **Program Organization**
   This criterion evaluates the sequence and organization of the program.

3. **Assessment**
   This criterion addresses the strategies, tests, and tools provided to ensure students meet or exceed the standards.

4. **Universal Access**
   This criterion ensures that learning is maximized for all students, including those approaching grade level as well as those exceeding grade level and English learners.

5. **Instructional Planning and Support**
   This criterion requires that a program provides teachers with assistance in planning and supporting instruction. This guide fulfills this goal by organizing all the information teachers and districts have available to meet the needs of all students.

What does a California program require?
Language Arts Content and Alignment to the Standards

Glencoe Literature: California Treasures and Expressions align completely with each of the strands and individual standards of the California framework. This program systematically covers both the California English-Language Arts Content Standards and the California English-Language Development Standards, and both the Glencoe Literature and Expressions Student Editions and Teacher Editions include comprehensive correlations at point of use and at front of book.

In addition, the Alignment to the Standards section of this guide provides scope and sequence charts that illustrate the depth and thoroughness of the program’s coverage of language arts content, skills, and standards. This book also contains correlations by standard and correlations by selection to help you navigate the program and find teaching and reteaching opportunities for each standard. In Alignment to the Standards, you will also find a progress report form designed to help you track your students’ mastery of the standards and keep parents and guardians informed.

How does the program meet the California standards?
The Essential Course of Study

The *Glencoe Literature: California Treasures* Essential Course of Study forms the backbone of instruction for both Program 1: Reading/Language Arts and Program 2: English-Language Development. Selections in this abbreviated curriculum cover the critical standards and provide universal access for students at various learning points—from English learners to advanced learners. These selections appear in the *Glencoe Literature* Student Edition, the leveled *Read and Write* worktexts, and are supported by lessons in the English-language development program *Expressions*.

The Pacing section in this Road Map provides a schedule for teaching the Essential Course of Study across the 180 days of the school year while covering the tested standards in the 150 days before the California state test. This section also shows the corresponding schedule for *Expressions*.
Essential Course of Study, Course 3

- Raymond’s Run by Toni Cade Bambara
- The Medicine Bag by Virginia Driving Hawk Sneve
- Saying Yes by Diana Chang and Who Can Be Born Black by Mari Evans
- The People Could Fly by Virginia Hamilton
- Comparing Literature: from Tom Sawyer by Mark Twain and Born Worker by Gary Soto
- from I Know Why the Caged Bird Sings by Maya Angelou
- Huge, Freed Pet Pythons Invade Florida Everglades by Stefan Lovgren
- Functional Documents: Consumer Choice Article; Technical Directions; Product Warranty
- Tell-Tale Heart by Edgar Allan Poe
- Icarus and Daedalus by Josephine Preston Peabody
- Paul Revere’s Ride by Henry Wadsworth Longfellow
- Exile by Julia Alvarez
- TIME: On Top of the World by Martha Pickerill
- The New Colossus by Emma Lazarus and Childhood by Margaret Walker
- Comparing Literature: Beowulf translated by Burton Raffel and Racing the Great Bear by Joseph Bruchac
- The Treasure of Lemon Brown by Walter Dean Myers
- Going, Going, Green… by Alexander Wolff
- Ode to Thanks by Pablo Neruda and Ode to Rain by Pat Mora
- Functional Documents: Event Poster and Contract
- Captain! My Captain! by Walt Whitman
- My Father’s Song by Simon Ortiz and I Ask My Mother to Sing by Li-Young Lee
- Flowers for Algernon, Part 1 by Daniel Keyes
- The Diary of Anne Frank: Act 1, Scenes 1 and 2 by Frances Goodrich and Albert Hackett
- TIME: Standing Tall by Michael Dolan
- Comparing Literature: Mother to Son by Langston Hughes and Speech to the Young, Speech to the Progress-Toward by Gwendolyn Brooks
**Program Organization**

*Glencoe* brings together the curricula both for **Program 1**: Reading/Language Arts and **Program 2**: English-Language Development through *Glencoe Literature: California Treasures* plus *Expressions*.

*Glencoe Literature* provides distinct pathways for students at various learning points—on-level learners, approaching-level (struggling) learners, advanced learners, and English learners. Instruction and assessment at

**PROGRAM 1**

- Core program reinforced with instruction for advanced learners and 30 minutes of extra daily support for English learners and struggling readers

**PROGRAM 2**

- Core program plus an additional daily hour of English-language development instruction
every level aligns with the Content Standards and springs directly from selections in the core series of *Glencoe Literature* Student Editions. The *Glencoe Literature* program encompasses a constellation of resources that allow you the freedom to differentiate instruction while covering the same tested standards with all students—making sure every student is prepared for the California state test.

How does the program’s organization meet the framework?
PROGRAM 1  Glencoe Literature: California Treasures

Print Resources

*Glencoe Literature* offers a wealth of instructional materials to support teachers and students in meeting the California standards.

**Student Edition**

The *Glencoe Literature: California Treasures* Student Edition lists standards in full at point of use, features color-coded instruction of Literary Elements and Reading Skills and Strategies, and promotes inquiry-based learning through the exploration of Big Questions.

**Teacher Edition**

The Teacher Edition includes standards correlations, features teaching ideas for differentiating instruction, and provides daily writing instruction.

**Read and Write**

These leveled consumable worktexts include authentic literature and nonfiction from the Student Edition. The *Read and Write* covers the essential course of study and meets the additional daily instructional needs of approaching-level (struggling) learners and English learners.
**Novel Companion**

This worktext features novel selections and related readings connected to each unit in the Student Edition. The Novel Companion challenges advanced learners to extend their literary study beyond the Student Edition.

**Extra Support**

These worksheets provide extra support for approaching-level learners and English learners. Activities in this book cover a range of skills for each selection not included in the Read and Write.

**Unit Teaching Resources**

These blackline master booklets provide all the teaching materials you need to reinforce the content in each unit of the Student Edition. Resources include graphic organizers, selection quizzes, and school-to-home activities in multiple languages.
Glencoe also provides extensive resources to spark your students’ independent reading.

**Glencoe Literature Library**
This collection of hardcover books includes full-length novels, novellas, plays, and works of nonfiction. Each volume also includes related readings from a broad range of genres and a Study Guide.

**BackPack Readers**
These fun-to-read backpack-ready books reinforce the inquiry-based organization of the Student Edition, and each unit in the BackPack Reader features a graphic novel.

**inTime**
This exclusive TIME-published classroom magazine features high-interest, current informational text related to each unit in the Student Edition.
In addition, *Glencoe Literature* offers an array of resources for teaching writing, grammar, and fluency.

- California Writing Resources
- Grammar and Composition Handbook
- Grammar and Language Workbook
- Grammar and Writing Transparencies
- Spelling Power Workbook
- Read Aloud, Think Aloud Transparencies
- Fluency Practice, and Assessment
- Glencoe Online Essay Grader ([glencoewriting.com](http://glencoewriting.com))
Technology Resources

The *Glencoe Literature* program enables teachers to use a wide array of technology in meeting the needs of their students. These resources are fully integrated into the program, and planning materials guide teachers to see how and when to use the technology. See the Universal Access and Lesson Plan sections of the Road Map for additional information.

- TeacherWorks Plus CD-ROM
- StudentWorks Plus CD-ROM or DVD-ROM
- Classroom Presentation Toolkit CD-ROM
- Online Student Edition ([glencoe.com](http://glencoe.com))
- Literature Online ([glencoe.com](http://glencoe.com))
What technology is available? How does it support my teaching?

Plus, **Glencoe Literature** provides a number of technology options for handling assessment.

- ExamView® Assessment Suite CD-ROM
- Progress Reporter Online Assessment ([glencolitpr.com](http://glencolitpr.com))
- Glencoe Online Essay Grader ([glencoewriting.com](http://glencoewriting.com))
Program 2  Glencoe Literature: California Treasures plus Expressions

Print Resources

*Expressions* supports *Glencoe Literature: California Treasures* with instructional materials for an extra daily hour of integrated English-language development.

**Student Edition and Teacher Edition**

The *Expressions* Student Edition includes lessons that support each selection in the *Glencoe Literature: California Treasures* Essential Course of Study. *Expressions* lessons directly complement the themes and topics, teaching the same literary elements and reading skills as the core selections.

The *Expressions* Teacher Edition contains standards correlations, explicit instruction for vocabulary and phonics, and differentiated instruction for the Beginning, Early, Intermediate, and Early Advanced English proficiency levels.

**Practice Book**

This consumable worktext promotes language development and provides opportunities for practice with vocabulary, graphic organizers, grammar, spelling, word study, and writing and oral presentation.

**Progress Monitoring**

This book includes summative assessments that test students’ mastery of listening and reading comprehension, writing, grammar, spelling, vocabulary, oral reading fluency, and phonics.
New to English

*New to English* Student Edition, Teacher Edition, Audio CDs, and Assessment Program comprise an entry-level English reading and writing program focused on phonics, language, and literacy. These resources support students using *Glencoe Literature: California Treasures, Expressions*, or both programs.

Technology Resources

Several technology resources accompany the *Expressions* books.

**Expressions Listening Library Audio CD-ROM**

Listening Library CDs help students improve comprehension and reading fluency with engaging recordings of the selections in *Glencoe Literature: California Treasures*. They assist English learners with audio selection summaries in their native language, and a *Listening Library Sourcebook* includes standards-based activities keyed to the recordings.

**Interactive Vocabulary CD-ROM**

Glencoe’s *Interactive Vocabulary CD-ROM* allows students to generate customized flashcard sets from a visual glossary of selection, academic, and content area vocabulary terms. Flashcards include audio support in multiple languages, and this product provides additional practice through an interactive game-based environment.
Universal Access

In the California framework, the term *universal access* refers to pathways in a curriculum that provide each student access to instruction based on his or her current level of proficiency. *Glencoe Literature: California Treasures* plus *Expressions* include pathways for the following learning levels. Each level is easily identified by its label color: On Level (red); Approaching (orange); English Learners and English-Language Development (purple); and Advanced (green).

**ON LEVEL**

These students read and comprehend at a grade-appropriate level.

**APPROACHING**

Approaching-level (struggling) learners are experiencing various degrees of learning difficulties that require an extra thirty minutes of daily instruction. **Benchmark Group:** These students are generally making good progress toward the standards but may be experiencing temporary or minor difficulties. **Strategic Group:** These students may be one to two standard deviations below the mean according to the results of standardized testing.

**ENGLISH LEARNERS**

English learners are nonnative speakers of English who require an additional thirty minutes of daily instructional support in reading, vocabulary, and comprehension. Levels of English learners addressed: **Beginning, Early Intermediate, Intermediate,** and **Early Advanced**

**ADVANCED**

These learners read one to two grade levels above their on-level peers. These gifted students need extra enrichment to maximize their instruction.

**ENGLISH-LANGUAGE DEVELOPMENT**

These English learners have an extra hour of classroom instruction each day. Levels of English learners addressed: **Beginning, Early Intermediate, Intermediate,** and **Early Advanced**

*Glencoe Literature* outlines pathways for each student and provides a variety of resources to address the special needs of all learners. The program also creates special access for students who use African-American vernacular English through on-page teacher’s notes.
Assessment

The frequent and meaningful assessments in *Glencoe Literature: California Treasures* and *Expressions* occur with each selection and at the end of every unit. These assessments mirror the California proficiency tests, providing students with sample practice on both the formats and questions of the state test. They incorporate diagnostic, progress-monitoring, and summative assessment opportunities to help you identify standards for which your class needs reteaching and students who require intensive or strategic intervention.

Every six weeks and at the end of each unit of *Glencoe Literature* the program offers a comprehensive unit test that assesses your students’ understanding of the standards, giving you the information to diagnose and reteach. Further summative testing options appear in *Expressions Progress Monitoring* and *California Standards Practice*. Two of the tests in *California Standards Practice* serve as semester tests, providing a cumulative assessment of student progress. These tests cover vocabulary, reading, comprehension, literary response and analysis, spelling, writing strategies, language conventions, and writing applications. See the Assessment section of this guide for more information on the array of assessment resources available.

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**Assessment**

*Reading*

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

**From “The Ransom of Red Chief” by O. Henry**

1. It looked like a good thing, but wait till you. We went down South, in Alabama—Bill Dinkled and myself—when the kidnapping idea struck us. It was an ill wind that blew us good. We planned a moment of temporary mental apparatus, but we didn’t find that out till later.

2. There was a town down there, as flat as a flannel cake, and called Summit, of course. It contained inhabitants of as undeleterious and self-satisfied a class of humanity as we shunned around in society.

3. Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-lot scheme in western Illinois. We talked it over on the front steps of the hotel. Philoprogenitiveness, says we, is strong in semi-rural communities; therefore, and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn’t do after us with anything stronger than constables and, maybe, some lackadaisical bloodhounds and a diatribe or two in the local papers.

4. We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you.

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**Assessment**

6. One evening after sundown, we drove in a buggy past old Dorset’s house. The kid was in the street, throwing rocks at a lantern on the opposite fence.

7. “Hey, little boy!” says Bill, “would you like to have a bag of candy and a nice ride?”

8. The boy catcher Bill neatly in the eye with a stone and says: “That will not the old man an extra two thousand dollars over the school.

9. “That boy, put up a fight like a greenhorn. We got him down in the bottom of the buggy, him up to the cave, and Jeddie read it, let him in and wished back to the mountain.

10. Bill was putting outplace over the fence of the barn. There was a fine feeling behind the cave, and the boy was walking a path, looking for something to eat, but he couldn’t come up.

11. “What’s a dustpan, do you think it’s going to break the point?”

12. “He’s all right now,” says Bill, rolling up his trousers and examining the kid. “He’s all right now.”

13. “What will you take the boy for?”

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**Assessment**

14. “The Ransom of Red Chief” by O. Henry

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**Assessment**

15. “The Ransom of Red Chief” by O. Henry

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**Assessment**

16. “The Ransom of Red Chief” by O. Henry

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**Assessment**

17. “The Ransom of Red Chief” by O. Henry

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**Assessment**

18. “The Ransom of Red Chief” by O. Henry

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**Assessment**

19. “The Ransom of Red Chief” by O. Henry

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**Assessment**

20. “The Ransom of Red Chief” by O. Henry
Glencoe also provides a robust writing program to prepare students for standardized tests. The California Writing Resources component provides writing prompts for the tested writing applications, along with rubrics, annotated anchor papers, and scaffolding for all stages of the writing process. Each unit in Glencoe Literature includes a full Writing Workshop that offers progress-monitoring opportunities for a range of writing and grammar skills. These workshops walk students through the writing process as they work on an extended piece of writing related to the unit. The Assessment section in this guide includes rubrics for each Writing Workshop in Glencoe Literature. These rubrics match the four-point rubrics used in assessing writing on the California state test.
Selection Walk-Throughs

Selections in *Glencoe Literature: California Treasures* allow you to differentiate instruction while covering the same literature, Big Questions, and Content Standards with students at various learning points.

**Essential Course of Study Selections**

These selections cover the standards encountered on the California state test. They appear in *Glencoe Literature* and the leveled *Read and Write* worktexts, and connected lessons in *Expressions* support English-language development.

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**Exile**

*by Julia Alvarez*

**BIG Question**

**WHAT’S More Important, the Journey or the Destination?**

**Literary Element** Metaphor

**Reading Strategy** Interpret Author’s Meaning

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*Exile* by Julia Alvarez

How do I teach the same selections and standards to all students and provide differentiated instruction?
**Reading/Language Arts**

The Student Edition previews, teaches, and assesses critical standards. The Teacher Edition includes activities for students at each reading level.

The Read and Write for on-level and advanced learners presents the selection from the Student Edition in an interactive format while covering the same tested standards.

The Read and Write for approaching-level learners adds scaffolding, teaching notes on African American vernacular English, and satisfies the extra 30 minutes of daily instruction required for struggling readers.

The Read and Write for English learners includes instruction specifically designed for English learners—including visual vocabulary notes. It also meets the additional daily needs of English learners.

**English-Language Development**

*Expressions* lessons support each selection in the *Glencoe Literature* Essential Course of Study. These lessons teach the same tested standards covered in the core program. This series fulfills the extra hour of instruction required for Program 2: English-Language Development.
Other Selections

Extra Support for Approaching-Level Learners and English Learners provides additional instruction for selections not included in the abbreviated Essential Course of Study. The worksheets in Extra Support mirror the approach of the Before You Read and After You Read pages in Glencoe Literature. These worksheets include a variety of activities to help students build background, develop vocabulary, and attain proficiency with literary elements and reading skills and strategies.

A Giant Step

by Henry Louis Gates Jr.

BIG Question

WHAT’S Worth Fighting For?

 Literary Element  Theme

Reading Strategy  Analyze Cause-and-Effect Relationships

A Giant Step

Henry Louis Gates Jr.

What’s this?” the hospital janitor said to me as he stumbled over my right shoe.

“My shoes,” I said.

“That’s not a shoe, brother,” he replied, holding it to the light.

“That’s a brick.”

It did look like a brick, sort of.

“Well, we can throw these in the trash now,” he said.

“I guess so.”

We had been together since 1975, those shoes and I. 
The Student Edition previews, teaches, and assesses critical standards. The Teacher Edition includes activities for students at each reading level.

This book provides students with additional support for each selection that is not included in the Read and Write. These lessons can be used to meet the extra daily instructional needs of approaching-level (struggling) learners and English learners.

An array of print and technology resources further supports these lessons. See the Universal Access and Lesson Plan sections in this guide for more detailed information.
Quality Literature for All Students

Students should be able to see themselves reflected in the literature they read. This includes not only their cultures, but their interests, which research proves vary especially with gender. This connection provides motivation to read and to continue reading. Students also need to experience writing that prepares them to take their places as citizens in a larger society, such as workplace documents, functional documents, and technical writing.

To reflect an increasingly diverse society, *Glencoe Literature* presents a wide array of selections. A rich mix of classic and contemporary selections unites time-honored voices with new. Authors from many cultures address a wide range of topics and themes, providing students with many varied insights into the Big Questions and Big Ideas that frame the instruction in *Glencoe Literature*. And through informed exposure to many genres—both creative and informational—students learn to recognize the purpose and structural features of different kinds of texts.

Inquiry-Based Instruction

A Reason to Learn Inquiry is a research-based approach that gives students significant reasons or purposes for reading. It is a powerful instructional treatment for engaging students and assisting them to learn essential concepts and strategies. Exploring a real idea and trying to answer a real question engages students in the same conversations, problem solving, and applications as real practitioners.

Inquiry approaches organized around essential questions that embed reading and composing as meaningful inquiry-oriented activities increase student engagement and comprehension and result in better behavior, assignment completion, and learning.

Meaningful Context Inquiry allows students to learn and practice grammar, vocabulary, reading, and writing taught in the context of immediate use and personal relevance. When learning is organized around real issues and questions, it becomes more meaningful.

Background and Prior Knowledge When students have a personal interest in what they are learning, their interest and attention is improved. The personal connection activates both their background knowledge and their prior knowledge.

Curricular Coherence Inquiry-based teaching characterizes what Applebee, Burroughs, and Stevens (2000) call an integrated curriculum, that is, a curriculum in which students develop a set of skills, strategies, or tools that they apply with increasing sophistication across a range of activities. Everything is learned in relationship to a big idea or question. Students develop literacy skills while exploring and learning a wide range of content from the broader curriculum.

*Glencoe Literature* organizes instruction around Big Ideas or Big Questions that engage, motivate, and challenge students to build and utilize their literacy skills while grappling with real life issues and concepts.

Vocabulary

Vocabulary demands in secondary schools are intense. Espin and Foegen (1996) found vocabulary to be a significant predictor of student performance. Farket and Elmore (1992) found vocabulary knowledge to be a stronger predictor of reading comprehension than most other variable, even cognitive ability.

Teachers must ensure that students develop the specialized and technical vocabulary to discuss the various disciplines, as well as generalized vocabulary (academic) to convey their thinking about the subjects they study.

*Glencoe Literature* provides students with multiple tools for building vocabulary. Some examples of instruction and practice in print and/or technology include before- and after-reading activities in the student and teacher texts, the *Unit Teaching Resources*, *Read and Write*, the *Interactive Vocabulary* CD, and online at glencoe.com.
Note Taking

The ability to take and organize notes is a significant predictor of student success. Notes serve an external storage function that builds comprehension and understanding of content. Over time and with instruction, students not only use their notes for external storage of information, but also for encoding their ideas.

Graphic Organizers

Concept maps, semantic webs, cause-and-effect charts, and other graphic organizers help students visually organize information presented in text format (Fisher, Frey & Williams, 2002). Graphic organizers also help students summarize information, helping them remember and recall content (Irwin-DeVitis & Pease, 1995; Wilson, 2002).

Writing to Learn

Writing helps students clarify their thinking. It also provides teachers with information about what students do and do not understand (Fisher & Frey, 2004). However, the writing must be constructed to ensure that students engage and think as they write.

Quality writing prompts remind students to do what good readers automatically do: summarize information, predict what’s coming next, make connections between their lives and the text, question the information in the text and the author of the text, clarify information and ideas, visualize what the text has to say, and make inferences or draw conclusions from facts and ideas (Harvey & Goudvis, 2000).

Glencoe Literature provides students with writing opportunities for every day of instruction—found in the student and/or teacher texts. Additional writing support is provided in the Unit Teaching Resources, Standards Practice Reader, and online at glencoe.com.

Research


Differentiated Instruction

By Douglas Fisher, PhD
Professor of Education and Director of Professional Development, San Diego State University

To differentiate instruction, teachers must acknowledge students’ differences in background knowledge, current reading, writing, and English language skills, learning styles and preferences, interests, and needs, and they must react accordingly. There are a number of general guidelines for differentiating instruction, including:

**Link assessment with instruction.** Assessments should occur before, during, and after instruction to ensure that the curriculum is aligned with what students do and do not know.

**Clarify key concepts and generalizations.** Students need to know what is essential and how this information can be used in their future learning.

**Emphasize critical and creative thinking.** The content, process, and products used or assigned in the classroom should require that students think about what they are learning.

**Include teacher- and student-selected tasks.** A differentiated classroom includes both teacher- and student-selected activities and tasks. At some points in the lesson, the teacher must provide instruction and assign learning activities. In other parts of the lesson, students should be provided choices in how they engage with the content.

**Plan for flexible grouping patterns**
Differentiated classrooms are notable in the use of many types of grouping patterns. In particular, students should experience:
- whole group instruction to introduce material and model strategies;
- small group work for collaborative learning with peers. Small groups are often made up of four to six students at a time, either heterogeneous or based on identified needs.
- individualized learning for independent work and teacher-directed instruction.

**Tips for Instruction**
The following tips for instruction can support your efforts to help all students reach their maximum potential.

- Use interest inventories to discover students’ individual differences.
- Be sensitive to language differences in the classroom. Accept that all students do not yet speak standard English, as in the case of students who speak African American vernacular English.
- Be a model for respecting others. Your behavior will set the classroom tone.
- Provide a variety of instructional activities to expand opportunities for success.
- Establish measurable objectives and decide how you can best help students who meet them.
- Celebrate successes, and make note of and praise “work in progress.”
- Keep it simple. Avoid overwhelming students with too many goals at one time.
- Assign cooperative group projects that challenge all students to contribute to solving a problem or creating a product.

**Supporting Individual Students**
The vast majority of students will thrive in a classroom based on differentiated instruction. However, wise teachers recognize that no single option will work for all students and that there may be students who require unique systems of support to be successful.
How do I reach students with learning disabilities?

- Provide support and structure. Clearly specify rules, assignments, and responsibilities.
- Practice skills frequently. Use games and drills to help maintain student interest.
- Incorporate many modalities into the learning process. Provide opportunities to say, hear, write, read, and act out important concepts and information.
- Link new skills and concepts to those already mastered.
- If possible, allow students to record answers on audiotape.
- Allow extra time to complete assessments and assignments.
- Let students demonstrate proficiency with alternative presentations, including oral reports, role plays, art projects, and musical presentations.
- Provide outlines, notes, or tape recordings of lecture material.
- Pair students with peer helpers, and provide class time for pair interaction.

How do I address language differences in the classroom?

- Students’ ability to speak standard English does not reflect their academic abilities. Recognize that students might exhibit a range of language differences. Some come from homes where English is not their primary language, English Language Learner. Others speak other forms of English, such as African American vernacular English. Your goal is to move all students toward using and understanding standard English for academic tasks.
- Try to incorporate the students’ cultural experience into your instruction. The help of a bilingual aide may be effective.
- Avoid any references in your instruction that could be construed as cultural stereotypes.
- Preteach important vocabulary and concepts.
- Encourage students to preview text before they begin reading, noting headings.
- Remind students not to ignore graphic organizers, photographs, and maps since there is much information in these visuals.
- Use artifacts and photographs whenever possible to build background knowledge and understanding. An example of this would be coins in a foreign currency or a raw cotton ball to reinforce its importance in history.

How do I reach gifted students?

- Make arrangements for students to take selected subjects early and to work on independent projects.
- Ask “what if” questions to develop high-level thinking skills. Establish an environment safe for risk taking in your classroom.
- Emphasize concepts, theories, ideas, relationships, and generalizations about the content.
- Promote interest in the past by inviting students to make connections to the present.
- Let students express themselves in alternate ways such as creative writing, acting, debates, simulations, drawing, or music.
- Provide students with a catalog of helpful resources, listing such things as agencies that provide free and inexpensive materials, appropriate community services and programs, and community experts who might be called upon to speak to your students.
- Assign extension projects that allow students to solve real-life problems related to their communities.

Research

What Research Says About Vocabulary
Research has long supported the critical role that vocabulary plays in literacy education (Davis, 1944, 1968). Vocabulary knowledge is strongly related to reading proficiency in particular and school achievement in general. As teachers, we know that students with rich and flexible vocabulary knowledge are successful writers, speakers, readers, and listeners. Recent research suggests that a truly robust approach to vocabulary instruction involves direct instruction about the meaning of words along with thought-provoking, playful, and interactive follow-up. (Beck, McKeown, & Kucan, 2002). In other words, good vocabulary instruction facilitates an ongoing curiosity about language that moves beyond the classroom as students become lifelong learners.

Effective Vocabulary Instruction
Effective vocabulary instruction is about the recursive process of word learning, not about static definitions. Encourage students to take ownership of the language of instruction by modeling and directly teaching academic vocabulary in authentic speaking, reading, and writing tasks. Through multiple meaningful encounters with a variety of words in familiar and unfamiliar contexts, your students will expand and deepen conceptual frameworks needed to succeed in school.

Provide rich and varied language experiences.
Be sure students have time and materials to read voraciously across content areas and topics of interest.

Teach individual words.
Give both definitional and contextual information that allow your students to actively process new word meanings. Provide direct instruction and multiple encounters with unfamiliar words. Teach words in students’ oral vocabularies. Read selection vocabulary aloud and ask students to practice speaking these words. Teach new labels for known concepts as well as words for new concepts. Clarify and enrich the meanings of words students already know.

Teach word learning strategies.
Directly teach students to effectively use context, word parts, affixes, roots, and word resources to develop their vocabulary knowledge.

Foster word consciousness.
Encourage students’ curiosity about language by inviting them to create associations between words and concepts. Engage students in talking about situations a word might describe. Brainstorm for characteristics of words, or ask students to differentiate between examples and nonexamples of targeted vocabulary.
How *Glencoe Literature* Supports Effective Vocabulary Instruction

*Glencoe Literature* offers teachers and students both short- and long-term strategies for learning vocabulary.

**Before Reading** Each lesson provides teachers with key words to preteach before students read. Because the selection vocabulary targets the words most critical for understanding and most likely to be used as students read other academic texts, it is helpful to engage students in rich classroom discussion and lively vocabulary activities before they read.

**During Reading** Highlighted vocabulary at point of use helps students process words in context. Footnotes and selection definitions reinforce what students learn before they read. Visual vocabulary is helpful for English learners who benefit from enriched vocabulary support.

**After Reading** Vocabulary Practice returns students to selection vocabulary after they read. Students also focus on academic vocabulary using sentence frames. Vocabulary Workshops target strategic skills such as multiple-meaning words, word parts, context clues, and idioms. Through a variety of formative assessment tools including graphic organizers and daily writing activities, teachers can inform future vocabulary instruction.

Throughout the program, *Glencoe Literature* provides robust and comprehensive vocabulary instruction that will help your students become active lifelong learners.

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**Research**

In response to the challenges of developing students’ writing skills, *Glencoe Literature* takes into account contemporary trends in both scholarship and practice and sets forth features that offer great potential for success.

The writing instruction in *Glencoe Literature* is directly connected to and supportive of the many rich reading opportunities in the textbook. Through **Respond Through Writing**, students respond to what they have read by analyzing text in a way that helps them delve deeper into the literature. Through the **Writing Workshops**, students gain direct experience producing various genres of writing after having read a number of texts in the same genre.

The program also provides ample opportunities for creative writing, research writing, and content-area writing. Through **Write with Style**, students study a particular style technique used by an author and then apply that same technique in their own creative piece. **Research and Report** and **Connect to Content Areas** take students into interdisciplinary investigations that develop research, critical thinking, and writing skills applicable to other subject areas.

**Integrating Grammar with Reading and Writing**

*Glencoe Literature* integrates grammar instruction with reading and writing assignments. **Grammar Workshops** use the literature as a springboard into focused instruction on grammar topics. Because the teaching of sentence combining is a powerful way to increase a student’s writing facility and grammar knowledge, a special workshop on sentence combining has been added to this edition. **Grammar Tips** that appear in the Writing Workshops and Respond Through Writing give students information about a point of grammar carefully chosen for its relevance to the writing product.

**Explicit Teaching of Writing Strategies**

The underlying writing philosophy of *Glencoe Literature* is that writing strategies and techniques need to be taught explicitly. Therefore, the **Writing Workshops** and **Respond Through Writing** features walk students through the process of planning, drafting, revising, and editing. The lessons provide strong support through such resources as writing checklists, prewriting graphic organizers, word banks, sentence frames, and annotated professional and student models of papers.

Taken altogether, the writing assignments in *Glencoe Literature* provide explicit writing instruction integrated with the literature in order to increase students’ understanding of and appreciation for good writing and to improve students’ own writing abilities for success in high school and beyond into college and the work world.

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**Research**


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The Importance of Reading Fluency

Reading fluency is the ability to read with accuracy, expression, phrasing, and appropriate rate. Fluency develops over time as students master the fundamental skills involved in accurate text decoding. Students gain confidence with reading text as automaticity develops and their reading rate increases. As their confidence builds, students move on to master the use of appropriate rhythm, phrasing, and expression (called prosody), and reading begins to sound like natural speech. (Stahl & Kuhn, 2002).

Students who are fluent readers—who read effortlessly and accurately—are better able to devote their attention to comprehending the text. In fact, fluency results in increased comprehension. (LaBerge & Samuels, 1974). The impact of oral reading practice, feedback, and guidance on comprehension “is not inconsiderable, and in several comparisons it was actually quite high” (National Reading Panel 2000).

Effective Fluency Instruction

Because fluency develops from practice (National Reading Panel, 2000), students who experience difficulty in reading or who read reluctantly generally lack fluency. There is no substitute for an abundance of reading from a wide variety of printed materials. However, fluency is dependent on a variety of factors. The difficulty, complexity, and interest level of the materials used for instruction and practice impact reading fluency. Ideally, materials should be appropriate in difficulty and of interest to students.

Fluency can be improved by teaching. Modeling, demonstrating, and thinking out loud are some of the explicit actions teachers can take to help students become fluent readers. Teaching phrasing and providing guided practice will also help. “There are few positive changes as straightforward and potentially productive as an appropriate focus on fluency.” (Teale & Shanahan, 2001).

To help students become fluent readers,
- Match students’ reading abilities to appropriate materials for instruction
- Model fluent oral reading
- Provide guided oral reading opportunities
- Offer daily opportunities for students to read easy materials independently

Using Glencoe Literature to Develop Reading Fluency

Glencoe Literature will help you build your students’ fluency skills. Choose sections of interesting text from Glencoe Literature’s prose and poetry selections either to model fluent oral reading or to read together as choral readings with your class. Ask students to encourage each other by reading portions of text aloud with a partner. Research strongly supports repeated readings as an effective fluency building strategy. Glencoe Literature’s selection readabilities will help you choose independent passages where students can keep track of one-minute samples of reading on a graph, perhaps recording their first, unpracticed “cold reading” in one color and their final score in another color, after reading the same piece of text three to five times (Hasbrouck, Ihnot, & Rogers, 1999). Finally, use the plays in Glencoe Literature to support reader’s theater in your classroom.

Research

Assessment

By Beverly Ann Chin, PhD
Professor of English, Director of English Teaching Program,
University of Montana

Assessment is the process of gathering information about student learning. Formative assessments, or assessments for learning, are continuing opportunities to check what students have learned. Teachers use formative assessments to discover student strengths as well as areas for improvement. Summative assessments, or assessments of learning, occur at the end of a unit and summarize what students have learned and how well they have met the learning objectives. Summative assessments are more formal, culminating experiences and often include student demonstrations of their learning.

The best system of assessment, however, is not simply about testing. It is about teaching—that is, making decisions and modifications in teaching in response to assessment results with the purpose of increasing student achievement.

Formative Assessment

Formative assessment can be a dynamic, ongoing process that helps teachers determine when to re-teach concepts, when to differentiate instruction, and when to modify their approach. Such assessments for learning are diagnostic and enable teachers to provide more support and resources for students who need additional help.

*Glencoe Literature* provides many opportunities for formative assessment. During reading, students encounter highlighted passages in the literature with questions clearly related to the curriculum standards for the lesson. After reading, discussion questions and various writing and speaking activities are offered to help teachers evaluate student learning as measured against the standards for the lesson.

Summative Assessment

At the end of every unit, teachers can administer the standardized assessments, which consist of multiple-choice questions and constructed-response items. On the other hand, *Writing Workshops and Speaking, Listening, and Viewing Workshops* provide performance-based options for summative assessment.

Additional Assessment Resources

*Glencoe Literature* also offers ancillary support through *Assessment Resources*, a collection of blackline masters that include the following tests to be administered at the beginning of a unit to assess student readiness; selection tests to be given after every reading selection to assess comprehension, literary analysis, and vocabulary development; and end-of-unit exams to assess cumulative learning.

Research


The CRISS Philosophy

CRISS stands for CReating Independence through Student-owned Strategies. It is a staff development program that is more than a collection of learning strategies. Its underlying power rests not on the individual strategies but on the teaching philosophy behind them. This philosophy integrates work from cognitive psychology, social learning theory, and neurological research about how the brain learns. It includes these overlapping principles:

**Background knowledge and purposeful reading are powerful determinants of reading comprehension.**

Readers are far more likely to learn new information when they have some previous knowledge before they read or listen. We warn students not to simply begin reading. We also remind them to preview the assignment and think about their goals for reading. We ask students, “What might you already know about the topic? What questions do you have about the topic?”

**KWHL** One proven CRISS strategy for helping students activate prior knowledge is to develop a KWHL chart (Know, Want to learn, Learned, How to learn more). Students can work together to generate a KWHL chart based on the model below. They can generate questions about what they want to learn, and then, after completing the reading assignment, they can list the new information they have learned and how they can learn more.

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<td>What I KNOW</td>
<td>What I WANT</td>
<td>HOW I can</td>
<td>What I LEARNED</td>
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<tr>
<td>to find out</td>
<td>to learn more</td>
<td>learn more</td>
<td>learned</td>
</tr>
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</table>

**Good readers have an intuitive understanding of the author’s craft.**

When students know how authors craft their writing, they can more readily understand and remember what they read. Good readers will analyze the author’s style of presentation as they read. They might ask themselves, “What is this author doing to help me learn key concepts? How does the writer lead me from one idea to the next?”

**Effective learners are actively involved when they listen and read.**

We learn best when we act on the information presented. We can do this by using a variety of organizing activities that require us to write, talk, and transform information.

**Students need many opportunities to talk with one another about what they are learning.**

We focus on how to get students to lead their own discussions about a topic. We want them to understand that it is their discussing, their oral grappling with meaning that leads to deeper understanding.

**Competent readers know several ways to organize information for learning.**

We show students different ways to organize information. They can take notes, underline, develop concept maps, or summarize ideas in charts.

**Students deserve opportunities to write about what they are learning.**

Writing lets us figure out what we know and what we still need to know. The Writing Workshops in *Glencoe Literature* guide students to explore various topics to communicate information and ideas.

**Teaching involves explanation and modeling.**

Students learn to think strategically when we use these processes as part of our instruction. Our demonstrations are especially critical for struggling readers. Most have never been taught how to learn. We have to show them how. When you introduce a new strategy, take center stage: show, tell, model, demonstrate, and explain the skill and how it is used by effective readers. As students learn to use the strategy, gradually release responsibility to them.
Students’ Digital Lives
By cultivating an awareness of the issues below, teachers can help students connect the literacy practices they learn in school to their busy lives outside the classroom.

New Literacies In the digital age, many students are fluent in new languages, or literacies—for example, those of instant messaging, text messaging, and blogging.

Increased Media Use Teens spend an average of six hours per day using media (Kaiser Family Foundation, 2005).

Internet as Reference Text An increasing number of young people use the Internet as their primary reference text for everything, including school assignments.

Using Technology to Teach
New technologies—and the media they make available—appeal to a variety of learners. These technologies can help motivate students at all levels to engage in reading, writing, and the use of other literacies, including traditional, school-based literacies and multiple texts (O’Brien, 2001, 2003). To incorporate digital learning into your classroom, use the tips below.

Connect print text to digital text.
Look for Web sites that support kids’ reading. An emerging body of research shows that engagement with online texts can motivate struggling readers to read print texts as well (O’Brien, 2001; 2003, in press).

Connect print text to other media.
Connecting print texts to other popular media genres (e.g., graphic novels, video games, film, and music) motivates all learners.

Utilize other digital resources to enhance learning.
Digital tools can be used to supplement more traditional instructional and practice methods, providing students with motivating reteaching and extension opportunities.

Literature Launchers: Pre-Reading Videos offer engaging video segments that introduce each Unit and key selections in Glencoe Literature. Listening Library Audio CDs, StudentWorks™ Plus, and the Online Student Edition offer audio reads of each selection. The Media Workshop DVD supports media literacy instruction with authentic video segments and also provides students with interactive tools to create their own media.

Research


Using Flexible Grouping to Organize a Classroom: CORE Flexible-Grouping
(Adapted and reprinted with permissions from CORE Teaching Reading sourcebook)

As a teacher, your primary focus will likely be on the content and quality of your instruction. But you will also want to consider how to organize your classroom to best meet the needs of your students. The Consortium on Reading Excellence (CORE) recommends instructional grouping to manage your classroom more effectively. As you teach *Glencoe Literature*, you may find it helpful to use the CORE Flexible-Grouping Model below. The model describes several strategies for organizing students into an assortment of groups to address different learning needs. Implementing the model can help your students make great strides toward meeting or exceeding the California English Language Arts Content Standards.

**Whole Class**  Whole-class instruction is most beneficial when the instructional objectives are appropriate for the entire mixed-level group. For example, all students might profit when you have the whole class together to read and discuss a short story.

- **Literature Launchers Pre-Reading videos**
- **Read Aloud/Think Aloud transparencies**

**Individual or Partner**  Individual or partner arrangements provide practice and independent application of an acquired skill. Partners may be at different learning levels, as in a peer-tutoring relationship, or at the same level working on a commonly needed skill.

- **Novel Companions**: workbooks for advanced learners
- **Read and Write**: interactive workbooks with on-level, approaching, and English learner versions
- **Unit Teaching Resources**: selection summaries in six languages, home activities in six languages and skills practice sheets

**Teacher-Directed Small Groups**  Teacher-directed small groups provide direct instruction to students who share commonly needed skills. During such small-group time, the teacher can closely monitor students and provide structured feedback.

**Independent Small Groups**  Independent small groups or learning centers are appropriate for interest-based and theme-organized instruction, as well as for cooperative-learning experiences. Learning centers free the teacher to work directly with students who need special attention. The group composition may represent mixed skill levels and instructional needs or common skill levels and instructional needs. Homogeneous (same-level) groupings, sometimes termed need-based groups, are used to meet individual needs identified by formal and informal assessment. In order to keep the groups flexible, frequent assessment is necessary.

**Unit Challenges in SE, Activities in TE**

**Cross-Class Regrouping**  In some schools, students may be scheduled into another class for skill-based (homogeneous) instruction. This model is often termed regrouping and replacement because the regular mixed class is reconstituted into several other classes for targeted instruction. In this regrouping model, teachers in a given grade or even across grades divide the students based on assessment information and deploy them among groups of teachers. Such grouping maximizes the teacher’s ability to focus instruction on a group of students who share common learning needs. Students then return to their heterogeneous classes for literature-based instruction.

You might organize students into groups to focus on specific areas, such as grammar, spelling, and vocabulary, before gathering as a class for literature-based instruction.

**Dedicated Reading Classes**  An effective method for meeting students’ needs is to enhance the regular, mixed-group literature class with a dedicated reading class that focuses on reading instruction at various skill levels. It is important that students in dedicated reading classes are also scheduled into regular, heterogeneous literature classes. In this way, students receive the skills they need to catch up while also getting the literature they need to develop grade-level concepts and vocabulary.

- **Use Glencoe Read and Write**, in three versions: on-level, approaching, and English learner, to provide interactive and dedicated reading instruction.
Pacing

Glencoe Literature: California Treasures offers two curriculum options:

- a 180-day course of study, which covers all the literature selections in the Student Edition
- an Essential Course of Study, which enables you to teach all of the tested standards in the days leading up to the California state test

In addition, Glencoe Literature offers Expressions, a complete curriculum for students who need more intensive work in English Language Development. This can also be customized to teach the standards in either 180 or 150 days.

This section shows you when to teach which selections, and which standards you will cover. It is divided into these parts:

- California Treasures Student Edition
- California Treasures Essential Course of Study
- Expressions
- Weekly Pacing
California Treasures Student Edition

*Glencoe Literature: California Treasures* is divided into six units. Each unit is divided into parts. Each unit includes an in-depth Writing Workshop; a Speaking, Listening, and Viewing Workshop; and an Assessment section modeled after state standardized tests. The calendar below shows how to pace your instruction in order to teach the six units in the 180 days of the school year.

### Pacing Calendar: 180 Days

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<th>September</th>
<th>October</th>
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<tr>
<td><strong>UNIT ONE</strong></td>
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</table>
| Week 1  
*Part 1* | Week 5 | Week 9  
*Part 2* | Week 13  
*Part 1* | Week 17 |
| Week 2 | Week 6 | Week 10 | Week 14 | Week 18 |
| Week 3  
*Part 2* | Week 7  
*Part 1* | Week 11 | Week 15 | Week 19  
*Part 1* |
| Week 4 | Week 8 | Week 12 | Week 16  
*Part 2* | Week 20 |
As you follow the calendars on these pages, several options are available for diagnostic, formative, and summative assessment. See the Assessment section of this guide for more information.
California Treasures
Essential Course of Study

By teaching *Glencoe Literature’s* Essential Course of Study in the order below, you can ensure that you cover the tested standards in the 150 days before the test. The calendar shows how to use the Essential Course of Study as the backbone of your instruction, while still having time to teach additional selections throughout the year. The calendar also includes several workshops from the Student Edition that teach essential California standards.

## Pacing Calendar: 150 Days Before Test/180 Days of Year

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<thead>
<tr>
<th>September</th>
<th>October</th>
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<tbody>
<tr>
<td><em>Raymond’s Run</em></td>
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<td>Speaking, Listening, and Viewing Workshops: Informative</td>
<td><em>The New Colossus</em></td>
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<td>Presentation; Active Listening and Note Taking Activity</td>
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<tr>
<td>Week 2</td>
<td>Week 6 <em>The Medicine Bag</em></td>
<td>Week 10 Speaking, Listening, and Viewing</td>
<td>Week 14 <em>Icarus and Daedalus</em></td>
<td>Week 18 <em>Childhood</em></td>
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<tr>
<td><em>The Medicine Bag</em></td>
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<td>Workshop: Narrative</td>
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<tr>
<td>Week 3</td>
<td>Week 7 Comparing Literature: from <em>Tom Sawyer</em></td>
<td>Week 11 from <em>I Know Why the Caged Bird Sings</em></td>
<td>Week 15 <em>Paul Revere’s Ride</em></td>
<td>Week 19 Comparing Literature: from <em>Beowulf</em></td>
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<tr>
<td><em>Saying Yes</em></td>
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<td>AND <em>Racing the Great Bear</em></td>
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<td><em>Who Can Be Born Black</em></td>
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<tr>
<td>Week 4</td>
<td>Week 8 Comparing Literature: from <em>Tom Sawyer</em></td>
<td>Week 12 <em>Huge, Freed Pythons Invite Florida</em></td>
<td>Week 16 <em>Exile</em></td>
<td>Week 20 Comparing Literature: from <em>Beowulf</em></td>
</tr>
<tr>
<td><em>Who Can Be Born Black, continued</em></td>
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<td></td>
<td></td>
<td>AND <em>Racing the Great Bear</em></td>
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<td></td>
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<td></td>
<td></td>
<td>Writing Workshop: Response to Literature</td>
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</tbody>
</table>
The authentic text of each Essential Course of Study selection can be found along with extra reading support in the Read and Write practice books—leveled consumable worktexts for English Learners, On-Level, and Approaching students.

### February
- **Week 21**
  - Speaking, Listening, and Viewing
  - Workshop: Oral Response to Literature
  - *The Treasure of Lemon Brown*

### March
- **Week 25**
  - Functional Documents: Event Poster; Contracts; Regulations; Forms

### April
- **Week 29**
  - *Oh Captain! My Captain!*

### May
- **Week 33**
  - *The Diary of Anne Frank*, Act 1, Scenes 1 and 2

### June
- **Week 36**
  - Comparing Literature: *Mother to Son* AND *Speech to the Young, Speech to the Progress-Toward*
Expressions

The calendar below shows how to pace student instruction in order to teach all the selections and workshops in *Expressions* during the 180 days of the school year.

**Pacing Calendar: 180 Days**

<table>
<thead>
<tr>
<th>September</th>
<th>October</th>
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<td><strong>Week 9</strong></td>
<td><strong>Week 13</strong></td>
<td><strong>Week 17</strong></td>
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<tr>
<td><em>Raymond’s Run</em></td>
<td><em>The People Could Fly</em></td>
<td><em>Stories of Slaves in America</em></td>
<td><em>Freedom! AND The Road to Independence</em></td>
<td><em>Lullaby Blessing AND Child Workers in Our Nation</em></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Week 6</strong></td>
<td><strong>Week 10</strong></td>
<td><strong>Week 14</strong></td>
<td><strong>Week 18</strong></td>
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<tr>
<td><em>The Medicine Bag AND The Fight for Western Land</em></td>
<td><em>Tom Sawyer</em></td>
<td><em>Here Comes Trouble!</em></td>
<td><em>The Train of the Stars AND Internment of Japanese Americans</em></td>
<td><em>Beowulf</em></td>
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<td><strong>Week 3</strong></td>
<td><strong>Week 7</strong></td>
<td><strong>Week 11</strong></td>
<td><strong>Week 15</strong></td>
<td><strong>Week 19</strong></td>
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<tr>
<td><em>The Chicago Defender</em></td>
<td><em>Moving Day: A Reader’s Theater Play</em></td>
<td><em>Writing Workshop: Functional Document Speaking, Listening, and Viewing Workshop: Informative Presentation</em></td>
<td><em>Railroads Connect East to West</em></td>
<td><em>Atalanta’s Race AND Racing the Great Bear</em></td>
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<tr>
<td><strong>Week 4</strong></td>
<td><strong>Week 8</strong></td>
<td><strong>Week 12</strong></td>
<td><strong>Week 16</strong></td>
<td><strong>Week 20</strong></td>
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<tr>
<td><em>Harriet Tubman AND Thank You in Arabic</em></td>
<td><em>Writing Workshop: Narrative Speaking, Listening, and Viewing Workshop: Narrative Presentation</em></td>
<td><em>Icarus and Daedelus AND Telescopes</em></td>
<td><em>Good Company AND A New Life in America</em></td>
<td><em>Writing Workshop: Response to Literature Speaking, Listening, and Viewing Workshop: Oral Response to Literature</em></td>
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</table>
How do I teach Program 2 for the 180/150 days of the year?

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<thead>
<tr>
<th>February</th>
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<tr>
<td>Week 21</td>
<td>Week 25</td>
<td>Week 29</td>
<td>Week 33</td>
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<tr>
<td>The Treasure of Lemon Brown</td>
<td>Functional Documents: Posters and Contracts</td>
<td>Short-Order Cook</td>
<td>New Plans for Skyscrapers</td>
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<td>Week 22</td>
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<td>Week 30</td>
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<td>Week 24</td>
<td>Week 28</td>
<td>Week 32</td>
<td>Week 36</td>
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<tr>
<td>Ode to Family Photographs</td>
<td>In My Mind</td>
<td>A Team Decision</td>
<td>Writing Workshop: Expository Essay Speaking, Listening, and Viewing Workshop: Active Listening and Note-Taking Activity</td>
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</tbody>
</table>
**Expressions**

The *Expressions* curriculum can also be modified to cover all the tested standards in the 150 days leading up to the test. To use this option, teach the selections from *Expressions* in the order presented below.

### Pacing Calendar: 150 Days Before the Test/180 Days of the Year

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<td><strong>Week 17</strong></td>
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<tr>
<td><em>Raymond’s Run</em></td>
<td><em>Writing Workshop: Expository Essay</em></td>
<td><em>Writing Workshop: Narrative</em></td>
<td><em>Writing Workshop: Functional Document</em></td>
<td><em>Railroads Connect East to West</em></td>
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<td></td>
<td><em>Speaking, Listening, and Viewing Workshop:</em></td>
<td><em>Good Company AND A New Life in America</em></td>
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<td>Informative Presentation</td>
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<td><strong>Week 14</strong></td>
<td><strong>Week 18</strong></td>
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<tr>
<td><em>The Medicine Bag</em></td>
<td><em>The People Could Fly</em></td>
<td><em>Speaking, Listening,</em></td>
<td><em>Icarus and Daedalus</em></td>
<td><em>Lullaby Blessing AND Child Workers in Our Nation</em></td>
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<tr>
<td>AND <em>The Fight for Western Land</em></td>
<td><em>AND Follow the Drinking Gourd</em></td>
<td><em>and Viewing Workshop:</em> Narrative Presentation</td>
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<td><strong>Week 3</strong></td>
<td><strong>Week 7</strong></td>
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<tr>
<td><em>The Chicago Defender</em></td>
<td><em>from Tom Sawyer</em></td>
<td><em>Stories of Slaves in America</em></td>
<td><em>Freedom! AND The Road to Independence</em></td>
<td><em>from Beowulf</em></td>
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<td><em>Harriet Tubman</em></td>
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<td><em>Atalanta’s Race AND Racing the Great Bear</em></td>
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<td>AND <em>Thank You in Arabic</em></td>
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<td><em>Harriet Tubman</em></td>
<td><em>Moving Day: A Reader’s Theater Play</em></td>
<td><em>Here Comes Trouble!</em></td>
<td><em>The Train of the Stars</em> AND Internment of Japanese Americans*</td>
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<td>AND <em>Thank You in Arabic, continued</em></td>
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<td><strong>Week 5</strong></td>
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<td><em>Writing Workshop: Narrative</em></td>
<td><em>Writing Workshop: Functional Document</em></td>
<td><em>Lullaby Blessing AND Child Workers in Our Nation</em></td>
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<td><strong>Week 6</strong></td>
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<td><em>Speaking, Listening,</em></td>
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<td><em>Icarus and Daedalus</em></td>
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<td><em>AND Telescopes</em></td>
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<td><em>Freedom! AND The Road to Independence</em></td>
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This schedule will cover all the tested standards in the first 27 weeks. It will allow you to then review them in the last eight weeks of school.

<table>
<thead>
<tr>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
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<tbody>
<tr>
<td>Week 21</td>
<td>Week 25</td>
<td>Week 29</td>
<td>Week 33</td>
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<tr>
<td>Week 22</td>
<td>Week 26</td>
<td>Week 30</td>
<td>Week 34</td>
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<tr>
<td><em>School Uniforms: A Student Debate</em></td>
<td>Writing Workshop: Research Report</td>
<td><em>In My Mind</em></td>
<td>A Team Decision, continued</td>
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<tr>
<td>Week 23</td>
<td>Week 27</td>
<td>Week 31</td>
<td>Week 35</td>
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<tr>
<td>Week 24</td>
<td>Week 28</td>
<td>Week 32</td>
<td>Week 36</td>
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<tr>
<td><em>Ode to la Piñata Ode to Family Photographs</em></td>
<td><strong>TEST WEEK</strong></td>
<td>Eliza May: A Pioneer Girl’s Diary</td>
<td><em>A Letter to China AND Women Who Came Before Us</em></td>
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</table>
Weekly Pacing

Glencoe Literature: California Treasures comprehensively addresses the California English-Language Arts Content Standards. The standards can be covered completely in two ways: either by teaching the entire Student Edition, or by teaching the Essential Course of Study. The chart below shows how the Glencoe Literature: California Treasures Student Edition covers the standards in 180 days.

## California Treasures Student Edition

<table>
<thead>
<tr>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT ONE</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><em>My Name</em></td>
<td>Unit Introduction</td>
<td>Reading 2.4, Reading 3.6, Reading 3.2 Writing 2.1, Writing 2.3</td>
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<tr>
<td><em>Bums in the Attic</em></td>
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<td><em>Raymond’s Run</em></td>
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<td><strong>Week 2</strong></td>
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<tr>
<td><em>And Ain’t I a Woman?</em></td>
<td>Vocabulary Workshop: Context Clues</td>
<td>Reading 2.7, Reading 3.4, Reading 3.2, Reading 3.2, Reading 1.3 Writing 2.4, Writing 1.1, Writing 1.2</td>
</tr>
<tr>
<td>Historical Perspective: from <em>Sojourner Truth: Ain’t I a Woman?</em></td>
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<td><em>The Medicine Bag</em></td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Genre Focus: Short Story Grammar Workshop: Sentence Combining</td>
<td>Reading 3.6, Reading 3.2 Writing 2.2, Writing 2.1 Language Conventions 1.3, Language Conventions 1.5</td>
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<tr>
<td><em>Waters of Gold</em></td>
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<td><em>Abuela Invents the Zero</em></td>
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<td><strong>Week 4</strong></td>
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<td><em>Saying Yes</em></td>
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<td><em>Who Can Be Born Black</em></td>
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<td>TIME: The Question of Popularity</td>
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<td><em>The People Could Fly</em></td>
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<td><em>Barbara Frietchie</em></td>
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How do I cover the standards in the 180/150 days of the year?
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no Frigate like a Book Because of Libraries We Can Say These Things TIME: Coming to America from I Know Why the Caged Bird Sings</td>
<td>Unit Introduction Genre Focus: Informational Text</td>
<td>Reading 3.7, Reading 3.5, Reading 2.4, Reading 3.4 Writing 2.2, Writing 2.3.d</td>
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<tr>
<th>Week 6</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
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<tbody>
<tr>
<td>Huge, Freed Pythons Invade Florida Everglades from The Great Fire Hollywood’s Rise to Fame</td>
<td>Functional Documents: Consumer Choice Article; Product Warranty; Technical Directions Media Workshop: Media Elements Grammar Workshop: Sentence Fragments</td>
<td>Reading 2.6, Reading 2.3, Reading 3.2, Reading 3.0, Reading 2.1, Reading 2.5, Reading 2.7 Writing 1.1, Writing 1.3, Writing 2.3.d, Writing 2.2.a, Writing 2.6, Writing 2.4.b Listening and Speaking 1.9 Language Conventions 1.4</td>
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<th>Week 7</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
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<tbody>
<tr>
<td>There is no Frigate like a Book Because of Libraries We Can Say These Things TIME: Coming to America from I Know Why the Caged Bird Sings</td>
<td>Unit Introduction Genre Focus: Informational Text</td>
<td>Reading 3.7, Reading 3.5, Reading 2.4, Reading 3.4 Writing 2.2, Writing 2.3.d</td>
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<tr>
<th>Week 8</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no Frigate like a Book Because of Libraries We Can Say These Things TIME: Coming to America from I Know Why the Caged Bird Sings</td>
<td>Unit Introduction Genre Focus: Informational Text</td>
<td>Reading 3.7, Reading 3.5, Reading 2.4, Reading 3.4 Writing 2.2, Writing 2.3.d</td>
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<tr>
<th>Week 9</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
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</thead>
<tbody>
<tr>
<td>Pretty Words Introduction to Poetry Casey at the Bat The Tell-Tale Heart</td>
<td>Media Workshop: Media Ethics</td>
<td>Reading 3.6, Reading 3.2 Writing 2.2.d, Writing 1.3, Writing 2.1.b, Writing 1.1</td>
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<tr>
<th>Week 10</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Perspective: from Edgar Allan Poe The Monkey’s Paw</td>
<td>Vocabulary Workshop: Word Parts</td>
<td>Reading 3.7, Reading 3.2, Reading 3.6 Writing 2.1.c</td>
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<tr>
<th>Week 11</th>
<th>Selections</th>
<th>Features and Workshops</th>
<th>Content Standards</th>
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<tbody>
<tr>
<td>Comparing Literature: A Retrieved Reformation AND A Retrieved Reformation</td>
<td>Writing Workshop: Functional Document Speaking Listening, and Viewing Workshop: Informative Presentation</td>
<td>Writing 2.5, Writing 1.6, Writing 2.2, Writing 2.2.d, Writing 2.4 Listening and Speaking 1.3</td>
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<tr>
<th><strong>UNIT THREE</strong></th>
<th><strong>Selections</strong></th>
<th><strong>Features and Workshops</strong></th>
<th><strong>Content Standards</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>Week 13</strong></td>
<td><em>Drummer Boy of Shiloh</em>&lt;br&gt;<em>The Dying Cowboy</em>&lt;br&gt;<em>the lesson of the moth</em>&lt;br&gt;<em>Identity</em>&lt;br&gt;<em>Icarus and Daedalus</em></td>
<td>Unit Introduction</td>
<td>Reading 3.7, Reading 3.2, Reading 3.1, Reading 3.6&lt;br&gt;Writing 2.2, Writing 2.4.c, Writing 2.1.c, Writing 2.2.b, Writing 1.1, Writing 2.3</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><em>Paul Revere’s Ride</em>&lt;br&gt;<em>Exile</em>&lt;br&gt;<em>The Oxcart</em></td>
<td>Genre Focus: Poetry</td>
<td>Reading 3.1, Reading 3.6, Reading 3.4&lt;br&gt;Writing 2.2.a, Writing 1.5, Writing 2.1.c</td>
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<tr>
<td><strong>Week 15</strong></td>
<td><em>Harriet Tubman</em>&lt;br&gt;<em>Historical Perspective: from</em>&lt;br&gt;<em>Harriet Tubman: Conductor on the Underground Railroad</em></td>
<td></td>
<td>Reading 3.6, Reading 3.4&lt;br&gt;Writing 2.1.a, Writing 2.2.a</td>
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<tr>
<td><strong>Week 16</strong></td>
<td><em>TIME: On Top of the World</em>&lt;br&gt;<em>Stopping by Woods on a Snowy Evening</em>&lt;br&gt;<em>The Sound of Night</em>&lt;br&gt;<em>Checkouts</em></td>
<td>Vocabulary Workshop: Multiple-Meaning Words</td>
<td>Reading 2.7, Reading 3.6, Reading 1.3&lt;br&gt;Writing 2.2.a, Writing 2.2.b, Writing 2.1.c, Writing 2.3.c</td>
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<tr>
<td><strong>Week 17</strong></td>
<td><em>Knoxville, Tennessee</em>&lt;br&gt;<em>Los New Yorks</em>&lt;br&gt;<em>The New Colossus</em>&lt;br&gt;<em>Childhood</em>&lt;br&gt;<em>Comparing Literature: from Beowulf</em>&lt;br&gt;<em>AND Racing the Great Bear</em></td>
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<td>Reading 3.6, Reading 3.1, Reading 3.3&lt;br&gt;Writing 2.1.c, Writing 1.1, Writing 2.2</td>
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<td><strong>Week 18</strong></td>
<td></td>
<td>Writing Workshop: Response to Literature&lt;br&gt;Speaking, Listening, and Viewing Workshop: Oral Response to Literature</td>
<td>Writing 2.2, Writing 1.6, Writing 1.1,&lt;br&gt;Writing 2.1, Writing 2.4.c, Writing 2.4&lt;br&gt;Listening and Speaking 2.2</td>
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<th><strong>Selections</strong></th>
<th><strong>Features and Workshops</strong></th>
<th><strong>Content Standards</strong></th>
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<tbody>
<tr>
<td><strong>Week 19</strong></td>
<td><em>Saving Water</em>&lt;br&gt;<em>The Trouble with Television</em>&lt;br&gt;<em>The Treasure of Lemon Brown</em></td>
<td>Unit Introduction&lt;br&gt;Media Workshop: Propaganda</td>
<td>Reading 3.7, Reading 2.2, Reading 2.7, Reading 3.2, Reading 3.6, Reading 1.1&lt;br&gt;Writing 2.2, Writing 2.4.b, Writing 2.1.c, Writing 1.1&lt;br&gt;Listening and Speaking 1.9</td>
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</table>
## Selections

### Week 20
- Civil War Journal
- The Gettysburg Address
- Historical Perspective: Lincoln: A Photobiography

### Week 21
- Going, Going Green
- Ode to Thanks
- Ode to Rain
- Escaping
- A Giant Step

### Week 22
- Napa, California
- Working Hands
- Alarcon
- TIME: Teen Curfews
- The Gentlemen of Río en Medio
- Comparing Literature: Harlem AND I Have a Dream

### Week 23
- Writing Workshop: Persuasive Essay

### Week 24

## Features and Workshops

### Week 20
- Vocabulary Workshop: Idioms

### Week 21
- Genre Focus: Argument and Persuasion
- Functional Documents

### Week 22
- Reading 3.6, Reading 2.7, Reading 3.2, Reading 3.5
- Writing 2.1.c, Writing 2.2.a, Writing 2.2.d

### Week 23
- Writing 2.4, Writing 1.6
- Language and Speaking 2.4

### Week 24
- Writing 2.4, Writing 1.4

## CA Content Standards

### Week 20
- Reading 3.2, Reading 3.6, Reading 3.7, Reading 2.7, Reading 2.3
- Writing 1.1, Writing 2.4.c, Writing 2.1.c, Writing 2.2.a

### Week 21
- Reading 2.2, Reading 3.1, Reading 2.1, Reading 2.3, Reading 2.4, Reading 2.7, Reading 3.6, Reading 3.5
- Writing 2.4, Writing 2.3.d, Writing 2.4.c, Writing 2.2.a, Writing 2.2.d, Writing 2.1

### Week 22
- Reading 3.6, Reading 2.7, Reading 3.2, Reading 3.5
- Writing 2.1.c, Writing 2.2.a, Writing 2.2.d

### Week 23
- Writing 2.4, Writing 1.6
- Language and Speaking 2.4

### Week 24
- Writing 2.4, Writing 1.4

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### Week 25
- Clean Sweep
- The Night Ghost
- TIME: A Father’s Daring Trek
- My Father’s Song
- I Ask My Mother to Sing

## Features and Workshops

### Week 25
- Unit Introduction

## CA Content Standards

### Week 25
- Reading 3.2, Reading 3.0, Reading 3.6, Reading 3.4, Reading 3.1
- Writing 2.5.b, Writing 2.1.b, Writing 2.1.c, Writing 2.2.a

### Week 26
- O Captain! My Captain!
- March of the Mill Children
- Literary Perspective: Elegy on the Death of César Chávez
- Social Perspective: Remembering César Chávez

## Features and Workshops

### Week 26
- Genre Focus: Biography and Autobiography
- Vocabulary Workshop: Dictionary Skills

## CA Content Standards

### Week 26
- Reading 3.1, Reading 3.6, Reading 3.8, Reading 1.3
- Writing 2.2.a, Writing 2.1
- Listening and Speaking 1.4

### Week 27
- Flowers For Algernon, Part 1

## Features and Workshops

### Week 27
- Reading 2.7, Reading 3.6, Reading 2.7
- Writing 2.1.c
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<th><strong>Content Standards</strong></th>
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<tr>
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<td><em>Flowers For Algernon, Part 2</em></td>
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<td>Reading 3.2, Writing 2.3.c</td>
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<td>Week 29</td>
<td><strong>Comparing Literature: Story of My Life AND Letters of Annie Sullivan</strong></td>
<td></td>
<td>Reading 3.7 Writing 2.2.d</td>
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<tr>
<td>Week 30</td>
<td>Writing Workshop: Research Report Speaking, Listening, and Viewing: Oral Report</td>
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<td>Writing 2.3, Writing 1.6, Writing 2.1, Writing 2.4.c Writing 2.1 Listening and Speaking 1.4, Listening and Speaking 1.3</td>
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<th><strong>Features and Workshops</strong></th>
<th><strong>Content Standards</strong></th>
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<tbody>
<tr>
<td></td>
<td><em>Anne Frank, Act One</em></td>
<td>Unit Introduction</td>
<td>Reading 3.7, Reading 3.2 Writing 2.2, Writing 2.2.b</td>
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<tr>
<td>Week 32</td>
<td><em>Anne Frank, Act One</em></td>
<td>Genre Focus: Drama</td>
<td>Reading 3.2 Writing 2.2.a</td>
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<td>Week 33</td>
<td><em>Anne Frank, Act Two</em></td>
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<td>Reading 3.5</td>
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<td>Week 34</td>
<td><em>Anne Frank, Act Two, continued from Anne Frank: Diary of a Young Girl</em></td>
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<td>Reading 3.5, Reading 3.6 Writing 2.4, Writing 2.1.b</td>
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<tr>
<td>Week 35</td>
<td>Historical Perspective: from <em>Sky TIME: Standing Tall</em> Comparing Literature: <em>Mother to Son AND Speech to the Young, Speech to the Progress-Toward</em></td>
<td>Vocabulary Workshop: Word Origins</td>
<td>Reading 3.7, Reading 1.2, Reading 2.0, Reading 3.6 Writing 2.2.a, Writing 2.4.c</td>
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<tr>
<td>Week 36</td>
<td>Writing Workshop: Expository Essay Speaking, Listening, and Viewing Workshop: Active Listening and Note Taking</td>
<td></td>
<td>Writing 1.1, Writing 1.6, Writing 2.1, Writing 2.2.a, Writing 2.4 Listening and Speaking 1.2</td>
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**Assessment: California Standards Practice**
Weekly Pacing

All the tested California standards are addressed by teaching these selections in the Essential Course of Study. The chart below shows how the Essential Course of Study can be taught in 180 days while covering the tested standards in the 150 days before the test.

### California Treasures Essential Course of Study

| Week 1 | Selections | Reading 3.2  
|        | Raymond’s Run | Writing 2.3  |
| Week 2 | The Medicine Bag | Reading 3.2, Reading 1.3  
|        |                    | Writing 1.2  |
| Week 3 | Saying Yes  
|        | Who Can Be Born Black | Reading 3.5  
|        |                    | Writing 2.1  |
| Week 4 | Who Can Be Born Black, continued | Reading 3.5  
|        |                    | Writing 2.1  |
| Week 5 | Writing Workshop: Expository Essay | Writing 1.1, Writing 1.6  |
| Week 6 | The People Could Fly | Reading 3.4  
|        |                    | Writing 2.1  |
| Week 7 | Comparing Literature: from *Tom Sawyer* AND *Born Worker* | Reading 3.3  
|        |                    | Writing 2.2.d |
| Week 8 | Comparing Literature: from *Tom Sawyer* AND *Born Worker*, continued | Reading 3.3  
|        |                    | Writing 2.2.d |
| Week 9 | Writing Workshop: Narrative | Writing 2.1  |
| Week 10 | Speaking, Listening, and Viewing Workshop: Narrative Presentation | Reading 2.1  
|         |                    | Writing 2.2  
|         |                    | Listening and Speaking 2.1 |
| Week 11 | from *I Know Why the Caged Bird Sings* | Reading 3.4  
|         |                    | Writing 2.3.d |
| Week 12 | *Huge, Freed Pythons Invade Florida Everglades* | Reading 2.6  
<p>|         |                    | Writing 1.1 |</p>
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<th>Week 13</th>
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<td>Writing Workshop: Functional Document</td>
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<td>Speaking, Listening, and Viewing Workshop: Active Listening and Note Taking Activity</td>
<td>Listening and Speaking 1.3, Listening and Speaking 1.2</td>
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<td>Week 14</td>
<td><em>Icarus and Daedalus</em></td>
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<td>Week 15</td>
<td><em>Paul Revere’s Ride</em></td>
<td>Reading 3.6</td>
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<td>Writing 1.5</td>
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<td>Week 16</td>
<td><em>Exile</em></td>
<td>Reading 3.6</td>
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<tr>
<td></td>
<td></td>
<td>Writing 2.1.c</td>
</tr>
</tbody>
</table>
| Week 17 | *TIME: On Top of the World*  
*The New Colossus* | Reading 2.7, Reading 3.1 |
|          |                          | Writing 2.2.a, Writing 1.1 |
| Week 18 | *Childhood*              | Reading 3.1 |
|          |                          | Writing 1.1 |
| Week 19 | Comparing Literature: from *Beowulf* AND *Racing the Great Bear* | Reading 3.3 |
|          |                          | Writing 2.2 |
| Week 20 | Comparing Literature: from *Beowulf* AND *Racing the Great Bear*, continued | Reading 3.3 |
|          | Writing Workshop: Response to Literature | Writing 2.2 |
| Week 21 | Speaking, Listening, and Viewing Workshop: Oral Response to Literature  
*The Treasure of Lemon Brown* | Reading 3.2, Reading 3.6, Reading 1.1 |
|          |                          | Writing 1.1, Writing 1.6 |
|          |                          | Listening and Speaking 2.2 |
| Week 22 | *Going, Going Green…*   | Reading 2.2 |
|          |                          | Writing 2.4 |
| Week 23 | Writing Workshop: Persuasive Essay  
Speaking, Listening, and Viewing Workshop: Persuasive Speech | Writing 2.4, Writing 1.6 |
|          |                          | Listening and Speaking 2.4 |
| Week 24 | *Ode to Thanks Ode to Rain* | Reading 3.1 |
|          |                          | Writing 2.3.d |
| Week 25 | Functional Documents: Event Poster; Contracts; Regulations; Forms | Reading 2.1, Reading 2.3, Reading 2.4 |
|          |                          | Writing 2.4.c |
| Week 26 | Writing Workshop  
Research Report | Writing 2.3, Writing 1.6 |
<table>
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<tbody>
<tr>
<td><strong>Week 27</strong></td>
<td>Speaking, Listening, and Viewing Workshop: Oral Report</td>
<td>Writing 1.6</td>
<td>CA.CA.CA</td>
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<td><strong>Week 28</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Week 29</strong></td>
<td><em>Oh Captain! My Captain!</em></td>
<td>Reading 3.1, Reading 3.6</td>
<td>CA.CA.CA</td>
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<tr>
<td><strong>Week 30</strong></td>
<td><em>My Father’s Song</em></td>
<td>Reading 3.1</td>
<td>CA</td>
</tr>
<tr>
<td><strong>Week 31</strong></td>
<td><em>I Ask My Mother to Sing</em></td>
<td>Reading 3.1</td>
<td>CA</td>
</tr>
<tr>
<td><strong>Week 32</strong></td>
<td><em>Flowers for Algernon, Part 1</em></td>
<td>Reading 2.7, Reading 3.6, Reading 3.2</td>
<td>CA</td>
</tr>
<tr>
<td><strong>Week 33</strong></td>
<td><em>The Diary of Anne Frank, Act 1, Scenes 1 and 2</em></td>
<td>Reading 3.2</td>
<td>CA</td>
</tr>
<tr>
<td><strong>Week 34</strong></td>
<td><em>The Diary of Anne Frank, Act 1, Scenes 1 and 2,</em> continued TIME: <em>Standing Tall</em></td>
<td>Reading 3.2, Reading 1.2, Reading 2.0</td>
<td>CA</td>
</tr>
<tr>
<td><strong>Week 35</strong></td>
<td>TIME: <em>Standing Tall,</em> continued Comparing Literature: <em>Mother to Son</em> AND <em>Speech to the Young, Speech to the Progress-Toward</em></td>
<td>Reading 1.2, Reading 2.0, Reading 3.6</td>
<td>CA.CA.CA</td>
</tr>
<tr>
<td><strong>Week 36</strong></td>
<td>Comparing Literature: <em>Mother to Son</em> AND <em>Speech to the Young, Speech to the Progress-Toward,</em> continued</td>
<td>Reading 3.6</td>
<td>CA</td>
</tr>
</tbody>
</table>

*CA Content Standards: CA.CA.CA indicates the presence of these standards.*
Universal Access

*Glencoe Literature: California Treasures* provides leveled instruction and resources to ensure learning for all students. This section explains how and when to use the components of *Glencoe Literature* to teach English learners, on-level, approaching-level (struggling), and advanced learners. It is divided into the following sections:

- **On Level**
- **Approaching**
- **English Learners**
- **Advanced**
- **English-Language Development**
- **Differentiation in the Teacher Edition**
- **Enrichment Projects**

### On Level

These students read and comprehend at a grade-appropriate level.

### Approaching

Approaching-level (struggling) learners are experiencing various degrees of learning difficulties that require an extra thirty minutes of daily instruction. **Benchmark Group:** These students are generally making good progress toward the standards but may be experiencing temporary or minor difficulties. **Strategic Group:** These students may be one to two standard deviations below the mean according to the results of standardized testing.

### English Learners

English learners are nonnative speakers of English who require an additional thirty minutes of daily instructional support in reading, vocabulary, and comprehension. Levels of English learners addressed: **Beginning, Early Intermediate, Intermediate, and Early Advanced.**

### Advanced

These learners read one to two grade levels above their on-level peers. These gifted students need extra enrichment to maximize their instruction.

### English-Language Development

These English learners have an extra hour of classroom instruction each day. Levels of English learners addressed: **Beginning, Early Intermediate, Intermediate, and Early Advanced.**
Pacing Chart: **ON LEVEL**

The diagram below shows how to pace a single week for on-level learners. Each arrow shows the suggested length of time for each type of instruction, assuming a week in total per selection lesson.

**FOCUS**
- Motivating and Building Background

**TEACH**
- Vocabulary
- Reading Skills
- Writing and Grammar

**ASSESS**
- Assessment
- Reteaching

**EXTEND**
- Enrichment
For each type of instruction, Glencoe offers a wide array of resources geared toward on-level learners. Motivating and Building Background components help students understand context and activate prior knowledge. Vocabulary components help students build vocabulary and vocabulary skills. Reading Skills components strengthen students’ understanding of reading strategies and literary elements. Writing and Grammar resources help build additional skills. Reteaching materials revisit skills students haven’t fully grasped. Assessment and Enrichment options are available after students read.

### Resources: ON LEVEL

<table>
<thead>
<tr>
<th>Motivating and Building Background</th>
<th>Writing and Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• California Treasures SE and TE</td>
<td>• California Treasures SE and TE</td>
</tr>
<tr>
<td>• StudentWorks Plus CD-ROM or DVD-ROM</td>
<td>• Writing Constructed Responses</td>
</tr>
<tr>
<td>• Online Student Edition (glencoe.com)</td>
<td>• Success in Writing: Research and Reports</td>
</tr>
<tr>
<td>• On-Level Read and Write SE and TE</td>
<td>• Grammar and Language Workbook</td>
</tr>
<tr>
<td>• Bellringer Transparencies</td>
<td>• Grammar and Composition</td>
</tr>
<tr>
<td>• TeacherWorks Plus CD-ROM</td>
<td>• Grammar and Writing Transparencies</td>
</tr>
<tr>
<td>• Literature Launchers: Pre-Reading Videos DVD</td>
<td>• Glencoe Online Essay Grader (glencoewriting.com)</td>
</tr>
<tr>
<td>• Classroom Presentation Toolkit CD-ROM or DVD-ROM</td>
<td></td>
</tr>
<tr>
<td>• Media Workshop DVD</td>
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</tr>
</tbody>
</table>

### Vocabulary

- California Treasures SE and TE
- On-Level Read and Write SE and TE
- Interactive Vocabulary CD-ROM
- Vocabulary Puzzlemaker
- Literature Online: Vocabulary and Spelling Resources (glencoe.com)

### Reading Skills

- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- On-Level Read and Write SE and TE
- Unit Teaching Resources
- Literature Online: Literature, Reading, and Selection Resources (glencoe.com)
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Fine Art Transparencies
- Literary Elements Transparencies
- Read Aloud, Think Aloud Transparencies

### Writing and Grammar

- California Treasures SE and TE
- Writing Constructed Responses
- Success in Writing: Research and Reports
- Grammar and Language Workbook
- Grammar and Composition
- Grammar and Writing Transparencies
- Glencoe Online Essay Grader (glencoewriting.com)

### Assessment

- Unit Teaching Resources
- Assessment Resources
- Standardized Test Preparation and Practice
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment (glencoelitpr.com)
- Literature Online: Assessment Resources (glencoe.com)

### Reteaching

- California Treasures SE and TE
- On-Level Read and Write TE
- Unit Teaching Resources
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Progress Reporter Online Assessment (glencoelitpr.com)

### Enrichment

- Backpack Reader
- The Novel Companion
- InTIME
- Literature Library
- Literature Library Teacher Resources CD-ROM
- BookLink K-12 CD-ROM
- Literature Classics
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
Pacing Chart: **APPROACHING**

The diagram below shows how to pace a single week for approaching-level, or struggling, learners. Each arrow shows the suggested length of time for each type of instruction, assuming a week in total per selection lesson. Approaching-level learners need to spend more time on Motivating and Building Background and Reteaching.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>FOCUS</td>
<td>FOCUS</td>
<td>FOCUS</td>
<td>FOCUS</td>
</tr>
<tr>
<td>Motivating and Building Background</td>
<td>Vocabulary</td>
<td>Reading Skills</td>
<td>Writing and Grammar</td>
<td>Assessment</td>
</tr>
</tbody>
</table>

**FOCUS**

**TEACH**

**ASSESS**

**EXTEND**

**UNIVERSAL ACCESS**
Resources: **APPROACHING**

For each type of instruction, Glencoe offers a wide array of resources geared toward approaching-level learners. Motivating and Building Background components help students understand context and activate prior knowledge. Vocabulary components help students build vocabulary and vocabulary skills. Reading Skills components strengthen students’ understanding of reading strategies and literary elements. Writing and Grammar resources help build additional skills. Reteaching materials revisit skills students haven’t fully grasped. Assessment and Enrichment options are available after students read.

**Motivating and Building Background**
- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- Approaching Read and Write SE and TE
- Extra Support for Approaching-Level Learners and English Learners
- Bellringer Transparencies
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM or DVD-ROM
- Literature Launchers: Pre-Reading Videos DVD

**Vocabulary**
- California Treasures SE and TE
- Interactive Vocabulary CD-ROM
- Approaching Read and Write SE and TE
- Vocabulary Puzzlemaker
- Literature Online: Vocabulary and Spelling Resources (glencoe.com)

**Reading Skills**
- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- Approaching Read and Write SE and TE
- Unit Teaching Resources
- Listening Library Audio CD-ROMs
- Literature Online: Literature, Reading, and Selection Resources (glencoe.com)
- Fluency, Practice, and Assessment
- Read Aloud, Think Aloud Transparencies
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Fine Art Transparencies
- Literary Elements Transparencies
- Read Aloud, Think Aloud Transparencies
- Extra Support for Approaching-Level Learners and English Learners

**Writing and Grammar**
- California Treasures SE and TE
- Approaching Read and Write SE and TE
- Writing Constructed Responses
- Success in Writing: Research and Reports
- Grammar and Language Workbook
- Grammar and Composition
- Spelling Power Workbook
- Grammar and Writing Transparencies
- Glencoe Online Essay Grader (glencoewriting.com)

**Assessment**
- Unit Teaching Resources
- Assessment Resources
- Standardized Test Preparation and Practice
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment (glencoeitelitpr.com)
- Literature Online: Assessment Resources (glencoe.com)

**Reteaching**
- California Treasures TE
- Approaching Read and Write TE
- Unit Teaching Resources
- Extra Support for Approaching-Level Learners and English Learners
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Progress Reporter Online Assessment (glencoeitelitpr.com)

**Enrichment**
- Backpack Reader
- InTIME
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
The diagram below shows how to pace a single week for English learners. Each arrow shows the suggested length of time for each type of instruction, assuming a week in total per selection lesson. English learners need to spend more time on Building Background and Vocabulary.

Day 1
FOCUS
Motivating and Building Background

Day 2
TEACH
Reading Skills

Day 3
Vocabulary

Day 4
Writing and Grammar

Day 5
ASSESS
Assessment

EXTEND
Reteaching
Enrichment
Resources: ENGLISH LEARNERS

For each type of instruction, Glencoe offers a wide array of resources geared toward English learners. Motivating and Building Background components help students understand context and activate prior knowledge. Vocabulary components help students build vocabulary and vocabulary skills. Reading Skills components strengthen students’ understanding of reading strategies and literary elements. Writing and Grammar resources help build additional skills. Reteaching materials revisit skills students haven’t fully grasped. Assessment and Enrichment options are available after students read.

Motivating and Building Background
- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- English Learners Read and Write SE and TE
- Extra Support for Approaching-Level Learners and English Learners
- Bellringer Transparencies
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM or DVD-ROM
- Literature Launchers: Pre-Reading Videos DVD

Writing and Grammar
- California Treasures SE and TE
- English Learners Read and Write SE and TE
- Writing Constructed Responses
- Success in Writing: Research and Reports
- Grammar and Language Workbook
- Grammar and Composition
- Spelling Power Workbook
- Grammar and Writing Transparencies
- Glencoe Online Essay Grader (glencoewriting.com)

Vocabulary
- California Treasures SE and TE
- English Learners Read and Write SE and TE
- Interactive Vocabulary CD-ROM
- Vocabulary Puzzlemaker
- Literature Online: Vocabulary and Spelling Resources (glencoe.com)

Assessment
- Unit Teaching Resources
- Assessment Resources
- Standardized Test Preparation and Practice
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment (glencoeitpr.com)
- Literature Online: Assessment Resources (glencoe.com)

Reading Skills
- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- English Learners Read and Write SE and TE
- Unit Teaching Resources
- Listening Library Audio CD-ROMs
- Literature Online: Literature, Reading, and Selection Resources (glencoe.com)
- Fluency, Practice, and Assessment
- Read Aloud, Think Aloud Transparencies
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Fine Art Transparencies
- Literary Elements Transparencies
- Read Aloud, Think Aloud Transparencies
- Extra Support for Approaching-Level Learners and English Learners
- English Language Coach

Reteaching
- California Treasures TE
- English Learners Read and Write TE
- Unit Teaching Resources
- Extra Support for Approaching-Level Learners and English Learners
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- English Language Coach

Enrichment
- Backpack Reader
- InTIME
Pacing Chart: **ADVANCED**

The diagram below shows how to pace a single week for advanced learners. Each arrow shows the suggested length of time for each type of instruction, assuming a week in total per selection lesson. Since advanced learners will work at an accelerated pace, a large portion of their instruction can be devoted to Enrichment.

**Day 1**
- **FOCUS**
  - Motivating and Building Background
  - Vocabulary

**Day 2**
- **TEACH**
  - Reading Skills
  - Writing and Grammar

**Day 3**
- **ASSESS**
  - Assessment
  - Reteaching

**Day 4**
- Enrichment

**Day 5**
- **EXTEND**
For each type of instruction, Glencoe offers a wide array of resources geared toward advanced learners. Motivating and Building Background components help students understand context and activate prior knowledge. Vocabulary components help students build vocabulary and vocabulary skills. Reading Skills components strengthen students’ understanding of reading strategies and literary elements. Writing and Grammar resources help build additional skills. Reteaching materials revisit skills students haven’t fully grasped. Assessment and Enrichment options are available after students read.

Motivating and Building Background
- California Treasures SE and TE
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition (glencoe.com)
- The Novel Companion SE and TG
- Bellringer Transparencies
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM or DVD-ROM
- Literature Launchers: Pre-Reading Videos DVD

Vocabulary
- Interactive Vocabulary CD-ROM
- Vocabulary Puzzlemaker
- Literature Online: Vocabulary and Spelling Resources (glencoe.com)

Reading Skills
- California Treasures SE and TE
- The Novel Companion SE and TG
- On-Level Read and Write SE and TE
- Unit Teaching Resources
- Literature Online: Literature, Reading, and Selection Resources (glencoe.com)
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- Fine Art Transparencies
- Literary Elements Transparencies
- Read Aloud, Think Aloud Transparencies

Writing and Grammar
- California Treasures SE and TE
- Writing Constructed Responses
- Success in Writing: Research and Reports
- Grammar and Language Workbook
- Grammar and Composition
- Grammar and Writing Transparencies
- Glencoe Online Essay Grader (glencoewriting.com)

Assessment
- Unit Teaching Resources
- Assessment Resources
- Standardized Test Preparation and Practice
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment (glencoeitpr.com)
- Literature Online: Assessment Resources (glencoe.com)

Reteaching
- California Treasures TE
- On-Level Read and Write SE and TE
- Unit Teaching Resources
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

Enrichment
- InTIME
- Literature Library
- Literature Library Teacher Resources CD-ROM
- BookLink K-12 CD-ROM
- Literature Classics
- Enrichment Projects
Pacing Chart:

ENGLISH-LANGUAGE DEVELOPMENT

The diagram below shows how to pace a single week for those English learners who have an extra hour of classroom time. After these students have completed the instruction required for Program 1, they can follow this suggested pacing in the hour required for Program 2.
Resources:

**ENGLISH-LANGUAGE DEVELOPMENT**

_Glencoe Literature’s_ English-Language Development program offers resources in the same instructional categories that are offered in Program 1.

**Motivating and Building Background**
- Expressions Reader and TE
- New to English SE and TE

**Vocabulary**
- Expressions Reader and TE
- Interactive Vocabulary CD-ROM
- Expressions Practice Book
- New to English SE and TE

**Reading Skills**
- Expressions Reader and TE
- Expressions Practice Book
- Listening Library CD
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- New to English SE and TE
- New to English Audio CD-ROM

**Writing and Grammar**
- Expressions Reader and TE
- Expressions Practice Book
- New to English SE and TE

**Assessment**
- Expressions Progress Monitoring
- New to English Assessment Program

**Reteaching**
- Expressions TE
- Expressions Practice Book
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
- New to English TE

**Enrichment**
- Expressions Reader and TE
Differentiation in the Teacher Edition

The Teacher Edition of *Glencoe Literature: California Treasures* provides a variety of features to help with differentiated instruction, all labeled and wrapped around reduced pages of the Student Edition.

These features include:
- leveled skills instruction for English learners, on-level, approaching-level (struggling), and advanced learners
- teaching notes for speakers of African American vernacular English
- resource suggestions at point-of-use to help differentiate your instruction
- vocabulary preteaching
- flexible grouping suggestions
- in-depth activities and teaching strategies for English learners, on-level, approaching-level, and advanced learners
- Progress Checks to help assess the performance of struggling students

The following pages show where to find these features in the Teacher Edition.
Voile is a light cotton fabric.

Teaching Notes
Side column notes provide support for students who are speakers of African American vernacular English.

Reading Practice
Have students copy and add appropriate punctuation to the following:

One reason for the speech’s power is Truth’s use of exclamatory sentences—words that express strong emotion, ending in an exclamation point. Have students copy and add appropriate punctuation in the following: What is the meaning of the text.

Exclamatory Sentences
One reason for the speech’s power is Truth’s use of exclamatory sentences—words that express strong emotion, ending in an exclamation point. Have students copy and add appropriate punctuation in the following: What is the meaning of the text.

Skills Instruction
These notes provide additional instruction and support for the skills taught in a lesson. They are geared toward English learners, on-level, advanced, and approaching-level students.

Proficiency Levels
Notes provide leveled practice and activities for two levels of approaching-level students— benchmark and strategic—and for three levels of English learners—beginning/early intermediate, intermediate, and early advanced.
Approaching Level 4

Universal Access

Activities for your diverse classrooms are clearly labeled. These activities build students’ proficiency by targeting content area knowledge and by providing strategies to introduce, teach, and reinforce concepts.

Vocabulary Preteaching

Because vocabulary is a key component of reading success, we provide additional vocabulary preteaching activities for struggling students and English learners in your classroom.

Before You Read
Raymond’s Run

Connect to the Short Story

The nicknames that usually stick to a person are the ones that capture a distinctive trait, good or bad. Think about how a nickname can sum up a person in a word or two.

Quickwrite: Freewrite for a few minutes about a nickname that would irritate you and one that would suit you perfectly. Why would a certain nickname annoy you? How might another nickname tell people what you're all about? Would you feel differently about the names depending on who used them, when, and where? What are some pitfalls of using nicknames, whether those names emphasize positive or negative traits?

Build Background

“Raymond’s Run” is a short story about a young African American girl who prides herself on being the fastest runner in the neighborhood.

• This modern story takes place in Harlem, a section of New York City.
• A fast runner might earn the nickname “Mercury” after the Roman god known for speed. Statues show Mercury with a winged hat and winged sandals.

Vocabulary

liable (li “ə bəl) adj. likely; apt (p. 18). A person who is afraid of spiders is liable to scream at the sight of a tarantula.
sidekick(s) (sid “ə kik) n. close friends or companions (p. 18).
reputation (rep “yə tā) n. what people generally think about the character of a person or thing; good name (p. 18). A reputation for kindness can take a lifetime of good deeds to build.
stable (stā bal) adj. cracking or hissing sounds that interrupt normal sounds, such as those from a microphone (p. 23). Static crackles as you try to tune in to a radio station with a weak signal.

Before students start reading the selection, ask them to preview the text for unfamiliar words. Point out that the author employs informal and abbreviated words to represent the characters’ daily language. Have students discuss the meanings of such words (e.g., cause, bodied, rep, dig) according to story context and share their conclusions with the class.

Universal Access

For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

For additional vocabulary practice, see Unit 1 Teaching Resources, pp. 38–39.

Meet Toni Cade Bambara

“I write because I really think I’ve got hold of something, that it’s alive, and it’s getting stronger. But I might kill it; someone’s spirit, or someone’s voice, or someone’s face. I can’t let it be a dummy voice. ’Cause I’ve got hold of something that’s got to live, or I’m going to have to let it be a dummy voice.” — Toni Cade Bambara

Making a Difference

Toni Cade Bambara’s writing presents a rich portrayal of African American life. Her works also show the unfair treatment of women and minorities. Bambara was a professor and a civil rights activist.

Literary Works


Author Search

For more about Toni Cade Bambara, go to glencoe.com and enter QuickPass code GL36258u1.

Before students start reading the selection, students form pairs or groups to discuss words associated with participating in a race. After groups share with the class, distribute a handout or display common terms (such as on your mark, they’re off, crouch) for student reference and further discussion.

Bellringer Options

Daily Language Practice

Transparencies 3–5

Or show students images of people winning, such as winning races, games, awards.

Ask: How does it feel to win something? What do you think it takes to be a winner? (Possible answer: It feels thrilling. Winning takes preparation, technique, fitness, and willpower.) Guide students in a discussion of the practice and effort involved in competing.
Flexible grouping is an effective way to provide instruction to a diverse classroom. These symbols suggest grouping options.
Enrichment Projects

The Needs of Advanced Learners
All teachers know that their students bring different interests and ability levels to the classroom. They have different motivations and needs. In some classrooms, however, every student is asked to do the same tasks at the same pace. For advanced learners, who are capable of undertaking more sophisticated projects and are perhaps insufficiently challenged by both the content and pacing of average classroom work, this situation can be very frustrating. Inquiry-based enrichment projects can help address the needs of advanced learners.

What Is Inquiry-Based Learning?
Inquiry is the problem-oriented, researched-based exploration of basic questions that drive and organize disciplines. Through inquiry, students learn essential concepts and strategies for applying those concepts in the real world. They engage the same problems and questions that real practitioners of a given discipline engage, and therefore learn to think, read, and write like experts in that area. Inquiry-based instruction is central to *Glencoe Literature*. This approach gives students significant reasons or purposes for reading. In *Glencoe Literature*, reading, writing, and language activities are organized around real issues that students face in their own lives. When students practice a skill or create a writing product, they are also learning to ask and think through important real-life questions. These same Big Questions are addressed by the inquiry-based projects for advanced learners that follow.

Using the Projects
Each of the six projects described in the following pages relates to one of the units in *Glencoe Literature* Course 3. Each project offers the following:

- a focus on the unit’s Big Question
- links to the unit’s literature
- a schedule to guide a student’s work
- criteria for self-assessment
- two options for developing the project
Project Development Options

Each project offers the student two different options for developing and presenting the results of his or her inquiry. These options include:

- print (such as narrative, poem, or essay)
- oral (such as speech or discussion)
- performance (such as drama or music)
- visual (such as drawing or collage)
- technology (such as computer-based presentations)
- functional (such as a handbook or survey)

<table>
<thead>
<tr>
<th>UNIT ONE</th>
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<tbody>
<tr>
<td><strong>BIG Question</strong></td>
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<tr>
<td><strong>HOW</strong> Do You Stay True to Yourself?</td>
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<th>UNIT TWO</th>
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<tr>
<td><strong>BIG Question</strong></td>
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<tr>
<td><strong>READING: WHAT'S</strong> In It for You?</td>
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<th>UNIT THREE</th>
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<td><strong>BIG Question</strong></td>
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<td><strong>WHAT'S</strong> More Important, the Journey or the Destination?</td>
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<th>UNIT FOUR</th>
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<td><strong>BIG Question</strong></td>
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<td><strong>WHAT'S</strong> Worth Fighting For?</td>
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<th>UNIT FIVE</th>
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<td><strong>BIG Question</strong></td>
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<td><strong>WHAT</strong> Really Matters?</td>
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<th>UNIT SIX</th>
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<tr>
<td><strong>BIG Question</strong></td>
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<tr>
<td><strong>HOW</strong> Do You Keep from Giving Up?</td>
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Self-Portrait

**HOW Do You Stay True to Yourself?**

**Connect and Explore**

**Connect to the Literature** As you read the literary works in Unit One, explore your thoughts on the Big Question. Use the texts as springboards to pursuing other questions that spark your interest. Record these questions as they occur to you. For example:

- What values are important to me?
- When have these values been challenged? How did I respond?
- How would I describe myself to another person?
- What are my goals? How do I work toward those goals?
- How important is my background to who I am?
- How does where I live affect my values or personality?

**Project**

Create a self-portrait that reflects not only your appearance, but also your values, behaviors, and abilities. Develop your self-portrait as a presentation using technology or in a visual form.

**Schedule**

**Connect and Explore (Weeks 1–2)**
- Read the literary works in Unit One.
- Reflect upon the Big Question.
- Explore and develop ideas.
- Conduct inquiry and research.

**Develop Your Project (Weeks 3–4)**
- Design your self-portrait.
- Choose your medium.
- Create your project.

**Revise and Present (Weeks 5–6)**
- Review your self-portrait.
- Display or present your project.

**Criteria**

Your project should

- focus on the Big Question
- show an understanding of the literature in Unit One
- reveal a careful reflection of your values and qualities
- use either a visual or multimedia form successfully
- reflect thoughtful planning and organization
- show creativity in design and presentation
Reflect Upon the Big Question  To “stay true to yourself,” you have to be aware of the values, characteristics, and abilities you see in yourself and care about the most. For your project, you will create a self-portrait that reveals these qualities. Careful reflection upon the Big Question, and other questions that you develop while reading, will help you discover what traits you want to emphasize in your self-portrait.

Explore and Develop Ideas  A portrait does not have to be a painting or photograph of a person’s face. Reread the literature from Unit One and think of each piece as a portrait or a self-portrait. Take notes about what defining qualities the authors reveal about themselves or their characters. Then, take similar notes about yourself. Here is one student’s work:

<table>
<thead>
<tr>
<th>Hazel Parker in “Raymond’s Run”</th>
<th>Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>good listener</td>
</tr>
<tr>
<td></td>
<td>not as close with my mom as I used to be</td>
</tr>
<tr>
<td>Relationship with Family</td>
<td>running, looking after Raymond</td>
</tr>
<tr>
<td>Values</td>
<td>honesty (she doesn’t like it when people pretend they don’t work hard)</td>
</tr>
<tr>
<td>Values</td>
<td>I like being organized and having a plan. I also value kindness. Cruelty toward animals really bothers me.</td>
</tr>
<tr>
<td>Values</td>
<td>math, art</td>
</tr>
<tr>
<td>Ways she stays true to herself</td>
<td>she refuses to purposefully lose a race—she’s not afraid to show that she’s the best</td>
</tr>
<tr>
<td>Ways I stay true to myself</td>
<td>working hard in school, volunteering at the humane society</td>
</tr>
</tbody>
</table>

Conduct Inquiry and Research  Once you know what you want to express about yourself in your self-portrait, research how authors, artists, and filmmakers have described themselves in their work. Use these ideas as inspiration for your own digital or visual self-portrait.
Develop Your Project

Design Your Self-portrait  There are many creative options to make a self-portrait. Use your notes from earlier in the project to help you decide what you want to reveal about yourself, and how. Creating rough sketches or simple storyboards may help you clarify your thoughts and make a plan.

Link to the Literature: Digital/Multimedia  Is music important to you? Or is your athletic ability something you take pride in? Music and motion are two things that might be shown in a digital/multimedia self-portrait. Your project can include video, animation, text, sound, a slideshow, a Web page, or any combination of these things. Think of particular literary works in Unit Two that might make an interesting digital portrait. For example, adding graphics and breaking up the lines in the poem “Saying Yes” might effectively show how the narrator feels about being both American and Chinese.

Link to the Literature: Visual  If you choose to make a visual for your self-portrait, think about what materials would best represent you. For example, a portrait of Auntie Lily in “Waters of Gold” might be done using sewing or embroidery. We know from the story that Lily was an excellent seamstress. Even more importantly, taking the time to sew a representation of Lily would demonstrate dedication and hard work, two qualities that Lily shows in the folktale.

Choose a Medium  As part of designing your self-portrait, think of what materials you may need and whether they will be available to you. If you want to use technology to make a multimedia self-portrait, ask yourself these questions:

- Does your school have digital or video cameras, screens, or projectors? Are they available for student use?
- Do you have to apply to use equipment or reserve it in advance?
- Are there computers available to you? Do they have enough memory for video or large graphics programs?
- What kinds of software are available to you? For example, are there photo, animation, or multimedia authorship programs?

Ask yourself similar questions if you decide to make a visual self-portrait. Whether you’re making a sculpture, a drawing, a collage, or any other sort of visual, make sure you have access to the materials you will need.
Revise and Present

Revise Your Project  At this point, you have done the majority of work on your self-portrait. In this final stage, you should refine your ideas and polish your project. First review your ideas with a partner. Explain to your partner the thought behind your self-portrait; you should be able to talk clearly about how your project is “true to you.” Use feedback from your partner to make any final changes. The following questions may be helpful:

- What insight about the Big Question does your project offer?
- Does your choice of medium effectively present your personality or values?
- How does your project show creativity and attention to detail?

Display or Present Your Project  Like any piece of artwork, you need to think of how you want to present your self-portrait. If you plan to use a video, or some other format that can be shown to a group, consider the following:

- Do you have access to the equipment you need (projector, projection screen, video monitor, etc.)? Do you know how to use the equipment correctly?
- Have you scheduled a time and a space to present your project?
- Have you double-checked that your self-portrait is complete and that all the video editing, sound, or other segments come together in the way you planned?

If you are making a visual self-portrait, you also will need to think about the best way to display your work. Consider the following questions.

- If you want to hang your self-portrait, is there a space available and do you have permission?
- In order to display your project, will you need help with moving or assembly?
- If a group of your classmates are making visual self-portraits, would you want to display them in the same place?

Look Back  After completing your project, think about what it means. What about your self-portrait are you proud of? Is there anything about your project you would like to change? Think about how reflecting on your values and using them to create a digital or visual self-portrait may help you stay “true to yourself” in the future. You might want to write a summary or a journal entry about what you’ve learned.
UNIVERSAL ACCESS

UNIT TWO Creating Historical Fiction

WHAT’S in It For You?

Connect and Explore

Connect to the Literature As you read the literary works in Unit Two, explore your thoughts on the Big Question. Use the texts as springboards to pursuing other questions that spark your interest. Record these questions as they occur to you. For example:

- What do I get out of reading?
- What non-assigned reading do I most enjoy? Why?
- What enjoyment do I get from reading magazines and newspapers?
- What do I learn from reading stories and poems?
- Are fictional stories or factual stories more important to read?

Project

Create a piece of historical fiction that takes place during a time period of your choice. Present the story either as a performance or as a collection of newspaper articles.

Schedule

Connect and Explore (Weeks 1–2)
- Read the literary works in Unit Two.
- Reflect upon the Big Question.
- Explore and develop ideas.
- Conduct inquiry and research.

Develop Your Project (Weeks 3–4)
- Choose a medium and plan your project.
- Continue research and writing.

Revise and Present (Weeks 5–6)
- Review your performance or newspaper articles.
- Refine and polish your work.
- Display or present your project.

Criteria

Your project should
- focus on the Big Question
- show an understanding of the literature in Unit Two

- reflect substantial research and thoughtful planning
- show creativity and attention to detail
Reflect Upon the Big Question  In Unit Two, you are asked the question, “What’s in it for me?” In other words, what do you get out of reading? Some people read to learn about the world, while others read for entertainment. Many people read for both reasons. How do you feel about reading? Take time to think and write about the questions you develop while reading Unit Two. Your reflections will help you pick a topic and a medium for your project. You also might refer to the notes you wrote on your Foldable.

Explore and Develop Ideas  For this project, you will create a piece of historical fiction. The piece might be about a single person or family. It might also relate to a historic event, such as a city being founded or a battle fought. Brainstorm possible ideas for your project. Think of how you might present these ideas as either a collection of newspaper articles or a performance. This is how one student organized her thoughts.

Conduct Inquiry and Research  Your piece of historical fiction should be as realistic as possible. This means that no matter which medium you choose, you will need to do research. Pick a time period that interests you. Use the library and reliable Internet sources to learn about how people lived during that time, and what sort of events they considered important. If you choose to write a collection of newspaper articles, you might research examples of real newspapers from your selected time period. These will help you know what style to imitate.
Develop Your Project

Choose a Medium Once you have drafted a basic story that you want to tell, you will need to decide what medium to use for your project. Consider these questions:

- **What medium do you most enjoy? What talents do you have?** For example, if you enjoy acting, this project could be a great opportunity to perform your own work.

- **What medium best expresses your historical fiction piece?** If you want to tell an emotional personal narrative, consider writing and performing a short play, a song, or a dramatic reading that includes these elements. If you would rather analyze the impact of an event, or focus on many aspects of a certain time period or culture, you may decide to write a collection of historical newspaper articles, which can cover different topics.

- **How do you want your project to relate to the Big Question?** Usually, plays attempt to entertain an audience, while informational texts inform the reader. Your choice of medium will influence “what’s in it” for your audience. However, remember that historical fiction is one of many genres that can be both entertaining and informative. Think ahead about the purpose (or purposes) of your piece.

**Link to the Literature: Performance** When writing your performance piece, think of the literary elements described in Part 2 of the unit. Do you want to convey the dark mood of “The Tell-Tale Heart,” or the suspense of “Casey at the Bat”? Rereading literature you enjoyed may help inspire your own writing.

**Link to the Literature: Newspaper Articles** Literary elements are also important in informational documents, such as newspapers. When writing your articles, think about how texts such as “The Great Fire” and “Hollywood’s Rise to Fame” use text structure and description to help inform readers. You might choose to show multiple points of view by writing a “letter to the editor” on the same topic as your main article. In all your articles, make sure text features (fonts, headings, subheadings, illustrations, graphics, captions) match the time period and style of the rest of your document. All of these things will help make your piece of historical fiction more believable. To help you get started, think about how you might describe the events of “The Tell-Tale Heart” from an outside, journalistic perspective. What text features would you include with your articles? How would you cover different angles of the event in different articles?
Revise and Present

Revise Your Project  In this final stage, refine your ideas and polish your project. If you are working with a group, talk amongst yourselves about how to improve your performance or newspaper articles. If you’re working alone, you may want to ask a partner to read or watch your project and provide feedback. While revising, ask yourself the following questions:

• What insight about the Big Question does my project offer?
• How is my project informative?
• How is it entertaining?

Performing or Presenting Your Project  If you choose to do a performance for your historical fiction project, there will be many details to think about before performing. For example:

• Do you know the time and place you will give your performance? Do certain performance spaces need to be reserved?
• Have you practiced in the space where you will be performing?
• Do you have props, costumes, instruments, or anything else you may need?
• If you are working in a group, does each member know what he or she needs to do in order to make the performance run smoothly?

If you choose to write newspaper articles, you will also need to think about how to present your project.

• Do you know how you want to print your document so it looks realistic?
• Have you proofread your document for any errors or inconsistencies?

Look Back  After completing your project, think about what it means. What about your project are you proud of? Is there anything about your project you would like to change? Think of how this project has helped you learn “what’s in it” for readers, and how you as an author learned to fulfill those needs. You might want to write a summary or a journal entry about what you’ve learned.
**Unit Three:** Travel Narrative

**What’s More Important, the Journey or the Destination?**

**Connect and Explore**

**Connect to the Literature** As you read the literary works in Unit Three, explore your thoughts on the Big Question. Use the texts as starting points to explore other questions that interest you. Record these questions as they occur to you. For example:

- What journeys have I taken recently?
- How do various authors describe adventurous journeys? Is adventure always positive?
- In what circumstances might a destination be more important than a journey?
- How might a journey not have a destination?
- How might a journey not involve movement?
- How is poetry an effective medium for describing a journey?

**Project**

Create a travel narrative of a physical, emotional, or mental journey you have experienced. Record your narrative in a print or visual form.

**Schedule**

**Connect and Explore (Weeks 1–2)**
- Read the literary works in Unit Three.
- Reflect upon the Big Question.
- Explore and develop ideas.
- Conduct inquiry and research.

**Develop Your Project (Weeks 3–4)**
- Choose a medium and plan your project.
- Create a draft or detailed plan for your project.

**Revise and Present (Weeks 5–6)**
- Review your travel narrative.
- Refine and polish your work.

**Criteria**

Your project should

- focus on the Big Question
- show an understanding of the literature in Unit Three
- be understandable to an outside audience
- show creativity and attention to detail
Reflect Upon the Big Question  In Unit Three you are asked, “What’s more important, the journey or the destination?” As you read each literary work, consider the author’s perspective on this question. Does the author place more importance on the end result of a character’s journey, or on what happens along the way? Do you agree with what you believe to be the author’s stance? Write down your responses to these and any other questions you think of while reading Unit Three.

Explore and Develop Ideas  To create your travel narrative, you will need to apply the Big Question to your own experience. Recall the physical and mental journeys you have taken. Perhaps you have been deeply affected by a “memorable place” you have visited or seen. To help explore ideas, try making a concept web that starts with journeys you have taken, and expands into the individual stages of each journey and their importance.

Conduct Inquiry and Research  Take time to do outside reading and research about travel narratives. Try finding examples of travel narratives that have been written both long ago and in recent years. How do these writers choose to talk about their journeys? Once you have researched other writers, think of how you can adapt your travel narrative to reflect your own focus and style.
Develop Your Project

Choose a Medium  Once you choose what personal journey you want to present, you will need to decide which medium to use for your project. Consider these questions:

- **What medium do you most enjoy? What talents do you have?** For example, if you enjoy writing poetry you might choose to describe your journey in a narrative poem.

- **What medium best expresses your travel narrative?** If your journey is one you make every day, such as your journey to and from school, it may be possible to do a photo-essay for your project. If you want to concentrate on more of a mental journey, such as a change in attitude you experienced over time, it may be more effective to write your narrative in print form.

Plan Your Project  As you plan your project, consider your journey as a whole. The journey should have a starting point, a destination (even if you haven’t reached it yet), and recognizable stages along the way. Your project should take the reader or viewer along with you on your journey, so it will be likely that you use a chronological or cause-effect structure.

Link to the Literature: Visual  Think of the visuals you associate with a journey. One way to approach your travel narrative is to incorporate elements such as maps, road signs, compasses or other recognizable symbols of travel and change. For example, think of how you might visually express “Stopping by Woods on a Snowy Evening” by Robert Frost. Because the reader does not know where the narrator comes from or where he is going, you could create an unmarked map which is dim or undefined. For Frost, a moment of stillness is the most important part of his narrator’s journey.

Link to the Literature: Print  Your print travel narrative can be done as a poem, a series of poems, a series of reflective journal entries, an essay, or in any other way you can think to express your journey in print. For inspiration, consider the two very different ways that Harriet Tubman’s story is described in Unit Three. Do you find the poetry or prose version of Tubman’s journey more appealing? Why?
Revise and Present

Revise Your Project  At this point you have a draft or a carefully planned sketch of your project. In this stage, pause to make sure that what you are creating aligns with your vision for the project.

- **Check your organization** Does your travel narrative show the clear progression of a journey you have experienced? Your narrative should reveal why you think this particular journey, or where it took you, is important.

- **Check your presentation** Especially if you decide to create a visual travel narrative, be sure your project materials and layout are carefully thought out and help tell the story of your journey.

Refine Your Project  Once you feel your project is nearly finished, work with a partner to refine and polish your narrative even further. If you are making a print travel narrative, have your partner read your current draft. If you are making a visual narrative, show your partner your project and talk about the idea behind it. In each case, ask your partner to give you feedback on the following questions.

- What insight about the Big Question does your project offer?
- How does your project show a careful reflection on the importance of journeys and destinations?

Present Your Project  If you choose to create a visual travel narrative, you will need to plan how you want to present or display your project. Do you have an approved place to hang your artwork and any materials you may need? If you create a sculpture or a large piece of artwork, will you need help moving it to where it will be presented?

There are also different options for presenting a print travel narrative. If you are writing your narrative as a series of journal entries, you might decide to use your own handwriting. If you are writing about a journey to a place where you have traveled, and you have photos of the place, it may help your reader to include those photos along with your writing.

Look Back  After completing your project, think about what it means. Which parts of your travel narrative please you most? Is there anything about your project you would like to change? Think of how creating a travel narrative has changed the way you approach or reflect upon the journeys in your life. You might want to write a summary or a journal entry about what you’ve learned.
Connect and Explore

Connect to the Literature  As you read the literary works in Unit Four, explore your thoughts on the Big Question. Use the texts as springboards to pursuing related questions that spark your interest. Record these questions as they occur to you. For example:

• What are the most important social issues to me right now?
• What personal principles would I be willing to fight for?
• What is the difference between believing in something and believing that it is worth fighting for?
• How can I learn about important issues?
• Am I willing to lead or would I prefer to work behind the scenes?
• What are the different ways I can fight for what I believe in?

What’s Worth Fighting For?

Project

Choose a contemporary issue you feel is worth fighting for. Through an oral presentation or a functional document, inform others about the cause you choose.

Schedule

Connect and Explore (Weeks 1–2)
• Read literary works in Unit Four.
• Reflect upon the Big Question.
• Explore and develop your ideas about the question.

Develop Your Project (Weeks 3–4)
• Conduct inquiry and additional research to support your ideas.
• Refine and organize your ideas for your project.
• Decide on an appropriate medium for your project.

Revise and Present (Weeks 5–6)
• Review your project.
• Present your project.

Rubric

Your project should
• focus on the Big Question
• effectively explain your thoughts and feelings about the topic
• show a thoughtful choice of a medium in which to present your work
• show evidence of research and analysis
• show creativity and attention to detail
Reflect Upon the Big Question  In your Unit Four project, you will create an oral presentation or functional document discussing a cause that you feel is worth fighting for. The deeper you delve into your thoughts and reactions to the Big Question, the more powerful and complex your presentation will be. You also might refer to the notes you wrote on your Foldable.

Explore and Develop Ideas  As you work, you will see that the Big Question can be answered in many interesting ways. As a starting point, you may wish to consider the different meanings of the word “fight.” Look it up in a dictionary and read through all the definitions.

- Note that a person might actually fight in a real, physical battle, just as soldiers do in a war.
- A fight might also be more of a symbolic struggle, as when political activists stage boycotts or sit-ins to promote their beliefs.
- A fight might also be very personal, as when someone works hard to pursue his or her dreams despite the obstacles.

To keep track of your ideas, consider documenting them in a journal as you work. Write down your thoughts and questions, as well as the notes you take as you research.

Conduct Inquiry and Research  The research you will need to do for your project will depend on how your thoughts begin to come together. Consider incorporating some of the following ideas into your work:

- Investigate the history of the issue (or issues) you focus on. How long has it been a problem? How have people tried to fix it in the past? How much progress has been made?
- What historical figures have fought for (or opposed) this issue?
- What are the different ways people have fought for the issue? For example, describe various types of political activism and assess their effectiveness.
- What are the likely consequences, if the issue is not addressed? Seek out experts’ opinions and relevant statistics.
- Talk to your friends and family about the issue. How do they feel about it? What do they think should be done? What are their experiences fighting for what they believe in?
Develop Your Project

How Much Is Enough? A profound, complex question like “What is worth fighting for?” can give rise to so many in-depth answers that it can be difficult to know when to stop gathering and generating ideas and when to start crafting the final project. You may find it helpful to work out a detailed schedule to chart your work on the project. Based on your available time, plot out how long you can reasonably research the issue you have chosen and how long you can take to assemble your research into a presentation. When it is time to change your focus, change it.

Develop Your Project After you have an idea of what your response to the question will be and have assembled supporting research, start thinking about how you want to present your work to an audience. Work with a partner to exchange and evaluate ideas. In listening to each other, think about whether your partner’s answer to the Big Question is persuasive. Is the research he or she has assembled relevant? Remember when offering your comments that it is helpful to hear what works, as well as what doesn’t work. Try to give a balance of positive feedback and suggestions for improvement.

Link to the Literature: Oral Presentation An oral presentation lends itself very well to persuasive arguments, such as those called for in this project. Consider how Abraham Lincoln’s and Martin Luther King’s audiences probably felt as they heard those great leaders deliver the Gettysburg Address and the “I Have a Dream” speech, respectively. Speaking your ideas aloud will encourage you to express your emotions in your work (although you shouldn’t neglect factual and logical information, either). Be sure to allow time afterward for a question-and-answer period so you can respond to your audience’s reactions.

Link to the Literature: Functional Document You may choose to present your ideas as a functional document, a work designed to convey practical information clearly and concisely (an example of a functional document is the operating instructions that come with an electronic device). Environmental concerns such as those discussed in Marjorie Lamb’s essay “Saving Water” or Alexander Wolff’s “Going, Going Green” lend themselves to this instructive approach, allowing you to tell your audience what they can do to improve matters.
Revise and Present

**Revise Your Project**  At this point, you have a detailed plan for a presentation or a rough draft of a functional document. Now you should refine and polish your project. First review your ideas.

- **Check for accuracy** Make sure all factual information you present is correct. Names should be correctly spelled; dates and statistics should be accurate. Don’t forget to keep a list of the sources you used in your research.

- **Check your organization** In attempting to persuade an audience that something is worth fighting for, you must organize your information in a convincing way. Be sure you clearly describe the issue and your ideas. Back up your opinions with logical reasons. It is often best to present reasons in order of increasing importance. That way, the last reason can close the piece with a bang, bringing your audience over to your side once and for all.

- **Check your conclusion** The most effective conclusions not only restate the author’s opinion and summarize the basic argument, but also add a final, interesting detail to bring the piece to a satisfying close. Revisit the final paragraphs of the prose works in Unit Four and notice how the authors construct their conclusions. Do their approaches give you any ideas about how you can craft conclusions in your own work?

**Refine Your Project**  To refine your project, either practice your oral presentation in front of your partner or have your partner read your functional document draft. In either case, ask for feedback on the following questions.

- What insight about the Big Question does your project offer?
- Do you express your ideas with force and conviction?
- How does your project show evidence of inquiry and research?
- Does your choice of medium effectively present the information?
- How does your project show creativity and careful presentation?

**Look Back**  After completing your presentation, think about what you learned about the issue you researched. Do you feel inspired to enter into this fight—or another related struggle? How will you get involved? If you wrote about something in which you are already actively involved, how did your investigations affect your feelings about it? Consider meeting with some of your classmates and discussing ways you can help to address some of the problems you feel strongly about.
**Interview Cluster**

**WHAT Really Matters?**

**Connect and Explore**

**Connect to the Literature**  As you read the literary works in Unit Five, explore your thoughts on the Big Question. Use the texts as starting points to explore other questions that interest you. Record these questions as they occur to you. For example:

- What exactly does it mean to say something “matters”?
- What social problems matter most to me?
- What are the things that matter most in my personal life?
- Have I ever had a disagreement with someone about what really matters? What happened?
- How can I tell the difference between what matters and what is not so important?

**Project**

Write and conduct a series of interviews that focus on the Big Question. Present your results in a digital or oral presentation.

**Schedule**

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<th>Connect and Explore (Weeks 1–2)</th>
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<tr>
<td>Reflect upon the Big Question.</td>
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<td>Explore and expand upon your ideas about the Big Question.</td>
<td>Decide whether you will create an oral or a technological presentation.</td>
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**Criteria**

Your project should

- focus on the Big Question
- be based upon interviews with at least 3 to 5 people
- show a thoughtful choice of medium in which you present your work
- show creativity and attention to detail
Reflect Upon the Big Question  In your Unit Five project, you will create a
digital or an oral presentation exploring the idea of what matters in life.
Information for your presentation will come from multiple interviews. To
create the most engaging and thought-provoking interview, you will need
to reflect on your own ideas about the Big Question.

Explore and Develop Ideas  When interviewing, it will not be enough to
ask “What really matters?” and expect interviewees to do the rest. Even
the most practiced (or talkative) people will not be able to give you enough
to work with if you ask only one question. As you explore ideas for what
to ask and how to conduct your interview, keep in mind that this topic is
complex and the interviewee might not have given it much thought before.

- Prepare a series of questions to help interviewees focus their thoughts.
- Don’t stick rigorously to your set list of questions; be prepared to let the
  interview develop into a spontaneous conversation (but do make sure to
  keep to the topic).
- If the interviewee says something you don’t understand, ask for
  clarification.
- If the interviewee brings up something especially interesting but seems
  about to change the subject, ask them to say more about it.

Conduct Inquiry and Research  The goal of an interview is to elicit
thoughtful, detailed answers in response to the questions. Researching
other interview styles and methods will help you develop effective
questions. Locate televised or print interviews. As you watch or read, think
about how the interviewer presents the questions. What are the various
kinds of interviews? For example:

- Sometimes the interviewee is an expert in the topic and is being asked to
  share his or her wisdom to enlighten the audience.
- At a job interview, an employer asks a potential employee to explain why
  he or she feels suited to the work.

The interviews you will conduct for this project are sometimes called
“man-in-the-street” or “vox populi” (Latin for “voice of the people”) interviews by journalists. You will be asking people to share their thoughts
about something everyone has experience with and opinions about: what
really matters in life.
Develop Your Project

Develop Your Interview  As you develop questions for your interview, keep in mind that the way you phrase your queries can affect the sorts of responses you get. If you ask questions that can be answered with a simple “yes” or “no,” you risk having your interviewee say just one word and then stop. A good way to invite detailed answers is to ask open-ended questions based on the 5Ws or H (who, what, when, where, why, and how). Brainstorm a list of questions, using each of the 5Ws and H at least once. After you refine your questions, decide which ones are the most important and which order you should ask them in.

Choose Your Interviewees  Keep in mind that the kinds of people you decide to interview will affect the range of information you gather. If you interview the five friends you spend the most time with, you will be collecting information from a group who is around the same age and who may have many of the same interests. This could be less revealing than a presentation based on a more varied bunch. For example, you might try one of the following tactics.

- Interview people of very different ages—perhaps someone younger than 10 years old, someone your own age, someone your parents’ age, and someone from your grandparents’ generation.
- Interview people who have different jobs.
- Interview an equal number of males and females and see if there might be gender-related similarities in their answers.

Link to the Literature: Digital Presentation  If your interviews yield great audio or videotape of the people you talked to, and if you would like to add pictures, photographs, and sound to illustrate your findings, you may wish to develop a multimedia presentation. This might really help your audience connect to the information.

Link to the Literature: Oral Presentation  If you would like to focus on integrating and analyzing the answers you collected in your interviews, you might decide to go with an oral presentation. This approach allows you to speak in the first person, setting the stage for you to talk about your own point of view—think of the way Coretta Scott King expresses her personal feelings in “Remembering César.”
**Revise and Present**

**Revise Your Project** By this time, you have conducted your interviews, analyzed the information you collected, and made a detailed plan for your presentation. In this final stage, you should refine your ideas and polish your project. First review your ideas.

- **Check for accuracy** Make sure that you quote your interviewees correctly, and that you do not misrepresent them by quoting their answers out of context. Compare the original interview with the text you use for your presentation to make sure it matches word for word. If you are unclear about what is meant, get in contact with the interviewee and double-check the information.

- **Check your organization** One organizational puzzle you might need to solve is how to present the opinions of several different people so that your audience does not get confused about who said what. Test different ways of approaching this problem. You may decide to present each person’s opinions all at once, before moving on to someone else. You might start by introducing and describing all your interviewees so your audience will recognize them by name when you refer to them later.

- **Check your conclusion** Try to bring all your findings together into a satisfying conclusion, perhaps one that invites your audience to consider their own feelings about the Big Question.

**Refine Your Project** To refine your project, practice your oral or technological presentation in front of a partner. Ask your partner to give you feedback on the following questions.

- What insight about the Big Question does your project offer?
- How does your project show evidence of careful thought and inquiry?
- Does your choice of medium effectively present the information?

**Look Back** After completing your project, think about everything you have learned about what matters. Did your conversations with other people open your eyes to important things you had not thought of before? Did anyone bring up something that really surprised you? Think also about what you learned about the process of conducting interviews and analyzing the responses you get. Next time you do an interview, what will you do differently? You also might want to discuss with other students what you all have learned about “What really matters.”
UNIT SIX Choosing a Path

HOW Do You Keep from Giving Up?

Connect and Explore

Connect to the Literature As you read the literary works in Unit Six, explore your thoughts on the Big Question. Use the texts to inspire related questions that spark your interest. Record these questions as they occur to you. For example:

- What is the most inspiring story I have read or heard about someone who refused to give up?
- What role models have showed me how to pursue my goals?
- When have I tried my hardest and overcome a challenge?
- When do I wish I had tried harder before giving up?
- What advice would I give someone who really felt like giving up?
- If I don’t achieve a goal, does it necessarily mean I gave up?

Project

Create a story that addresses the Big Question and has at least three endings, based on how the main character could have reacted to the challenges he or she encounters. Present your work in a print form or as a performance.

Schedule

Connect and Explore (Weeks 1–2)
- Read the literary works in Unit Six.
- Reflect upon the Big Question.
- Think about the story you might want to tell.

Develop Your Project (Weeks 3–4)
- Sketch out the plot, including three or more endings, for your story.
- Write a rough draft of the story.
- Decide whether you will create a work for print or a performance.

Revise and Present (Weeks 5–6)
- Review your guide.
- Present your work.

Criteria

Your project should

- focus on the Big Question
- tell an engaging story and provide multiple endings
- show a thoughtful choice of medium to present your work
- show creativity and attention to detail
**Reflect Upon the Big Question** In your Unit Six project, you will tell a story with multiple endings about a character who faces challenges. To create a compelling narrative, first give serious thought to your own responses to the Big Question. You also might refer to the notes you wrote on your Foldable.

**Explore and Develop Ideas** You may choose to create a fictional story or to base your work upon real people and events. As you consider your options, keep in mind the basic plot progression of a story and think about how you want to address the various elements:

- Who are the characters who will populate your story?
- What is the general situation as the story opens?
- What complications or challenges arise as the story progresses?

At this point, you might begin to think about possible alternative endings:

- Each ending should stem from a realistic turning point in the story. Think about what sort of circumstances might lead someone to give up.
- Does facing a challenge multiple times make it easier or harder to keep going? If the character reacts one way when a challenge first arises, could he or she act differently if the challenge arises again?
- How does luck affect the results of your character’s decisions? What if the character is lucky or unlucky in his or her response to a challenge?
- What possible decisions might be made in the heat of the moment, at the climax of the story? How would each decision affect the ending of the story?

Consider mapping out your ideas in a plot diagram something like this:
Develop Your Project

Craft Your Story  After you have created your characters and plotted out a basic story line, it’s time to get down to writing your story or performance script. The following ideas might help with this process:

• Try to set aside a reasonable amount of time for writing. It can take you a while to reach a stride when writing, and you don’t want to have to stop just as the ideas start flowing.

• Don’t feel as if you have to start at the beginning and write down your story scene by scene to the end. If you have a good idea about how you want one part to go, even if it’s at the very end, write it down while you’re feeling inspired.

• While you are writing, carry around a small notebook, so you can jot down ideas if they come to you while you’re doing something else. Often documenting an inspiration will help you hang on to it until you are ready to sit down and write again.

• Remember that you will have time to revise and improve your draft later. Don’t feel that the story has to come out perfect the first time.

Link to the Literature:  Print If you enjoy writing fiction or literary nonfiction, print is a good choice. You might also use this approach if you wish to present your story in comic-book format. Think about the many ways of presenting your tale. You could, for example, write it as a diary, in the style of the excerpt you read from Anne Frank: The Diary of a Young Girl, or as an autobiographical narrative, as in the excerpt from Hanneke Ippisch’s Sky.

Link to the Literature:  Performance  Performing your story, either as a dramatic monologue or with a small cast is a great way to make it come alive for your audience. If you do a performance, you might consider stopping the performance at a certain point and then allowing the audience to vote on which of the alternative endings they think you should perform. Study the selections from the play script for The Diary of Anne Frank to get a good idea of how to create vivid dramatic dialogue.
Revise and Present

Revise Your Project In this final stage, you should refine your ideas and polish your project. First review your ideas.

- **Check for accuracy** If you opted to write about historical figures and events, make sure you have gotten all the facts you use straight. Confirm that names are spelled correctly and dates are accurate. Think about whether you are having your characters behave in ways that are faithful to the real people who inspired them.

- **Check your plot development** Does your story build the audience’s interest by touching on all the basic elements of plot? Are the challenges you present to your characters compelling and believable within the context of your story?

- **Check your conclusions** Are you satisfied with each of your story endings? Would any of them stand up if the story only had that one conclusion? Are you pleased with the way you connect your multiple endings to the rest of the story?

Refine Your Project To refine your project, have a partner read your rough draft or attend a rehearsal of your performance. In either case, ask your partner to give you feedback on the following questions.

- What insight about the Big Question does your project offer?

- What does your story, with its alternative endings, tell the reader or audience about refusing to give up?

- Does your project show evidence of inquiry and, when relevant, research?

- Does your choice of medium effectively present the information?

- How does your project show creativity and attention to detail?

Look Back After completing your project, think about what you have learned about perseverance and courage. Which of the endings to your story is your favorite? Do the characters in your story have any qualities in common with you? Do you think you would react as they do to the challenges you devised for them? Do you have any new ideas about how you might react next time you are faced with a life challenge? You might want to write a summary or a journal entry about what you’ve learned.
Assessment

Assessment in *Glencoe Literature: California Treasures* appears with every selection and unit in the Student Edition and is supplemented by an array of strong resources, such as *Diagnostic Assessment, California Standards Practice*, and *California Writing Resources*. Assessment specifically designed for students in English-language development courses appears in the connected *Expressions* program.

This section reviews the assessment strand in *Glencoe Literature* and is organized into these parts:

- Assessment in the Student Edition
- Diagnostic Assessment
- California Standards Practice
- Reteaching the Standards
- California Writing Resources
- Assessment Technology
- Assessment in *Expressions*
- Rubrics

How is assessment woven into the *Glencoe Literature* program?
Assessment in the Student Edition

Selection Assessment
Assessment in *Glencoe Literature: California Treasures* begins with the After You Read pages following each selection. There you’ll find questions and activities that assess students’ understanding not only of their reading of the literature but also of key skills and strategies. After You Read pages include these sections:

**Respond and Think Critically**  These questions following each literary selection guide students’ comprehension and assess their understanding. One question specifically about the Big Question probes students’ inquiry of the larger unit theme.

**Vocabulary Practice**  This section assesses students’ understanding of selection vocabulary. In addition, an Academic Vocabulary feature offers practice with words found in academic speaking and writing.

**Literary Element and Review**  These questions probe students’ understanding of the literary element taught in the selection. A Review feature assesses student understanding of a literary element covered in a previous selection.

What assessments are available after I teach a selection?
**Reading Skill or Strategy** These questions have students show their grasp of the lesson reading skill or strategy.

**Standards Practice** In many After You Read sections, students will find questions modeled on the California state test. This feature assesses students’ grasp of literary elements and reading skills.

### After You Read

**Respond and Think Critically**

1. Restate Sergeant Major Morris's tale of the monkey's paw. [Summarize]
2. What purpose do Morris's warnings serve? [Be specific]
3. What can you conclude about whether Mr. White's first wish was a sensible choice? Explain your answer. [Draw Conclusions]
4. Describe the story's theme. Does the author communicate the theme through plot developments? Explain your thoughts. [Analyze]
5. Think about whether the Whites wasted their last two wishes. What do you think they could have wished for that might have eased the pain of their great loss? Explain. [Synthesize]
6. **BIG Question** Which events in "The Monkey's Paw" did you find most frightening? In what ways did these events add to your enjoyment of the story? [Evaluate]

**Vocabulary**

**Respond to these questions.**

1. Which activity would someone be more likely to do amiably—empty the trash or feed the dog?
2. Which of these could you intercept—a disapproving look or a whispering child?
3. Who would be more likely to wear a grimace—someone who is in pain or someone who is asleep?
4. Which of these acts is sinister—helping a neighbor or intentionally damaging something valuable?
5. Which of these is more likely to be inaudible—a clap of thunder or a whispering child?
6. Which would you consider oppressive—extreme heat or a day of fun?

**Academic Vocabulary**

The man from Maw and Moppins presented Mr. and Mrs. White with a certain sum as compensation for their son's death. In the preceding sentence, compensation refers to a payment as an equivalent for a less. Think about what the man gave to the Whites, and then fill in the blank for this statement: ______ was the compensation Maw and Moppins provided the Whites for the loss of their son.

**TIP**

**Interfering**

Here are some tips to help you infer. Remember when you infer, you use your reason and experience to guess at what an author does not come right out and say.

- Review the character's words about the monkey's paw.
- Review his actions in relation to the monkey's paw.
- Review the author's words about the object.
- Use these clues to figure out what the author wants readers to know about the monkey's paw.

**Keep track of your ideas about the BIG Question in your unit Foldable.**

### Literary Element: **Diction**

1. Herbert White says about Morris, "If the tale about the monkey paw is not more truthful than those he has been telling us, we shan't make much out of it." What does Herbert mean, and what attitude is conveyed by his words?
2. When Mr. White hears a knock on the door after the second wish is made, the author describes him as standing "motionless" with "his breath suspended." How does the author's word choice help build tension in this scene?

**Review**

**Character**

Authors use diction to convey characters' personalities to readers. The words an author uses to describe a character as well as the character's own words and actions show what the character is like.

3. Consider Mr. White's words and actions while playing chess with Herbert. How would you describe Mr. White's personality?
4. Near the end of the story, the author describes Mrs. White as crying out "wildly" and speaking "hysterically" and "fearfully." How does his word choice help build tension in this scene?

**Reading Skill: Analyze Plot**

5. In "The Monkey's Paw," which event is part of the story's resolution?
   - a. the father and son playing chess
   - b. the sergeant major telling of the monkey's paw
   - c. the soft knocking on the door
   - d. Mr. White seeing a deserted road

**Grammar Link**

The present perfect tense expresses an action or condition that occurred at some indefinite time in the past. This tense also shows an action or condition that began in the past and continues in the present.

**Practice** Look for a sentence in "The Monkey's Paw" that uses present perfect tense. Identify the time period that the sentence describes. Then look for another sentence that uses past perfect tense. Explain how the sentences are different from each other.

**Write with Style**

Apply Diction Think of an idea for an eerie or suspenseful short story. Write the opening paragraph for the story. Use figurative language that creates an eerily or suspenseful mood.

- **Questions assess tested standards**
- **Format mirrors the state test**
- **Offers strong preparation for taking the test**
Writing, Speaking, and Listening Assessment

Writing as well as speaking and listening are also ingrained in the assessment features of the anthology.

**Writing**

These assignments assess students’ ability to express themselves in a variety of writing modes while guiding them to use correct grammar.

**Speaking and Listening**

These activities measure students’ verbal responses to literature, as well as their listening skills.

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**Writing Workshop**

### Narrative

**What does it mean to be true to yourself?** How is this expressed? In this workshop, you will write a short story that will help you think about the Unit 1 Big Question: “How Do You Stay True to Yourself?”

- **Gather Ideas**
  - Take notes on characters, plot, and setting.
  - Quickwrite—don’t spend too much time thinking.

- **Choose a Point of View**
  - With a partner, follow these steps:
  - What times or places interest me? How do I imagine them?
  - What do my characters look, sound, think, and act like?

- **Write a Short Story**
  - Write a short story in which a character acts on the conflict you’ve chosen.
  - Who owns, the jeans?

- **Revise**
  - Summarize Lovgren’s main idea, or thesis, and how he supports it.
  - What is your thesis? What are the main ideas expressed in the next paragraph? Make sure your ideas are clear and well-supported.

- **Publish**
  - Use dialogue and description and action.
  - Choose an appropriate background.

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**Grammar Tip**

An apostrophe (’)要么 marks and possessive or plural noun that ends in “s” or “es”.

Do you use apostrophes correctly?...
Assessment

Reading

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

From "The Ransom of Red Chief" by O. Henry

1. It looked like a good thing, but wait till I tell you. We went down South, in Alabama—Bill Driscoll and myself—when this kidnapping idea struck us. It was, as Bill afterward expressed it, "during a moment of temporary mental apparition"; but we didn’t find that out till later.
2. There was a town down there, as flat as a flapjack cake, and called Summit, of course. It contained inhabitants of as undeleterious and self-satisfied a class of proverbs as ever chanced around a marlboro.
3. Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-fort scheme in western Illinois. We talked it over on the front steps of the hotel. Philoprogenitiveness, says we, is strong in semi-rural communities; therefore, and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn’t get along with anything stronger than constables and, maybe, some lackadaisical bloodhounds and a distaste for two in the Weekly Farmers’ Budget. So, it looked good.
4. We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collection plateusher and farmer. The kid was a boy of ten, with bas-relief freckles, and hair the color of the cover of the magazine you buy at the newsstand when you want to catch a train. Bill and me figured that Ebenezer would well down for a ransom of two thousand dollars to a cent. But wait till I tell you.
5. About two miles from Summit we saw a little mountain, covered with a dense cedar brake. On the way elevation of this mountain was a cave. There we made provisions.

6. One evening, after sundown, we drove in a buggy past old Dorset’s house. The kid was in the street, throwing rocks at a kitten on the opposite fence.
7. "Hey, little boy!" says Bill, "would you like to have a hug of candy and a nice ride?"
8. The boy catches Bill neatly in the eye with a piece of brick.
9. "That will cost the old man an extra five hundred dollars," says Bill, climbing over the wheel.
10. That boy put up a fight like a well-weighted crimson bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave, and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountains.
11. Bill was pasting court-plaster over the scratches and bruises on his features. There was a fire burning behind the big rock at the entrance of the cave, and the boy was watching a pot of boiling coffee, with two buzzard tail-feathers stuck in his red hair. He points a stick at me when I come up, and says:
12. "I’m cured, policeman, do you dare to enter the camp of Red Chief, the terror of the plains?"
13. "He’s all right now," says Bill, rolling up his trousers and examining some bruises on his shin. "We’re playing Indian. We’re making buffalo hunting. Bill's show look like magic-lantern views of Palestine in the town hall. I’m Old Hank, the Tracker, Red Chief’s captive, and I’m to be scalped at daybreak. By Geronimo! That kid can kick hard."
14. Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive himself. He immediately christened me Snake-eye, the Spy, and announced that, when his bruises returned from the warpath, I was to be beheaded at the stake at the rising of the sun.

Assesses standards and skills covered in the unit

How do I assess the standards covered in each unit?

Includes high-quality reading passages

Format mirrors the state test

Assessment

Reading

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Unit Assessment continued

Unit tests also include practice with writing strategies and writing products that students will encounter on the California state test.

Writing Strategies
The following is a rough draft of part of a student’s report. It contains errors. Read the passage, then answer the questions on a separate sheet of paper.

1. Usually, a writer thinks about what they hope to accomplish in their work. (2) If O. Henry hoped to accomplish entertainment, he certainly succeeded. (3) His stories are known for their humor. (4) They are also known for their surprise endings. (5) Many a reader has looked up at the end of a story and said, “Well, I didn’t see that coming!” (6) In addition, O. Henry was extremely skilled at developing characters. (7) His characters are usually ordinary people. (8) They sometimes do extraordinary things.

1. How should sentence 1 be rewritten to reflect the use of correct grammar?
   A. Usually, writers think about what they hope to accomplish in their work.
   B. Usually, writer think about what he or she hopes to accomplish in their work.
   C. Usually, a writer thinks about what they hope to accomplish in his or her work.
   D. Usually, a writer thinks about what he or she hopes to accomplish in their work.

2. How are sentences 3 and 4 best combined?
   A. For humor and for surprise endings, his stories are known.
   B. His stories are known for their humor and surprise endings.
   C. Humor and also surprise endings are some things his stories are known for.
   D. His stories are known for their humor, and they are also known for surprise endings.

3. Read this sentence:
   “Many a reader has looked up at the end of a story and said, “Well, I didn’t see that coming!”
   What is the helping verb in this sentence?
   A. has
   B. looked
   C. said
   D. see

4. How are sentences 7 and 8 best combined?
   A. His characters are usually ordinary people, and they sometimes do extraordinary things.
   B. His characters are usually ordinary people because they sometimes do extraordinary things.
   C. His characters are usually ordinary people so they sometimes do extraordinary things.
   D. His characters are usually ordinary people, but they sometimes do extraordinary things.

Writing Product
Follow the directions below to write an essay about “The Ransom of Red Chief.” You may look back at the passage at any time. Use a planning sheet to jot down ideas and organize your thoughts. Then neatly write your final essay on another sheet. You may not use a dictionary or other reference materials.

Response to Literature
Writing the Essay
Write a short essay that explains what you think will happen in the rest of “The Ransom of Red Chief.” Explain how hints in the excerpt you have read make your predictions reasonable.

Keep these hints in mind as you write.
• Show that you understand the plot and characters as they have developed so far.
• Organize your essay around one or more clear ideas that you can support.
• Give examples from the passage and use evidence to support your ideas and interpretations.
• Pay attention to the correct use of grammar, spelling, capitalization, and punctuation.

Assesses students’ ability to improve sentences

Additional standards practice and unit assessment is available at glencoe.com and in assessment technology resources. See the Assessment Technology pages in this section for more information.
Print Resources
Ancillary resources provide additional support to assess your students’ mastery of the California standards.

Quick Checks Accompanying each selection, Unit Teaching Resources includes a Quick Check test that assesses students’ comprehension.

Selection Tests An additional selection test is available in Assessment Resources.

Assesses skills and standards taught in the Student Edition

---

**Recall and Interpret (5 points each; 25 points total)**

With the letter of the best answer, complete the following:

1. The night of April 18, 1775, can be described as _____
   - a. cold and wet
   - b. quiet and clear
   - c. foggy and warm
   - d. blustery and hot

2. In this poem, Paul Revere’s purpose was to _____
   - a. train soldiers for battle
   - b. slow down the attack
   - c. protect the churches
   - d. warn townspeople

3. Which word best describes Paul Revere as he waits for a signal?
   - a. impatient
   - b. jealous
   - c. lonely
   - d. sad

4. Paul Revere’s friend realizes the British are “coming by sea,” when he _____
   - a. watches them march from their barracks to the shore
   - b. sees two lanterns shining in the belfry tower
   - c. spies a British battleship in the harbor
   - d. rows across the bay

5. Paul Revere’s midnight message was to _____
   - a. hide in churches
   - b. surrender peacefully
   - c. flee from the soldiers’ route
   - d. prepare for the coming attack

6. In the poem, which of the following events happens last?
   - a. Paul Revere rides through the night
   - b. Paul Revere tightens his saddle girth
   - c. A friend of Paul Revere’s sees the British march
   - d. A friend of Paul Revere’s hangs two lanterns in the belfry tower

7. The poet lists the time Paul Revere arrives in each town to _____
   - a. describe the towns
   - b. show the passage of time
   - c. highlight the speed of his horse
   - d. suggest which towns were more important

---

**Analyze and Evaluate (25 points total, 12.5 points each)**

Read the last stanza of the poem, listening to the rhythm and rhyme. This poem uses end rhyme. Write the last word of each line in the blank column and then determine the rhyme scheme pattern (aabbcc) in the last column. Continue your answer to the end of the poem.

### Lines from the poem End Rhyme/Last Word Pattern

<table>
<thead>
<tr>
<th>Line 1</th>
<th>End Rhyme</th>
<th>Last Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>So through the night rode Paul Revere;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And so through the night went his cry of alarm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To Every Middlesex village and farm,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A cry of defiance and not of fear,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A voice in the darkness, a knock at the door,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And a word that shall echo forevermore!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How do rhythm and rhyme affect poetry?

---

**Big Question Connect (25 points total)**

Select the answer that connects to the Big Question. Explain why Paul Revere attempted such a dangerous journey.

---

**Score**
Diagnostic Assessment

Glencoe Literature’s: California Treasures Diagnostic Assessment book helps teachers determine which level of instruction is best for each student. Diagnostic Assessment assesses the key instructional areas of phonemic awareness, phonics, fluency, spelling, vocabulary, comprehension, and writing. These assessments are designed to be administered at the beginning of the year to measure students’ proficiency in the major skill areas. With these assessments, teachers can determine which instructional pathway best fits each student and tailor instruction to meet each student’s needs.
Assessments measure students based on key skills

Test results place students in differentiated learning tracks

Selections in the Student Edition and the Read and Write include assignments designed for each specific instructional level. In addition, see the Universal Access section of this guide for more information about instructional levels and components in the program that address each level.
California Standards Practice

Glencoe Literature’s California Standards Practice book contains both progress-monitoring and summative assessments. These assessments measure the effectiveness of instruction and monitor student progress on a regular basis. Like the unit tests in the Student Edition, the tests in California Standards Practice are designed to be administered at the end of each unit and assess how well students have mastered the standards taught in the unit.

Two of the tests in California Standards Practice serve as semester tests. They provide a cumulative assessment of student progress up to that point. Each test covers all of the major skill areas:

- Reading Comprehension
- Vocabulary
- Literary Response and Analysis
- Spelling
- Writing Strategies and Language Conventions
- Writing Applications
Each test item in *California Standards Practice* is correlated to a standard. With the Item Analysis Chart, teachers can easily see which standards students are having difficulty with and where reteaching is needed, ensuring that each standard will be mastered.

Each test is also available on *ExamView® Assessment Suite* and *Progress Reporter Online Assessment*.

Each item is correlated to a specific standard.
Reteaching the Standards

The *Glencoe Literature: California Treasures* program enables teachers to introduce each standard, teach and assess it, and then, if necessary, reteach it through an array of support materials. Reteaching resources are provided at both the selection level for an immediate response to students who are struggling and at the unit level for students who have not demonstrated mastery on longer-range assessments.

For daily ongoing assessment and immediate reteaching, the Teacher Edition features a *Progress Check* box in the After You Read section that follows each selection. This feature will help you monitor students’ progress and provide strategies to reinforce concepts.
Elena was testing technology components in Glencoe’s assessment program. She is making the quick and efficient improvements to the program to ensure it works as expected.

The Item Analysis Chart in the front provides a quick and efficient way to understand what each item is testing and where it appears in the Student Edition. The Item Analysis Chart in the front also shows where each standard is tested by each test item and the reteaching lesson provided for that standard.

For students who do not demonstrate mastery on the unit and semester tests in California Standards Practice, the same product provides a series of standards-based reteaching lessons to support students who require additional instruction and practice. The Item Analysis Chart in the front of the teacher’s edition of California Standards Practice shows the standard tested by each test item and the reteaching lesson provided for that standard.

The tests and the reteaching lessons are also available on Progress Reporter Online Assessment and ExamView® Assessment Suite—two technology components in Glencoe’s assessment program.

An Item Analysis Chart in California Standards Practice shows where each standard appears in the Student Edition, where it is tested, and where it can be retaught.
California Writing Resources

Glencoe Literature: California Treasures offers a strong complement of writing tools in California Writing Resources. Writing prompts within this ancillary afford comprehensive practice for all of the writing applications that appear on the California state test. The book also provides annotated anchor papers and scaffolding for all stages of the writing process.

California Writing Resources also provides rubrics for assessing students’ writing. A rubric is available for each writing application, showing the 4-point scoring that students will encounter on the California state test.

How can my students practice writing for high-stakes tests?

Proofread Your Work

Use a PROOFREADING CHECKLIST to help you identify and correct any errors in grammar, usage, mechanics, and spelling.

EXERCISE

As you proofread your work, place a check in each box when you have completed the step.

GRAMMAR AND USAGE

❏ I eliminated sentence fragments.
❏ I eliminated run-on sentences.
❏ I made the subjects and verbs of my sentences agree.
❏ I used the correct forms and endings for verbs.
❏ I provided a clear referent for each pronoun.
❏ I used subject pronouns as subjects and object pronouns as objects.

PUNCTUATION AND CAPITALIZATION

❏ I used appropriate punctuation at the end of every sentence.
❏ I included commas in every series of three or more items.
❏ I used commas and quotation marks correctly with direct quotations.
❏ I used apostrophes correctly with possessive nouns.
❏ I did not use apostrophes with possessive personal pronouns.
❏ I capitalized all proper nouns and capitalized the first word of every sentence.
❏ I used quotation marks and italic type or underlining correctly with titles.

SPELLING

❏ I used a dictionary to check the correct spelling of unfamiliar words.
❏ When adding suffixes to words ending in silent e, I used the correct forms.
❏ I checked final consonants correctly when changing the form of verbs.
❏ I formed plurals and compound words correctly.
❏ I spelled words that sound alike, such as through and throw, correctly.
The Glencoe Online Essay Grader includes multiple essay prompts from the Student Edition, but also it allows you to create customized writing prompts. The Essay Grader automatically provides students with holistic grades, narrative feedback, and numerical scores (based on 4-point rubrics).
Assessment Technology

*Glencoe Literature: California Treasures* also offers several exceptional technology resources to simplify the monitoring and assessment of students’ understanding of the standards.

**ExamView® Assessment Suite CD-ROM** allows teachers to administer ready-made diagnostic, formative, and summative assessments in both English and Spanish.

- Teachers can edit assessment items and create new ones as needed, allowing them to customize their tests.
- Teachers can monitor students’ progress through a variety of reporting options available in the ExamView Test Manager.
- Teachers can provide assessment-driven remediation options for those students who need extra help.
- Teachers also have access to all of the tests in the California Standards Practice book.

How can I use technology to help me manage assessment?
Progress Reporter Online Assessment also gives teachers the ability to administer ready-made diagnostic, formative, and summative assessment in both English and Spanish.

- Teachers can edit assessment items or create new ones.
- Assessments administered online are automatically scored.
- Essay questions are also scored automatically.
- Rationales for items, explaining why each answer is correct or incorrect, are provided.
- Reteaching, remediation, and extension options are automatically assigned based on students’ responses.
- Content in the California Standards Practice book is available in Progress Reporter Online Assessment.

Literature Online offers additional test practice at glencoe.com. On-page references in the Student Editions allow students and teachers to jump from the print books to online resources in just seconds. By using QuickPass codes, students are directed immediately to the appropriate pages at glencoe.com.
Assessment in Expressions


*Glencoe Literature* offers *Expressions* for teachers covering Program 2: English-Language Development. This program addresses English learners at the Beginning, Early Intermediate, Intermediate, and Early Advanced levels, who have an additional hour of instruction to focus on language development in grades 6–8. The main component of *Expressions* is a Student Edition containing selections that directly support themes and topics in *Glencoe Literature: California Treasures*—one lesson for each selection included in the Essential Course of Study.

Throughout *Expressions*, students are prompted to restate, retell, and paraphrase what they read. Each lesson also includes *Let’s Talk* questions, *What do You Think?* activities, and *Comprehension Checks* that assess students’ understanding of the basic meaning of the text. The Teacher Edition includes frequent progress-monitoring opportunities and a robust vocabulary strand. The *Expressions Practice Book* includes additional assessment options for vocabulary, word study, grammar, writing, and oral presentation.

**Oral Assessment**

Periodically, lessons also include an oral assessment that provides leveled questions and sample responses for the four proficiency levels—Beginning, Early Intermediate, Intermediate, and Early Advanced.

**Oral Reading Fluency**

Oral Reading Fluency passages that assess accuracy and rate are also included in the back of the Teacher Edition.
Progress Monitoring

To meet the **Program 2** assessment requirements, *Glencoe Literature* offers *Expressions Progress Monitoring*. This component includes six subtests woven into the schedule for covering all the *Expressions* lessons. Each test covers the following skills:

- Phonemic awareness and phonics
- Word recognition and spelling
- Oral reading fluency
- Vocabulary and morphology
- Grammar and usage
- Sentence structure aligned with narratives, reading passages, and writing assignments
- Listening and reading comprehension
- Writing
Rubrics

Each unit in *Glencoe Literature: California Treasures* includes a Writing Workshop. These workshops teach the types of writing required by the California English–Language Arts Content Standards. Each workshop walks students through the different stages of writing: prewriting, drafting, revising, editing and proofreading, and presenting.

This section of the guide contains Writing Workshop Rubrics for *Glencoe Literature: California Treasures*. The rubrics are aligned with the California 4-point assessment system, four being the highest possible score. This system reflects the scoring methods used by readers of the writing section of the California state test.

The categories of writing in the workshops are:

- Narrative
- Functional Document
- Response to Literature
- Persuasive Essay
- Research Report
- Expository Essay

![Writing Workshop Rubric](image)
Try It

Analyzing Cartoons

about what the one woman i
about organizati

Use signal words

How do I assess
student writing?

As students develop their drafts, the workshop provides direct, explicit, and systematic instruction.

Each workshop includes models that point out the features of strong writing, mirroring the language and criteria listed in the rubrics.
**Writing Workshop Rubric**

**UNIT ONE  Narrative**

- **4**
  - Chooses an appropriate narrator and a clear and consistent point of view.  
  - [Ideas]
  - Develops a strong plot that includes all of the following: a beginning, rising action, a climax, falling action, and a resolution.  
  - [Organization]
  - Makes the internal or external conflict part of every event in the plot and the basis of the theme.  
  - [Conflict]
  - Consistently and effectively includes sensory details to describe setting and action.  
  - [Description]
  - Consistently and effectively uses dialogue and description, including specific movement and expressions, to highlight similarities and differences among characters.  
  - [Characterization]

- **3**
  - Chooses an appropriate narrator and a generally clear and consistent point of view.  
  - [Ideas]
  - Develops a generally strong plot that includes most of the following: a beginning, rising action, a climax, falling action, and a resolution.  
  - [Organization]
  - Makes the internal or external conflict part of most events in the plot and the basis of the theme.  
  - [Conflict]
  - Includes some sensory details to describe setting and action, but some are ineffective (not evocative).  
  - [Description]
  - Uses some dialogue and description to highlight similarities and differences among characters, but could use more.  
  - [Characterization]
2

- Chooses a narrator that seems ineffective, and employs a point of view that is sometimes inconsistent. [Ideas]
- Develops a plot that is weak in at least two of the following areas: the beginning, the rising action, the climax, the falling action, and the resolution. [Organization]
- Makes the internal or external conflict part of some events in the plot but not the basis of the theme. [Conflict]
- Includes sensory details, but many of these are ineffective and could use more. [Description]
- Sporadically uses dialogue and description to highlight similarities and differences among characters. [Characterization]

1

- Both the narrator and the point of view are ineffective or inconsistent. [Ideas]
- Develops a plot that is missing more than one of the following: the beginning, the rising action, the climax, the falling action, and the resolution. [Organization]
- Development of internal or external conflict is weak and unrelated to the theme. [Conflict]
- Rarely includes sensory details and those that are included are ineffective. [Description]
- Rarely uses dialogue or description to highlight similarities and differences among characters, and employment of this technique is often ineffective. [Characterization]
Writing Workshop Rubric

UNIT TWO  Functional Document

4
• Makes the purpose of the document clear to the audience by referencing or implying the purpose more than once in various ways. [Purpose]
• Consistently presents information in logical and effective organizational patterns. [Organization]
• Includes especially vivid supporting details to clarify information and interest the reader. [Details]
• Uses exceptional visual aids to clarify and add to the information. [Visual Aids]
• Consistently uses text features to highlight and organize information. [Text Features]

3
• Makes the purpose of the document clear to the audience by adequately referencing the purpose. [Purpose]
• Presents information in logical organizational patterns, but could be more effective. [Organization]
• Includes supporting details to clarify information and interest the reader. [Details]
• Uses visual aids to clarify and add to the information. [Visual Aids]
• Uses some text features to highlight and organize information. [Text Features]
Only occasionally makes the purpose of the document clear to the audience. [Purpose]

Presents information in somewhat logical and occasionally effective organizational patterns. [Organization]

Includes some supporting details, but could use more, and those used are somewhat ineffective. [Details]

Uses some visual aids to clarify and add to the information, but could use more, and those used are somewhat ineffective. [Visual Aids]

Occasionally uses text features to highlight and organize information, but these are sometimes more confusing. [Text Features]

Rarely make the purpose of the document clear to the audience and vaguely implies the purpose. [Purpose]

Presents information in loosely organized patterns. [Organization]

Includes few supporting details, and those used are ineffective. [Details]

Uses some visual aids, but they do not clarify or add to the information. [Visual Aids]

Rarely uses text features to highlight and organize information, and when they are used, they are confusing. [Text Features]
Writing Workshop Rubric

UNIT THREE  Response to Literature

4

- Presents the thesis, or main idea, of the essay in the introduction and makes an honest and insightful point about the piece. [Thesis/Main Idea]
- Organizes the essay around several clear, insightful ideas. [Organization]
- Consistently includes text evidence, reference to other works, or personal experience to support ideas and to show understanding of the text and the impact of the writer’s technique. [Evidence]
- Consistently uses precise and vivid language to help the reader understand the interpretation. [Language]
- Conclusion is especially effective at linking back to the thesis of the essay. [Conclusion]

3

- Presents the thesis, or main idea, of the essay in the introduction and makes a point about the piece. [Thesis/Main Idea]
- Organizes the essay around several ideas. [Organization]
- Sometimes includes text evidence, reference to other works, or personal experience to support ideas and to show understanding of the text and the impact of the writer’s technique. [Evidence]
- Uses some examples of precise and vivid language to help the reader understand the interpretation. [Language]
- Conclusion links back to the thesis of the essay. [Conclusion]
1. Does not present the thesis, or main idea, of the essay in the introduction. [Thesis/Main Idea]
   - Organizes the essay around one or two ideas. [Organization]
   - Rarely includes text evidence, reference to other works, or personal experience to support ideas to show understanding of the text and the impact of the writer’s technique. [Evidence]
   - Rarely uses precise and vivid language to help the reader understand the interpretation. [Language]
   - Conclusion barely links back to the thesis of the essay. [Conclusion]

2. Presents the thesis, or main idea, of the essay in the introduction. [Thesis/Main Idea]
   - Organizes the essay around a few ideas. [Organization]
   - Includes text evidence, reference to other works, or personal experience to support ideas, yet examples may not show understanding of the text and the impact of the writer’s technique. [Evidence]
   - Uses a few examples of precise and vivid language to help the reader understand the interpretation. [Language]
   - Conclusion does not entirely link back to the thesis of the essay. [Conclusion]
Writing Workshop Rubric

UNIT FOUR Persuasive Essay

4

- Presents an exceptionally clear argument in the introduction. [Thesis/Main Idea]
- Organizes relevant evidence for the argument in the most persuasive order. [Organization]
- Consistently and fully addresses possible reader concerns and counterarguments. [Audience]
- Expresses strong feelings effectively with precise and vivid language. [Language]
- Concludes by effectively summarizing the argument and inspiring readers to take action. [Conclusion]

3

- Presents a clear argument in the introduction. [Thesis/Main Idea]
- Organizes relevant evidence for the argument in a somewhat persuasive order. [Organization]
- Adequately addresses some possible reader concerns and counterarguments. [Audience]
- Expresses strong feelings with precise language. [Language]
- Concludes by summarizing the argument and suggesting readers might want to take action. [Conclusion]
1. Presents an argument in the body of the essay but not in the introduction. [Thesis/Main Idea]
2. Loosely organizes evidence. [Organization]
3. Rarely addresses possible reader concerns and counterarguments. [Audience]
4. Rarely uses precise language to express strong feelings. [Language]
5. Concludes by summarizing the argument but does not ask readers to take action. [Conclusion]

2. Presents an argument in the body of the essay but not in the introduction. [Thesis/Main Idea]
2. Organizes evidence for the argument, but not necessarily in a persuasive order. [Organization]
3. Addresses a few possible reader concerns and counterarguments, but coverage is not necessarily adequate. [Audience]
4. Rarely uses precise language to express strong feelings. [Language]
5. Concludes by summarizing the argument, but only vaguely asks readers to take action. [Conclusion]
Writing Workshop Rubric

UNIT FIVE  Research Report

4

- Chooses a focused subject or topic on which to develop a thesis. [Subject]
- Consistently draws upon reliable information from multiple sources. [Sources]
- Consistently incorporates relevant facts and details to support the main idea of the report. [Supporting Details]
- Organizes the report in a logical sequence, concluding with an especially clear summary of the main idea. [Organization]
- Includes a complete list of sources (bibliography) and footnotes, all cited in a correct format. [Citations]

3

- Chooses a focused subject or topic, yet it may not be the best choice for developing a thesis. [Subject]
- Draws upon generally reliable information from multiple sources. [Sources]
- Incorporates some facts and details to support the main idea of the report. [Supporting Details]
- Organizes the report in a logical sequence, concluding with a summary of the main idea. [Organization]
- Includes a complete list of sources (bibliography) and footnotes, but with several mistakes in formatting. [Citations]
2

- Could choose a more focused subject or topic on which to develop a thesis. [Subject]
- Draws upon generally reliable information, but from only a couple sources. [Sources]
- Incorporates details, but not necessarily facts, to support the main idea of the report. [Supporting Details]
- Organizes the report in a somewhat logical sequence, concluding with a summary of the main idea. [Organization]
- Includes a list of sources (bibliography) and footnotes, but there are a few sources missing. [Citations]

1

- Chooses a weak subject or topic and is unable to develop a thesis. [Subject]
- Draws upon information from only one source. [Sources]
- Rarely incorporates facts and details to support the main idea of the report. [Supporting Details]
- The report is disorganized or the main idea is not summarized in the conclusion. [Organization]
- Includes an incomplete list of sources (bibliography) and footnotes, with several mistakes in formatting. [Citations]
Writing Workshop Rubric

UNIT SIX  Expository Essay

4

- Clearly presents an especially strong thesis, or main idea, of the essay in the introduction. [Thesis/Main Idea]
- Organizes the essay in an exceptionally effective and appropriate pattern. [Organization]
- Consistently includes strong examples to support and clarify ideas. [Supporting Examples]
- Uses exceptional and effective language techniques to maintain reader interest. [Language]
- Conclusion is especially effective at linking back to the thesis of the essay. [Conclusion]

3

- Clearly presents a thesis, or main idea, of the essay in the introduction. [Thesis/Main Idea]
- Organizes the essay in a mostly effective and appropriate pattern. [Organization]
- Includes some strong examples to support and clarify ideas. [Supporting Examples]
- Uses language techniques to maintain reader interest. [Language]
- Conclusion links back to the thesis of the essay. [Conclusion]
Clearly presents a thesis, or main idea, of the essay in the introduction, but the thesis is weak. [Thesis/Main Idea]

Essay’s organization is appropriate but only sporadically effective. [Organization]

Includes examples to support and clarify ideas, but examples could be stronger. [Supporting Examples]

Uses minimal language techniques to maintain reader interest. [Language]

Conclusion does not entirely link back to the thesis of the essay. [Conclusion]

Presents a thesis, or main idea, of the essay, but the thesis is weak and does not appear in the introduction. [Thesis/Main Idea]

Essay’s pattern of organization is inconsistent throughout the essay. [Organization]

Rarely includes examples to support and clarify ideas. [Supporting Examples]

Uses language techniques, but techniques do not maintain reader interest. [Language]

Conclusion barely links back to the thesis of the essay. [Conclusion]
Alignment to the Standards

Glencoe Literature: California Treasures is a standards-based program. This section provides information about the skills and standards taught across the middle school program. This section also offers tools to help you monitor each student’s progress in mastering the standards. It is divided into parts:

- Skills Scope and Sequence: Glencoe Literature: California Treasures
- Skills Scope and Sequence: Expressions
- Selections and Corresponding Standards
- Standards and Corresponding Selections
- California English-Language Arts Content Standards Progress Report

How is Glencoe Literature aligned with the California standards?
Skills Scope and Sequence

This chart provides an overview of the skills taught in the *Glencoe Literature: California Treasures* middle school program. For a detailed scope and sequence of skills, see the chart at the beginning of each unit in the Teacher Edition. Refer also to the Index of Skills in the Reference section in the back of each book for a comprehensive listing of all skills and concepts taught at that level.

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>COURSE 1</th>
<th>COURSE 2</th>
<th>COURSE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activate Prior Knowledge</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Analyze</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>Connect</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Distinguish Fact and Opinion</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Draw Conclusions</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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<tr>
<td>Evaluate</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Follow Multiple Step Instructions/</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Understand Technical Directions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify Author’s Purpose</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔</td>
</tr>
<tr>
<td>Identify Cause-and-Effect Relationships</td>
<td>✔ ✔ ✔</td>
<td>✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
</tr>
<tr>
<td>Identify Main Idea and Supporting Details</td>
<td>✔ ✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Identify Problem and Solution</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
</tr>
<tr>
<td>Identify Sequence</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔ ✔</td>
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**Literary and Text Elements**

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**Drama**

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| Play     | ✔ | ✔ |

**Vocabulary Skills**

| Analogies | ✔ | ✔ |
| Antonyms  | ✔ ✔ ✔ | ✔ | ✔ | ✔ | ✔ |
| Base Words | ✔ | ✔ |
| Compound Words | ✔ | ✔ |
| Connotation and Denotation | ✔ | ✔ |
| Context Clues | ✔ | ✔ | ✔ |
| Dialect | ✔ |
| Dictionary Skills | ✔ | ✔ |
| Etymology / Word Origins | ✔ | ✔ |
| Figurative Language | ✔ ✔ ✔ | ✔ | ✔ |
| Foreign Words | ✔ | ✔ | ✔ |
| Historical Influences on the English Language | ✔ |
| Idioms | ✔ | ✔ | ✔ |
| Multiple-Meaning Words | ✔ | ✔ | ✔ |
| Prefixes and Suffixes | ✔ | ✔ | ✔ |
| Structural Analysis | ✔ | ✔ | ✔ |
| Synonyms | ✔ ✔ ✔ ✔ ✔ | ✔ | ✔ |
| Thesaurus | ✔ | ✔ | ✔ |
## Writing Skills

### Writing Products

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### Writing Process

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- **COURSE 1**: ✔
- **COURSE 2**: ✔
- **COURSE 3**: ✔ ✔ ✔ ✔ ✔

### Presentation
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- **COURSE 2**: ✔ ✔ ✔ ✔ ✔
- **COURSE 3**: ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔

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- **COURSE 3**: ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔

### Voice
- **COURSE 1**: ✔ ✔
- **COURSE 2**: ✔ ✔
- **COURSE 3**: ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔

### Word Choice
- **COURSE 1**: ✔ ✔ ✔
- **COURSE 2**: ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔
- **COURSE 3**: ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔

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**Research, Test-Taking, and Study Skills**

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<td>1 Family Togetherness</td>
<td>Raymond’s Run Based on a story by Toni Cade Bambara by Toni Cade Bambara</td>
<td>Reading 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.</td>
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<td>2 Remember the Past to Live in the Present</td>
<td>The Medicine Bag Based on a story by Virginia Driving Hawk Sneve by Virginia Driving Hawk Sneve</td>
<td>Reading 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</td>
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<td>3 The Power Inside You</td>
<td>The Chicago Defender Informational Text: Nonfiction by Diana Chang</td>
<td>Reading 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</td>
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<td>4 The Person Called Me</td>
<td>Harriet Tubman by Eloise Greenfield Poem by Mari Evans</td>
<td>Reading 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</td>
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<td>5 When You Truly Believe</td>
<td>The People Could Fly Folktales and Follow the Drinking Gourd Lyrics by Virginia Hamilton</td>
<td>Reading 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</td>
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<td>6 Helping Others, Helping Yourself</td>
<td>from Tom Sawyer Based on a story by Mark Twain Novel Excerpt by Mark Twain</td>
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<td>7 Step Forward</td>
<td>Moving Day: A Reader’s Theater Play Drama by Gary Soto</td>
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<td>Make Predictions About Plot</td>
<td>Short Vowels: /a/, /e/, /i/, /o/, and /u/</td>
<td>Expression and Intonation: Dialogue</td>
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<td>Consonants: /r/ and /l/ and Consonant Digraph: /ch/</td>
<td>Expression and Intonation: Bring Out Meaning</td>
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<td>Make Inferences About Characters</td>
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<td>Science Textbook Lesson</td>
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**Content Standards**

- **Writing 2.1** Write biographies, autobiographies, short stories, or narratives: a. Relate a clear, coherent incident, event, or situation by using well-chosen details. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

- **Listening and Speaking 2.1** Deliver narrative presentations (e.g., biographical, autobiographical): a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject’s attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

- **Reading 3.4** Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.

- **Reading 2.6** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

- **Reading 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.
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<td>Multiple-Meaning Words</td>
<td>Exclamatory and Imperative Sentences and End Punctuation</td>
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<td>Main Idea and Details</td>
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<th>Literary Element</th>
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<td>11 Freedom For All</td>
<td>Freedom! by Bobbie Katz Poem and The Road to Independence Social Studies Textbook Lesson</td>
<td>Paul Revere’s Ride by Henry Wadsworth Longfellow</td>
<td><strong>Reading 3.6</strong> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.</td>
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<td>12 Dreaming of Faraway Places</td>
<td>The Train of the Stars by Abdul-Raheem Saleh Al-Raheem translated by Adil Saleh Abid Poem and Internment of Japanese Americans Graphic Story</td>
<td>Exile by Julia Alvarez</td>
<td><strong>Reading 1.1</strong> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. [<strong>Reading 3.6</strong> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. ]</td>
<td>Metaphor</td>
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**Writing 2.2** Write responses to literature: 
- Submit careful reading and insight in their interpretations.
- Connect the student’s own responses to the writer’s techniques and to specific textual references.
- Draw supported inferences about the effects of a literary work on its audience.
- Support judgments through references to the text, other works, other authors, or to personal knowledge.

**Listening and Speaking 2.2** Deliver oral responses to literature: 
- Interpret a reading and provide insight.
- Connect the students’ own responses to the writer’s techniques and to specific textual references.
- Draw supported inferences about the effects of a literary work on its audience.
- Support judgments through references to the text, other works, other authors, or personal knowledge.

**Reading 3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.

**Reading 2.2** Analyze text that uses proposition and support patterns.

**Reading 3.1** Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

**Reading 2.1** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

**Reading 2.3** Find similarities and differences between texts in the treatment, scope, or organization of ideas.

**Reading 2.6** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
## Skills Scope and Sequence

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**Note:** Expressions Practice Books and Blackline Masters are used for various activities and assessments throughout the lessons.
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<td><strong>Deliver persuasive presentations:</strong></td>
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<td></td>
<td><strong>a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).</strong></td>
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<td><strong>b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.</strong></td>
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<td><strong>c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.</strong></td>
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<td><strong>d. Maintain a reasonable tone.</strong></td>
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<td>Research Report</td>
<td><strong>Writing 2.3</strong> Write research reports: a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.</td>
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<td><strong>Listening and Speaking 1.4</strong> Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</td>
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<td><strong>Reading 3.6</strong> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</td>
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<td><strong>A Letter to China</strong> by Kun Yang Lin</td>
<td><strong>Speech to the Young, Speech to the Progress-Toward</strong> by Gwendolyn Brooks</td>
<td><strong>Reading 3.1</strong> Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). <strong>Reading 3.6</strong> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</td>
<td><strong>Poem</strong></td>
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<td>Expository Essay</td>
<td><strong>Writing 1.1</strong> Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</td>
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Skills Scope and Sequence
# Selections and Corresponding Standards

This chart identifies the Grade 8 California English-Language Arts Content Standards that are taught or reviewed in each lesson in the *Glencoe Literature: California Treasures* and in the *Expressions* Course 3 student editions (blue).

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### California Treasures Standards Road Map

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- There is no Frigate like a Book by Emily Dickinson / Because of Libraries We Can Say These Things by Naomi Shihab Nye pp. 154–158
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- **the lesson of the month** by Don Marquis / **Identity** by Julio Noboa Polanco
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- **Icarus and Daedalus** by Josephine Preston Peabody
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- **Paul Revere’s Ride** by Henry Wadsworth Longfellow
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<td>Comparing Literature: Harlem by Langston Hughes / I Have a Dream by Martin Luther King, Jr. pp. 571–581</td>
<td></td>
<td>R3.5</td>
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<tr>
<td>Unit 4 Challenge p. 589</td>
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<td>W1.4, W1.5</td>
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<p>| Unit 5 |
|---------------------------------------------------------------|-------------------------------------|-------------------|
| Glencoe Literature: California Treasures Selections and Workshops | Expressions Selections and Workshops | Content Standards |
| Explore the Big Question: from The Book of Rock Stars: Bob Marley by Kathleen Krull pp. 600–604 |                                     | W2.2.a–d           |
| Clean Sweep by Joan Bauer pp. 606–622                          |                                     | R3.2, W2.1.a–c, LC1.5 |</p>
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<td><strong>The Night Ghost, from Woodsong</strong>&lt;br&gt;by Gary Paulsen&lt;br&gt;pp. 623–629</td>
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<td>R3.6</td>
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<td><strong>TIME: A Father’s Daring Trek</strong>&lt;br&gt;by Julie K.L. Dam&lt;br&gt;pp. 630–633</td>
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<td><strong>My Father’s Song</strong> by Simon J. Ortiz / I Ask My Mother to Sing&lt;br&gt;by Li-Young Lee&lt;br&gt;pp. 634–638</td>
<td><strong>Lesson 24</strong>&lt;br&gt;<strong>In My Mind</strong>&lt;br&gt;By Katie Engelbert&lt;br&gt;pp. 283–286&lt;br&gt;<strong>Lesson 25</strong>&lt;br&gt;<strong>Short Order Cook</strong> by Jim Daniels&lt;br&gt;pp. 287–292</td>
<td>R3.1&lt;br&gt;ELA: R3.1</td>
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<td><strong>O Captain! My Captain!</strong>&lt;br&gt;by Walt Whitman&lt;br&gt;pp. 640–645</td>
<td><strong>Lesson 23</strong>&lt;br&gt;<strong>Forgotten</strong> by Cynthia Rylant / A Great President Dies&lt;br&gt;Social Studies Textbook Lesson&lt;br&gt;pp. 271–282</td>
<td>R3.1, R3.6, LC1.4, LS1.3, LS1.4&lt;br&gt;ELA: R3.1, R3.6</td>
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<td><strong>Genre Focus:</strong> Biography and Autobiography&lt;br&gt;pp. 646–647</td>
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<tr>
<td><strong>The March of the Mill Children</strong>&lt;br&gt;by Judith Pinkerton Josephson&lt;br&gt;pp. 648–660</td>
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<td>LS2.1.a–c</td>
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<tr>
<td><strong>Vocabulary Workshop: Dictionary Skills</strong>&lt;br&gt;p. 661</td>
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<td>R1.3</td>
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<td><strong>from Elegy on the Death of César Chávez</strong>&lt;br&gt;by Rudolfo Anaya&lt;br&gt;pp. 662–666</td>
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<tr>
<td><strong>Social Perspective: from Remembering César Chávez</strong>&lt;br&gt;by Coretta Scott King&lt;br&gt;pp. 667–668</td>
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<td>R3.7</td>
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<td><strong>Flowers for Algernon, Part 1</strong>&lt;br&gt;by Daniel Keyes&lt;br&gt;pp. 670–688</td>
<td><strong>Lesson 26</strong>&lt;br&gt;<strong>Eliza May: A Pioneer Girl’s Diary</strong>&lt;br&gt;pp. 293–304</td>
<td>R2.7, R3.6, LC1.3, LC1.5&lt;br&gt;ELA: R2.7, R3.6</td>
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<tr>
<td><strong>Flowers for Algernon, Part 2</strong>&lt;br&gt;by Daniel Keyes&lt;br&gt;pp. 689–713</td>
<td></td>
<td>R3.2, R3.6, W1.4, W1.5, LC1.5</td>
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<td><strong>Comparing Literature:</strong> <em>from The Story of My Life</em> by Helen Keller / <em>Letters of Annie Sullivan</em> by Annie Sullivan  pp. 714–729</td>
<td></td>
<td>R3.7</td>
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<tr>
<td><strong>Speaking, Listening, and Viewing Workshop:</strong> Oral Report  p. 738</td>
<td><strong>Speaking, Listening, and Viewing Workshop:</strong> Oral Report  p. 310</td>
<td>LS1.4, LS1.5, LS1.6, LS1.7, LS2.3  ELA: LS1.4</td>
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<td><strong>Unit 5 Challenge</strong>  p. 739</td>
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<td>W2.1.a–c, LS1.3</td>
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<td><strong>Explore the Big Question:</strong> Bouncing Back  by Jan Ferrington  pp. 750–756</td>
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<td>R3.7, W2.2.a–d</td>
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<td><strong>The Diary of Anne Frank, Act 1</strong> by Frances Goodrich and Albert Hackett  pp. 758–813</td>
<td><strong>Lesson 27</strong> A Team Decision  Drama  pp. 311–320</td>
<td>R1.3, R3.2, R3.6, LS1.1, LS1.3, LS2.5  ELA: R3.2</td>
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<td><strong>Genre Focus:</strong> Drama  pp. 814–815</td>
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<td><strong>The Diary of Anne Frank, Act 2</strong> by Frances Goodrich and Albert Hackett  pp. 816–852</td>
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<td>R3.2, R3.5, W1.1, W1.3, W1.6, W2.4.a–c</td>
</tr>
<tr>
<td><em>from Anne Frank: The Diary of a Young Girl</em> by Anne Frank  pp. 853–864</td>
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<td>R3.6</td>
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<td><strong>Historical Perspective:</strong> <em>from Sky</em> by Hanneke Ippisch  pp. 865–870</td>
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<td>R3.7</td>
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<td>Glencoe Literature: California Treasures Selections and Workshops</td>
<td>Expressions Selections and Workshops</td>
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<tr>
<td><strong>Vocabulary Workshop: Word Origins</strong>&lt;br&gt;p. 875</td>
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<td>R1.2</td>
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<tr>
<td><strong>Comparing Literature: Mother to Son</strong>&lt;br&gt;by Langston Hughes / Speech to the Young, Speech to the Progress-Toward by Gwendolyn Brooks&lt;br&gt;pp. 876–879</td>
<td><strong>Lesson 29 nikki-rosa</strong>&lt;br&gt;by Nikki Giovanni&lt;br&gt;pp. 329–334&lt;br&gt;<strong>Lesson 30 A Letter to China</strong>&lt;br&gt;by Kun Yang Lin / Women Who Came Before Us&lt;br&gt;by Naomi Shihab Nye&lt;br&gt;pp. 335–342</td>
<td>R3.6&lt;br&gt;ELA: R3.1, R3.6</td>
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<td><strong>Speaking, Listening, and Viewing Workshop: Active Listening and Note Taking</strong>&lt;br&gt;p. 886</td>
<td><strong>Speaking, Listening, and Viewing Workshop: Active Listening and Note Taking Activity</strong>&lt;br&gt;p. 348</td>
<td>LS1.1, LS1.2&lt;br&gt;ELA: LS1.2</td>
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<td><strong>Unit 6 Challenge</strong>&lt;br&gt;p. 887</td>
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Standards and Corresponding Selections

This chart lists the Grade 8 California English-Language Arts Content Standards and shows which lessons in Course 3 of *Glencoe Literature: California Treasures* and *Expressions* teach or review each standard.

### Reading

#### 1.0  Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

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<td><strong>Vocabulary and Concept Development</strong></td>
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<tr>
<td><strong>1.1</strong> Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.</td>
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<td></td>
<td>Casey at the Bat, p. 225TE</td>
<td>Lesson 4: Harriet Tubman / Thank You in Arabic, <em>Expressions Practice Book</em>, p. 18</td>
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<td></td>
<td>Exile, pp. 347–353</td>
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<td></td>
<td>Vocabulary Workshop: Idioms, p. 493</td>
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<td></td>
<td><em>from</em> Elegy on the Death of César Chávez, pp. 662–666</td>
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<tr>
<td><strong>1.2</strong> Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.</td>
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<td></td>
<td>Barbara Frietchie, p. 100TE</td>
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<td>Comparing Literature: A Retrieved Reformation, p. 266TE</td>
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<td></td>
<td>Comparing Literature: <em>from</em> Beowulf / Racing the Great Bear, p. 417TE</td>
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<td>Comparing Literature: Harlem / I Have a Dream, p. 575TE</td>
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<td></td>
<td>Vocabulary Workshop: Word Origins, p. 875</td>
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<tr>
<td><strong>1.3</strong> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.</td>
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<td></td>
<td>Raymond's Run, p. 17TE</td>
<td>Lesson 9: Here Comes Trouble!, <em>Expressions Practice Book</em>, p. 45</td>
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<td></td>
<td><em>from</em> I Know Why the Caged Bird Sings, p. 167TE</td>
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<td>Vocabulary Workshop: Word Parts, p. 287</td>
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<td>Vocabulary Workshop: Multiple Meaning Words, p. 402</td>
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<td></td>
<td>Knoxville, Tennessee / Los New Yorks, p. 403TE</td>
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<td>Vocabulary Workshop: Dictionary Skills, p. 661</td>
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<td></td>
<td>The Diary of Anne Frank, Act 1, pp. 758–813</td>
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</table>
Reading (continued)

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

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<td>Structural Features of Informational Materials</td>
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<tr>
<td>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</td>
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<tr>
<td>2.2 Analyze text that uses proposition and support patterns.</td>
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<tr>
<td>TIME: The Question of Popularity, pp. 87–90</td>
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<td>TIME: On Top of the World, p. 383TE</td>
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<td>Saving Water, pp. 458–467</td>
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<td>The Trouble with Television, p. 469TE</td>
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<td>Going, Going Green, pp. 516–525</td>
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<td>Lesson 19: School Uniforms: A Student Debate, pp. 239–246</td>
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<tr>
<td>Comprehension and Analysis of Grade-Level-Appropriate Text</td>
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<tr>
<td>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</td>
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<tr>
<td>from Sojourner Truth: Ain’t I a Woman? p. 38TE</td>
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<td>Genre Focus: Informational Text, pp. 186–187</td>
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<td>Perspectives: from Lincoln: A Photobiography, pp. 510–515</td>
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<tr>
<td>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</td>
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<td>Miracle Man, pp. 2–6</td>
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<td>The Medicine Bag, pp. 39–54</td>
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<td>TIME: Coming to America, pp. 159–164</td>
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<td>Lesson 16: from Beowulf, Expressions Practice Book, p. 86</td>
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# Reading (continued)

## Content Standards

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## Expository Critique

### Structural Features of Literature

**3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).**

- Barbara Frietchie, pp. 100–106
- The Dying Cowboy, pp. 320–323
- Genre Focus: Poetry, pp. 336–337
- The New Colossus / Childhood, pp. 410–416
- Ode to Thanks / Ode to Rain, pp. 526–532
- My Father’s Song / I Ask My Mother to Sing, pp. 634–638
- O Captain! My Captain!, pp. 640–645

**Content Standards**

**Glencoe Literature: California Treasures Selections and Workshops**

- Lesson 14: Good Company / A New Life in America, pp. 173–186
- Lesson 15: Lullaby Blessing / Child Worker’s in Our Nation, pp. 187–200
- Lesson 20: Ode to la Piñata, pp. 247–252
- Lesson 21: Ode to Family Photographs, pp. 253–258
- Lesson 23: Forgotten / A Great President Dies, pp. 271–282
- Lesson 24: In My Mind, pp. 283–286
- Lesson 30: A Letter to China / Women Who Came Before Us, pp. 335–342

**Expressions Selections and Workshops**

- Lesson 1: Raymond’s Run, pp. 1–10
- Lesson 2: The Medicine Bag / The Fight for Western Land, pp. 11–26
- Lesson 10: Icarus and Daedalus / Telescopes, pp. 121–132
- Lesson 27: A Team Decision, pp. 311–320

### Narrative Analysis of Grade-Level-Appropriate Text

**3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.**

- Raymond’s Run, pp. 13–29
- The Medicine Bag, pp. 39–54
- Genre Focus: Short Fiction, pp. 70–71
- Abuela Invents the Zero, pp. 72–79
- from The Great Fire, pp. 188–198
- Casey at the Bat, pp. 222–228
- The Monkey’s Paw, pp. 247–265
- The Drummer Boy of Shiloh, pp. 310–319
- Icarus and Daedalus, pp. 329–335
- The Oxcart, pp. 354–365
- Checkouts, p. 396TE
- The Treasure of Lemon Brown, pp. 476–492
- Gentleman of Río en Medio, pp. 564–570
- Clean Sweep, pp. 606–622
- Flowers for Algernon, Part 2, pp. 689–713
- The Diary of Anne Frank, Act 1, pp. 758–813
- Genre Focus: Drama, pp. 814–815
- The Diary of Anne Frank, Act 2, pp. 816–852

- Lesson 1: Raymond’s Run, pp. 1–10
- Lesson 2: The Medicine Bag / The Fight for Western Land, pp. 11–26
- Lesson 10: Icarus and Daedalus / Telescopes, pp. 121–132
- Lesson 27: A Team Decision, pp. 311–320
### Content Standards

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<th>3.3</th>
<th>Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</th>
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<tr>
<th>3.4</th>
<th>Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</th>
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<tbody>
<tr>
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<td>Lesson 5: <em>The People Could Fly / Follow the Drinking Gourd</em>, pp. 55–68  Lesson 8: <em>Stories of Slaves in America</em>, pp. 97–106</td>
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</table>

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<tr>
<th>3.5</th>
<th>Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</th>
</tr>
</thead>
</table>
**3.6** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.

### Glencoe Literature: California Treasures Selections and Workshops

- My Name / Bums in the Attic, pp. 8–12
- Waters of Gold, pp. 56–68
- Pretty Words / Introduction to Poetry, pp. 218–221
- The Tell-Tale Heart, pp. 230–241
- The Monkey’s Paw, pp. 247–265
- The Drummer Boy of Shiloh, pp. 310–319
- the lesson of the month / Identity, pp. 324–328
- Paul Revere’s Ride, pp. 338–346
- Exile, pp. 347–353
- Harriet Tubman, pp. 366–368
- Stopping by Woods on a Snowy Evening, pp. 384–388
- The Sound of Night, pp. 389–392
- Checkouts, pp. 393–401
- Knoxville, Tennessee / Los New Yorks, pp. 403–409
- The Treasure of Lemon Brown, pp. 476–492
- Ode to Thanks / Ode to Rain, pp. 526–532
- Escaping, pp. 542–546
- Napa, California / Working Hands, pp. 555–560
- Gentleman of Río en Medio, pp. 564–570
- The Night Ghost, *from* Woodsong, pp. 623–629
- O Captain! My Captain! pp. 640–645
- *from* Elegy on the Death of César Chávez, pp. 662–666
- Flowers for Algernon, Part 1, pp. 670–688
- Flowers for Algernon, Part 2, pp. 689–713
- The Diary of Anne Frank, Act 1, pp. 758–813
- *from* Anne Frank: The Diary of a Young Girl, pp. 853–864
- Comparing Literature: Mother to Son / Speech to the Young, Speech to the Progress-Toward, pp. 876–879

### Expressions Selections and Workshops

- Lesson 11: Freedom! / The Road to Independence, pp. 133–144
- Lesson 23: Forgotten / A Great President dies, pp. 271–282
- Lesson 26: Eliza May: A Pioneer Girl’s Diary, pp. 293–304
- Lesson 29: nikki-rosa, pp. 329–334
- Lesson 30: A Letter to China / Women Who Came Before Us, pp. 335–342
### Literary Criticism

**3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)**

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<td><em>from Zoya’s Story</em>, pp. 146–152</td>
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<td><em>from Edgar Allan Poe</em>, pp. 242–246</td>
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<td>Travel, pp. 306–308</td>
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<td>Exile, p. 349TE</td>
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<td>Homeless, pp. 452–456</td>
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<td><em>from Civil War Journal</em>, pp. 494–503</td>
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<td>Escaping, p. 544TE</td>
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<td>Comparing Literature: <em>Harlem / I Have a Dream</em>, pp. 571–581TE</td>
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<td>Genre Focus: Biography and Autobiography, pp. 646–647</td>
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<td>Comparing Literature: <em>from The Story of My Life / Letters of Annie Sullivan</em>, pp. 714–729</td>
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<td>Bouncing Back, pp. 750–756</td>
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<tr>
<td><em>from Anne Frank: The Diary of a Young girl</em>, p. 854TE</td>
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<tr>
<td><em>from Sky</em>, pp. 865–870</td>
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### Writing

**1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

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<td>Unit 1 Challenge, p. 135</td>
<td>Writing Workshop: Response to Literature, pp. 223–227</td>
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<td>Unit 3 Writing Workshop: Response to Literature, pp. 434–439</td>
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<td>Unit 3 Challenge, p.441</td>
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<td>The Treasure of Lemon Brown, pp. 476–492</td>
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<td>Going, Going Green, pp. 516–525</td>
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<td>CA Content Standards</td>
<td>Glencoe Literature: California Treasures Selections and Workshops</td>
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</table>
| 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. | The Medicine Bag, pp. 39–54  
Unit 1 Writing Workshop: Narrative, pp. 128–133  
Unit 2 Writing Workshop: Functional Document, pp. 288–293  
The New Colossus / Childhood, pp. 410–416  
Unit 3 Writing Workshop: Response to Literature, pp. 434–439  
The Treasure of Lemon Brown, pp. 476–492  
Unit 4 Writing Workshop: Persuasive Essay, pp. 582–587  
Unit 5 Writing Workshop: Research Report, pp. 730–737  
Unit 6 Writing Workshop: Expository Essay, pp. 880–885 | Writing Workshop: Narrative, pp. 91–95  
Writing Workshop: Research Report, pp. 305–309  
Writing Workshop: Expository Essay, pp. 343–347 |
| 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. | Media Workshop: Media Ethics, p. 229  
The New Colossus / Childhood, pp. 410–416  
The Treasure of Lemon Brown, pp. 476–492  
Going, Going Green, pp. 516–525  
Unit 4 Writing Workshop: Persuasive Essay, pp. 582–587  
Unit 5 Writing Workshop: Research Report, pp. 730–737  
The Diary of Anne Frank, Act 2, pp. 816–852  
Writing Workshop: Research Report, pp. 305–309  
Writing Workshop: Expository Essay, pp. 343–347 |
## Writing (continued)

### Research and Technology

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
</table>
| **1.4** Plan and conduct multiple-step information searches by using computer networks and modems. | - The Monkey’s Paw, p. 252TE  
- Unit 2 Writing Workshop: Functional Document, pp. 288–293  
- Paul Revere’s Ride, pp. 338–346  
- TIME: On Top of the World, p. 382TE  
- Unit 4 Challenge, p. 589  
- Flowers for Algernon, Part 2, pp. 689–713  
| **1.5** Achieve an effective balance between researched information and original ideas. | - Paul Revere’s Ride, pp. 338–346  
- Unit 4 Writing Workshop: Persuasive Essay, pp. 582–587  
- Unit 4 Challenge, p. 589  
- Flowers for Algernon, Part 2, pp. 689–713  
- Writing Workshop: Research Report, pp. 305–309 |

### Evaluation and Revision

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
</table>
| **1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. | - Unit 1 Writing Workshop: Narrative, pp. 128–133  
- Unit 2 Writing Workshop: Functional Document, pp. 288–293  
- The New Colossus / Childhood, pp. 410–416  
- Unit 3 Writing Workshop: Response to Literature, pp. 434–439  
- The Treasure of Lemon Brown, pp. 476–492  
- Going, Going Green, pp. 516–525  
- Unit 4 Writing Workshop: Persuasive Essay, pp. 582–587  
- Unit 5 Writing Workshop: Research Report, pp. 730–737  
- Writing Workshop: Response to Literature, pp. 223–227  
- Writing Workshop: Persuasive Essay, pp. 265–269  
- Writing Workshop: Research Report, pp. 305–309  
- Writing Workshop: Expository Essay, pp. 343–347 |
## Writing (continued)

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

<table>
<thead>
<tr>
<th>CA Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Write biographies, autobiographies, short stories, or narratives:</td>
<td>The People Could Fly, pp. 91–99 Unit 1 Writing Workshop: Narrative, pp. 128–133 Unit 3 Challenge, p. 441 Clean Sweep, pp. 606–622 Unit 5 Challenge, p. 739 Unit 6 Challenge, p. 887</td>
<td>Writing Workshop: Narrative, pp. 91–95</td>
</tr>
<tr>
<td>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</td>
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<tr>
<td>b. Reveal the significance of, or the writer’s attitude about, the subject.</td>
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<tr>
<td>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</td>
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</table>
## Writing (continued)

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
</table>
| 2.3 Write research reports:  
a. Define a thesis.  
b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.  
c. Use a variety of primary and secondary sources and distinguish the nature and value of each.  
d. Organize and display information on charts, maps, and graphs. | Raymond’s Run, pp. 13–29  
The Oxcart, pp. 354–365  
Unit 5 Writing Workshop: Research Report, pp. 730–737  
| 2.4 Write persuasive compositions:  
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).  
b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.  
c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. | And Ain’t I a Woman, p. 34TE  
<em>from</em> Civil War Journal, p. 503TE  
Going, Going Green, pp. 516–525  
Unit 4 Writing Workshop: Persuasive Essay, pp. 582–587  
<em>from</em> The Book of Rock Stars, p. 604TE  
The Diary of Anne Frank, Act 2, pp. 816–852 | Lesson 19: School Uniforms: A Student Debate, pp. 239–246  
Writing Workshop: Persuasive Essay, pp. 265–269 |
| 2.5 Write documents related to career development, including simple business letters and job applications:  
a. Present information purposefully and succinctly and meet the needs of the intended audience. | Unit 2 Writing Workshop: Functional Document, pp. 288–293  
### Written and Oral English Language Conventions

**1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sentence Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1.1</strong> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</td>
<td>Saving Water, pp. 458–467</td>
<td>Throughout each Writing and Speaking, Listening, and Viewing Workshop</td>
</tr>
<tr>
<td><strong>1.2</strong> Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</td>
<td>The Monkey’s Paw, pp. 247–265 Going, Going Green, pp. 516–525</td>
<td>Throughout each Writing Workshop</td>
</tr>
</tbody>
</table>
## Written and Oral English Language Conventions (continued)

### Grammar

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</td>
<td>Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</td>
<td>Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</td>
</tr>
<tr>
<td>1.4 Edit written manuscripts to ensure that correct grammar is used.</td>
<td>The Medicine Bag, pp. 39–54</td>
<td>The Medicine Bag, pp. 39–54</td>
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<tr>
<td></td>
<td>Waters of Gold, pp. 56–68</td>
<td>Waters of Gold, pp. 56–68</td>
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<tr>
<td></td>
<td>Who Can Be Born Black / Saying Yes, pp. 82–86</td>
<td>Who Can Be Born Black / Saying Yes, pp. 82–86</td>
</tr>
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<td></td>
<td>Barbara Frietchie, pp. 100–106</td>
<td>Barbara Frietchie, pp. 100–106</td>
</tr>
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<td></td>
<td>from I Know Why the Caged Bird Sings, pp. 165–177</td>
<td>from I Know Why the Caged Bird Sings, pp. 165–177</td>
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<td></td>
<td>Grammar Workshop: Sentence Fragments, p. 216</td>
<td>Grammar Workshop: Sentence Fragments, p. 216</td>
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<tr>
<td></td>
<td>Icarus and Daedalus, pp. 329–335</td>
<td>Icarus and Daedalus, pp. 329–335</td>
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<td></td>
<td>Paul Revere's Ride, pp. 338–346</td>
<td>Paul Revere's Ride, pp. 338–346</td>
</tr>
<tr>
<td></td>
<td>Knoxville, Tennessee / Los New Yorks, p. 404TE</td>
<td>Knoxville, Tennessee / Los New Yorks, p. 404TE</td>
</tr>
<tr>
<td></td>
<td>O Captain! My Captain! pp. 640–645</td>
<td>O Captain! My Captain! pp. 640–645</td>
</tr>
<tr>
<td>1.5 Use correct punctuation and capitalization.</td>
<td>Grammar Workshop: Sentence Combining, pp. 80–81</td>
<td>Grammar Workshop: Sentence Combining, pp. 80–81</td>
</tr>
<tr>
<td></td>
<td>The People Could Fly, pp. 91–99</td>
<td>The People Could Fly, pp. 91–99</td>
</tr>
<tr>
<td></td>
<td>Unit 2 Writing Workshop: Functional Documents, pp. 288–293</td>
<td>Unit 2 Writing Workshop: Functional Documents, pp. 288–293</td>
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<tr>
<td></td>
<td>Icarus and Daedalus, pp. 329–335</td>
<td>Icarus and Daedalus, pp. 329–335</td>
</tr>
<tr>
<td></td>
<td>The Oxcart, pp. 354–365</td>
<td>The Oxcart, pp. 354–365</td>
</tr>
<tr>
<td>1.6 Use correct punctuation and capitalization.</td>
<td>Throughout each Writing Workshop</td>
<td>Throughout each Writing Workshop</td>
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</tbody>
</table>

### Punctuation and Capitalization
## Written and Oral English Language Conventions (continued)

### Content Standards

<table>
<thead>
<tr>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
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</thead>
</table>

### Spelling

1.6 Use correct spelling conventions.

<table>
<thead>
<tr>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
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</table>

### Listening and Speaking

#### 1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose</td>
<td>Unit 1 Speaking, Listening, and Viewing Workshop: Narrative Presentation, p. 134 Unit 3 Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 440</td>
<td>Speaking, Listening, and Viewing Workshop: Narrative Presentation, p. 96 Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 228</td>
</tr>
</tbody>
</table>
### Organization and Delivery of Oral Communication

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
</table>
**Content Standards**

1.7 Use audience feedback (e.g., verbal and nonverbal cues):
   - a. Reconsider and modify the organizational structure or plan.
   - b. Rearrange words and sentences to clarify the meaning.

**Glencoe Literature: California Treasures Selections and Workshops**

- Unit 5 Speaking, Listening, and Viewing Workshop: Oral Report, p. 738

**Expressions Selections and Workshops**

- Speaking, Listening, and Viewing Workshop: Informative Presentation, p. 120
- Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 228

**Analysis and Evaluation of Oral and Media Communications**

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

- Unit 4 Speaking, Listening, and Viewing Workshop: Persuasive Speech, p. 588

1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

- Media Workshop: Media Elements, p. 208
- Media Workshop: Propaganda, p. 475

**2.0 Speaking Applications (Genres and Their Characteristics)**

**CA**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

**Content Standards**

2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
   - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.

**Glencoe Literature: California Treasures Selections and Workshops**

- Unit 1 Speaking, Listening, and Viewing Workshop: Narrative Presentation, p. 134
- Unit 1 Challenge, p. 135
- Clean Sweep, pp. 606–622
- The March of the Mill Children, pp. 648–660

**Expressions Selections and Workshops**

- Speaking, Listening, and Viewing Workshop: Narrative Presentation, p. 96
### Content Standards

<table>
<thead>
<tr>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>b.</strong> Reveal the significance of, and the subject's attitude about, the incident, event, or situation.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</td>
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</table>

**2.2 Deliver oral responses to literature:**

- **a.** Interpret a reading and provide insight.
- **b.** Connect the students' own responses to the writer's techniques and to specific textual references.
- **c.** Draw supported inferences about the effects of a literary work on its audience.
- **d.** Support judgments through references to the text, other works, other authors, or personal knowledge.

- Barbara Frietchie, pp. 100–106 (c–d only)
- Unit 3 Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 440
- Saving Water, pp. 458–467 (c–d only)
- Escaping, pp. 542–546

- Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 228

**2.3 Deliver research presentations:**

- **a.** Define a thesis.
- **b.** Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.

- Unit 5 Speaking, Listening, and Viewing Workshop: Oral Report, p. 738

- Speaking, Listening, and Viewing Workshop: Oral Report, p. 310
### Listening and Speaking (continued)

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Glencoe Literature: California Treasures Selections and Workshops</th>
<th>Expressions Selections and Workshops</th>
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</thead>
</table>
| c. Use a variety of primary and secondary sources and distinguish the nature and value of each.  
d. Organize and record information on charts, maps, and graphs. |  |  |
| **2.4** Deliver persuasive presentations:  
a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).  
b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.  
c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.  
| **2.5** Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning. | Who Can Be Born Black / Saying Yes, pp. 82–86  
Paul Revere’s Ride, p. 343TE  
Stopping by Woods on a Snowy Evening, pp. 384–388  
The Sound of Night, p. 392TE  
The Diary of Anne Frank, Act 1, pp. 758–813 | Speaking, Listening, and Viewing Workshop: Oral Response to Literature, p. 228 |
Connecting School and Home

Learning happens not only in the classroom but also in the home with the help of involved parents and guardians. The pages that follow provide two resources to promote communication between the school and the home. One is a model letter, and the other is a monitoring chart to track student progress.

These resources are designed to help teachers communicate with parents and guardians about how students are using *Glencoe Literature*: California Treasures to master the California standards. The resources are:

**Letter Home**
- The letter home is a model letter for parents/guardians. The letter is reproducible. It explains how students are using *Glencoe Literature* to prepare for the California state test and provides an overview of the California English-Language Arts Content Standards. Teachers can also customize this letter at [glencoe.com](http://glencoe.com).

**California English-Language Arts Content Standards Progress Report**
- A monitoring chart allows teachers to communicate each student’s progress individually by noting the date on which a student reaches each of three levels of progress: developing, improving, and mastery. A comment space at the bottom of each standard subcategory allows teachers to record ideas for improvement and future instruction. This chart can also be distributed to parents/guardians to communicate specific areas where the student needs improvement.
Dear Parent/Guardian:

Your child is currently using the *Glencoe Literature: California Treasures* program in class to ensure mastery of the California English-Language Arts Content Standards that are tested on the California state test later this year. *Glencoe Literature* is a comprehensive program that helps all students master the standards.

*Glencoe Literature* is designed to:

- fully align with the California standards
- offer ongoing assessment
- promote inquiry-based learning through units centered on Big Questions that relate to students’ lives
- provide universal access for all students—on-level students, students approaching grade level, English learners, and advanced learners

The California standards are divided into four categories: Reading, Writing, Written and Oral English Language Conventions, and Listening and Speaking. These categories represent goals we hope students can meet at an above satisfactory level to ensure continued learning and success on the California state test.

Enclosed is a chart that helps track your child’s progress as he or she encounters standards in *Glencoe Literature*. The chart lists the expectations of students in each standards category. The chart marks a student’s progress by providing space to write the date on which a student reaches each of three levels of progress.

Sincerely,
California English-Language Arts Content Standards Progress Report

**Reading**

1.0  **Word Analysis, Fluency, and Systematic Vocabulary Development**
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
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<tbody>
<tr>
<td><strong>Vocabulary and Concept Development</strong></td>
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<tr>
<td>1.1  Analyze idioms, analogies, metaphors, and similes to infer the literal and</td>
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<tr>
<td>figurative meanings of phrases.</td>
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<tr>
<td>1.2  Understand the most important points in the history of English language and</td>
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<td>use common word origins to determine the historical influences on English</td>
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<tr>
<td>word meanings.</td>
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<tr>
<td>1.3  Use word meanings within the appropriate context and show ability to verify</td>
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<td>those meanings by definition, restatement, example, comparison, or contrast.</td>
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</table>

**Comments**

2.0  **Reading Comprehension (Focus on Informational Materials)**
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).
### Reading (continued)

<table>
<thead>
<tr>
<th><strong>CA Content Standards</strong></th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
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</thead>
<tbody>
<tr>
<td><strong>Structural Features of Informational Materials</strong></td>
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<tr>
<td>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</td>
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<tr>
<td>2.2 Analyze text that uses proposition and support patterns.</td>
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<tr>
<td><strong>Comprehension and Analysis of Grade-Level-Appropriate Text</strong></td>
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<tr>
<td>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</td>
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<tr>
<td>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</td>
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<tr>
<td>2.5 Understand and explain the use of a complex mechanical device by following technical directions.</td>
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<tr>
<td>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</td>
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<tr>
<td><strong>Expository Critique</strong></td>
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<tr>
<td>2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.</td>
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<tr>
<td><strong>Comments</strong></td>
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</table>
### Reading (continued)

#### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

<table>
<thead>
<tr>
<th>CA Content Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural Features of Literature</strong></td>
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<tr>
<td>3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).</td>
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<tr>
<td><strong>Narrative Analysis of Grade-Level-Appropriate Text</strong></td>
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<tr>
<td>3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.</td>
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<tr>
<td>3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.</td>
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<tr>
<td>3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.</td>
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<tr>
<td>3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.</td>
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<tr>
<td>3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.</td>
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</tr>
<tr>
<td><strong>Literary Criticism</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)</td>
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</tr>
</tbody>
</table>

**Comments**
## Writing

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

### Content Standards

<table>
<thead>
<tr>
<th>Organization and Focus</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.</td>
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<tr>
<td>1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</td>
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<tr>
<td>1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Research and Technology</th>
<th>Developing</th>
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<th>Mastery</th>
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<tbody>
<tr>
<td>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</td>
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<tr>
<td>1.5 Achieve an effective balance between researched information and original ideas.</td>
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</table>

<table>
<thead>
<tr>
<th>Evaluation and Revision</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.</td>
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</tbody>
</table>

### Comments
**Writing (continued)**

### 2.0 Writing Applications (Genres and Their Characteristics)
Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization and Focus</strong></td>
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<tr>
<td>2.1 Write biographies, autobiographies, short stories, or narratives:</td>
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<tr>
<td>a. Relate a clear, coherent incident, event, or situation by using well-chosen details.</td>
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<tr>
<td>b. Reveal the significance of, or the writer’s attitude about, the subject.</td>
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<tr>
<td>c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).</td>
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<tr>
<td>2.2 Write responses to literature:</td>
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<tr>
<td>a. Exhibit careful reading and insight in their interpretations.</td>
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<tr>
<td>b. Connect the student’s own responses to the writer’s techniques and to specific textual references.</td>
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<tr>
<td>c. Draw supported inferences about the effects of a literary work on its audience.</td>
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<tr>
<td>d. Support judgments through references to the text, other works, other authors, or to personal knowledge.</td>
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<tr>
<td>2.3 Write research reports:</td>
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<tr>
<td>a. Define a thesis.</td>
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<tr>
<td>b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.</td>
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<tr>
<td>c. Use a variety of primary and secondary sources and distinguish the nature and value of each.</td>
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<tr>
<td>d. Organize and display information on charts, maps, and graphs.</td>
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</table>
## Writing (continued)

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
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</thead>
</table>
| **2.4 Write persuasive compositions:**  
  a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).  
  b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.  
  c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. | | | |
| **2.5 Write documents related to career development, including simple business letters and job applications:**  
  a. Present information purposefully and succinctly and meet the needs of the intended audience.  
  b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). | | | |
| **2.6 Write technical documents:**  
  a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.  
  b. Include all the factors and variables that need to be considered.  
  c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. | | | |

**Comments**
**Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0  **Written and Oral English Language Conventions**
Students write and speak with a command of standard English conventions appropriate to this grade level.

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
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<tbody>
<tr>
<td><strong>Sentence Structure</strong></td>
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<tr>
<td>1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.</td>
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<tr>
<td>1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.</td>
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<tr>
<td>1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.</td>
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<tr>
<td><strong>Grammar</strong></td>
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<tr>
<td>1.4 Edit written manuscripts to ensure that correct grammar is used.</td>
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<tr>
<td><strong>Punctuation and Capitalization</strong></td>
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<tr>
<td>1.5 Use correct punctuation and capitalization.</td>
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<tr>
<td><strong>Spelling</strong></td>
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<tr>
<td>1.6 Use correct spelling conventions.</td>
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</table>

**Comments**
# Listening and Speaking

## 1.0 Listening and Speaking Strategies
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

<table>
<thead>
<tr>
<th><strong>Content Standards</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Improving</strong></th>
<th><strong>Mastery</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
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<tr>
<td>1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.</td>
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<tr>
<td>1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose.</td>
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<tr>
<td><strong>Organization and Delivery of Oral Communication</strong></td>
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<tr>
<td>1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.</td>
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<tr>
<td>1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.</td>
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<tr>
<td>1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.</td>
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<tr>
<td>1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.</td>
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<tr>
<td>1.7 Use audience feedback (e.g., verbal and nonverbal cues):</td>
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<tr>
<td>a. Reconsider and modify the organizational structure or plan.</td>
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<tr>
<td>b. Rearrange words and sentences to clarify the meaning.</td>
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<tr>
<td><strong>Analysis and Evaluation of Oral and Media Communications</strong></td>
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<tr>
<td>1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).</td>
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</table>
### Listening and Speaking (continued)

#### Content Standards

<table>
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<th><strong>CA</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Improving</strong></th>
<th><strong>Mastery</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.9</td>
<td>Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</td>
<td></td>
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</tbody>
</table>

#### Comments

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### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

#### Content Standards

<table>
<thead>
<tr>
<th><strong>CA</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Improving</strong></th>
<th><strong>Mastery</strong></th>
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</thead>
</table>
| 2.1    | Deliver narrative presentations (e.g., biographical, autobiographical):  
  a. Relate a clear, coherent incident, event, or situation by using well-chosen details.  
  b. Reveal the significance of, and the subject’s attitude about, the incident, event, or situation.  
  c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). |               |             |
| 2.2    | Deliver oral responses to literature:  
  a. Interpret a reading and provide insight.  
  b. Connect the students’ own responses to the writer’s techniques and to specific textual references.  
  c. Draw supported inferences about the effects of a literary work on its audience.  
  d. Support judgments through references to the text, other works, other authors, or personal knowledge. |               |             |
### Listening and Speaking (continued)

#### CA Content Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Developing</th>
<th>Improving</th>
<th>Mastery</th>
</tr>
</thead>
</table>
| **2.3** Deliver research presentations:  
  a. Define a thesis.  
  b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.  
  c. Use a variety of primary and secondary sources and distinguish the nature and value of each.  
  d. Organize and record information on charts, maps, and graphs. | | | |
| **2.4** Deliver persuasive presentations:  
  a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).  
  b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.  
  c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.  
  d. Maintain a reasonable tone. | | | |
| **2.5** Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning. | | | |
Lesson Plans

The resources that accompany *Glencoe Literature: California Treasures* help meet the needs of all students: English learners, Approaching, On-Level, and Advanced. The lesson plans that follow help you organize and manage these resources as well as pace instruction. This pacing takes into consideration the various levels of students within one classroom and provides for flexible time spans.

- The purple lesson plans reflect selections included in the Essential Course of Study—selections that teach tested standards in a time effective manner. These selections are taken from the Student Edition and are also included in *Read and Write*—worktexts that are available in three levels: English Learners, Approaching, and On-Level. Note that these lesson plans also show you how to incorporate *Expressions* into your classroom instruction, meeting the requirements of Program 2 (English Language Development).

- The blue lesson plans address all remaining selections and workshops in the Student Edition.

**ICON KEY:**

- **TE** Teacher Edition
- **SE** Student Edition
- **<header>Black Line Master</header>**
- **<header>Workbook</header>**
- **<header>CD-ROM/DVD-ROM/DVD</header>**
- **<header>Transparency</header>**
- **<header>Internet Resource</header>**

* Access online resources quickly and directly by entering the QuickPass code on the glencoe.com home page.
# Unit One Introduction (pp. 0–6)

## Lesson Plan and Resource Manager

### Unit One: How Do You Stay True to Yourself?

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 2.4, Writing 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE: Reading 2.4, Reading 3.2, Reading 3.3, Reading 3.4, Reading 3.5, Writing 2.1</td>
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</table>

### Lesson Summary

On pages 0–6 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Genre Focus:** Short Fiction
- **Reading Skills:** Analyze Character, Determine Main Idea and Supporting Details, Identify Sequence
- **Literary Elements:** Narrator and Point of View, Plot, Repetition, Character, Style, Short Story, Conflict, Theme, Setting, Narrative Poetry
- **Writing Product:** Narrative
- **Vocabulary:** Word Usage, Context Clues
- **Grammar:** Concrete and Abstract Nouns, Personal and Possessive Pronouns and Antecedents, Main/Helping Verbs

### Lesson Duration

One 45–50 minute session

### Focus

**SE/TE** pp. 0–2
- Daily Language Practice Transparency 1
- Literature Launchers: Pre-Reading Videos DVD, Unit 1 Launcher
- Literature Launchers Teacher Guide

### Teach

**SE/TE** pp. 2–5
- Unit 1 Teaching Resources, Unit Introduction, pp. 1–2
- Unit 1 Teaching Resources, Big Question Foldable, pp. 3–4
- Unit 1 Teaching Resources, Big Question School-to-Home Connection, p. 5
- Unit 1 Teaching Resources, Unit Challenge Planner, pp. 12–15
- Unit 1 Teaching Resources: Academic Vocabulary Development, pp. 16–17
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM

### Assess

**SE/TE** p. 6
- Assessment Resources, Unit 1 Diagnostic Assessment, pp. 3–6, 171
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

- **TE** Beginning/Early Intermediate, p. 3
- **TE** Intermediate, p. 3
- **TE** Early Advanced, p. 3

- Unit 1 Teaching Resources, Big Question School-to-Home Connection: Spanish, p. 6
- Unit 1 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7
- Unit 1 Teaching Resources, Big Question School-to-Home Connection: Tagalog, p. 8
- Unit 1 Teaching Resources, Big Question School-to-Home Connection: Cantonese, p. 9
- Unit 1 Teaching Resources, Big Question School-to-Home Connection: Hmong, p. 11
- English Language Coach

### Universal Access: Approaching Level

- **TE** Strategic Activity, p. 5
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

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California Treasures

Standards Road Map

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<table>
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<th><strong>Universal Access:</strong> Advanced Learners</th>
</tr>
</thead>
<tbody>
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<td>- Novel Companion SE, pp. 7–50</td>
</tr>
<tr>
<td>- Novel Companion TG, pp. 10–19</td>
</tr>
<tr>
<td>- Literature Classics, Middle School CD-ROM</td>
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<tr>
<td>- Skill Level Up! A Skills-Based Language Arts Game CD-ROM</td>
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<tr>
<th><strong>Extension</strong></th>
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<tr>
<td>- Grammar and Language Workbook SE</td>
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<tr>
<td>- Grammar and Language Workbook ATE</td>
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<tr>
<td>- Revising with Style</td>
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<tr>
<td>- Spelling Power SE</td>
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<tr>
<td>- Spelling Power ATE</td>
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<tr>
<th><strong>Daily Writing</strong></th>
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<tr>
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<tr>
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<td>SE/TE View the Photograph, p. 0</td>
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<td><a href="http://glencoe.com">glencoe.com</a></td>
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<td>- BackPack Reader</td>
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<tr>
<td>- BookLink K–12 CD-ROM</td>
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<tr>
<td>- Glencoe Literature Library</td>
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<td>- Glencoe Literature Library Teacher Resources CD-ROM</td>
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<tr>
<td>- <em>inTIME</em> magazine</td>
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<tr>
<td>- Literature Classics, Middle School CD-ROM</td>
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<tr>
<th><strong>Technology and Additional Resources</strong></th>
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<tr>
<td><strong>Planning and Instruction:</strong></td>
</tr>
<tr>
<td>- TeacherWorks Plus CD-ROM</td>
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<tr>
<td>- Classroom Presentation Toolkit CD-ROM</td>
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<tr>
<td>- Literature Online at <a href="http://glencoe.com">glencoe.com</a> (QuickPass Code: GL36289u1T)</td>
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<tr>
<th><strong>Students Tools:</strong></th>
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<tbody>
<tr>
<td>- StudentWorks Plus CD-ROM or DVD-ROM</td>
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<tr>
<td>- Online Student Edition at <a href="http://glencoe.com">glencoe.com</a></td>
</tr>
<tr>
<td>- Literature Online at <a href="http://glencoe.com">glencoe.com</a> (QuickPass Code: GL36258u1)</td>
</tr>
</tbody>
</table>
# Lesson Plan and Resource Manager

## Part 1 Opener, *My Name*, and *Bums in the Attic* (pp. 7–12)

**Lesson Plan and Resource Manager**

**UNIT ONE** How Do You Stay True to Yourself? Part 1: Act on Your Values

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.6, Writing 2.1</th>
<th>TE: Reading 1.3</th>
</tr>
</thead>
</table>

**Lesson Summary**

On pages 7–12 of the Student Edition, students will be introduced to the following:

- **Big Question**: How Do You Stay True to Yourself?
- **Literary Elements**: Narrator and Point of View
- **Vocabulary**: Academic Vocabulary
- **Writing Activity/Grammar**: Write a Journal Entry

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

| “My Name”: | Dale-Chall: 4.7 | DRP: 49 | Lexile: 780 |
| “Bums in the Attic”: | Dale-Chall: 4.8 | DRP: 54 | Lexile: 870 |

**Focus**

SE/TE pp. 7–8

- Daily Language Practice Transparency 2
- Selection Focus Transparency 1

**Teach**

SE/TE pp. 9–11

- Unit 1 Teaching Resources, Literary Element, p. 26
- Unit 1 Teaching Resources, Grammar Practice, p. 27
- Literary Elements Transparency 44
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE p. 12

- Unit 1 Teaching Resources, Selection Quick Check, p. 28
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 29
- Assessment Resources, Selection Test, pp. 37–38, 173
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

TE Beginning/Early Intermediate, p. 7

TE Intermediate, pp. 7, 9, 11

TE Vocabulary Preteaching, p. 8

- Unit 1 Teaching Resources, English Language Coach, p. 19
- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 20
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 21
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 22
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 23
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 25
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 29
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
### Universal Access: Approaching Level

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<tr>
<th>Resource</th>
<th>Page/Section</th>
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<tbody>
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<td>TE Strategic Activity, p. 7</td>
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<tr>
<td>TE Vocabulary Preteaching p. 8</td>
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<tr>
<td>Glencoe Interactive Vocabulary CD-ROM</td>
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<tr>
<td>Listening Library Audio CD</td>
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<tr>
<td>Listening Library Sourcebook: Strategies and Activities</td>
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<tr>
<td>Skill Level Up! A Skills-Based Language Arts Game CD-ROM</td>
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### Universal Access: Advanced Learners

<table>
<thead>
<tr>
<th>Resource</th>
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<tbody>
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<td>Novel Companion SE, pp. 7–50</td>
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<tr>
<td>Novel Companion TG, pp. 10–19</td>
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<tr>
<td>Literature Classics, Middle School CD-ROM</td>
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### Extension

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### Technology and Additional Resources

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# Lesson Plan and Resource Manager

**UNIT ONE**

**How Do You Stay True to Yourself? Part 1: Act on Your Values**

| California ELA Standards | SE: Reading 3.2, Writing 2.2d, Writing 2.3  
TE: Reading 1.3, Language Conventions 1.5 |
|--------------------------|-----------------------------------------------|

**Lesson Summary**

On pages 13–29 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Reading Strategy:** Make Predictions About Plot
- **Literary Element:** Plot
- **Vocabulary:** Academic Vocabulary
- **Writing Activities:** Analyze Plot, Write a Character Sketch, Research Report
- **Grammar Practice:** Titles
- **Listening and Speaking Practice:** Presentation, Discussion

**Lesson Duration**

Three to six 45–50 minute sessions

**Readability Scores**

Dale-Chall: 6.1  
DRP: 54  
Lexile: 127

**Focus**

**SE/TE pp. 13–14**  
- Daily Language Practice Transparencies 3, 4, 5  
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

**Teach**

**SE/TE pp. 15–26**  
- Interactive Read and Write SE/TE, pp. 1–20  
- Unit 1 Teaching Resources, Literary Element, p. 36  
- Unit 1 Teaching Resources, Reading Strategy, p. 37  
- Unit 1 Teaching Resources, Selection Vocabulary Practice, p. 38  
- Unit 1 Teaching Resources, Vocabulary Strategy, p. 39  
- Unit 1 Teaching Resources, Grammar Practice, p. 40  
- Read Aloud, Think Aloud Transparencies 1–3  
- Literary Elements Transparency 50  
- Grammar Transparency 3  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE/TE pp. 27–29**  
- Unit 1 Teaching Resources, Selection Quick Check, p. 41  
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 42  
- Assessment Resources, Selection Test, pp. 39–40, 173  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

**Universal Access: English Learners**

**TE**

- Vocabulary Preteaching, p. 13; Beginning/Early Intermediate, p. 25; Intermediate, pp. 17, 21; Early Advanced, pp. 17, 23, 27, 29  
- Interactive Read and Write (EL) SE/TE, pp. 1–20  
- Unit 1 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 30–33, 35  
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 42
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching p. 13
- **TE** Strategic Activity, pp. 15, 19, 21, 23, 25
- **TE** Benchmark, pp. 19, 29s
- **TE** Literary Element, p. 21
- Interactive Read and Write (Approaching) SE/TE, pp. 1–20
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Literary Element, p. 21
- **Novel Companion SE pp. 7–50, TG pp. 10–19**
- **Literature Classics, Middle School CD-ROM**
- **Skill Level Up! A Skills-Based Language Arts Game CD-ROM**

### Extension
- **Grammar and Language Workbook SE/TAE**
- **Revising with Style**
- **Spelling Power SE/TAE**

### Daily Writing
- **TE** pp. 18, 22, 29

### Cross-Curricular Connections
- **SE/TE** View the Art, pp. 15, 16, 20, 26
- **TE** Cultural History, p. 16
- **TE** Language History, p. 23

### Independent Reading
- **BackPack Reader**
- **BookLink K–12 CD-ROM**
- **Glencoe Literature Library**
- **Glencoe Literature Library Teacher Resources CD-ROM**
- **inTIME magazine**
- **Literature Classics, Middle School CD-ROM**

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](http://www.glencoe.com) (QuickPass Code: GL36289u1T)
- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](http://www.glencoe.com)
  - Literature Online at [glencoe.com](http://www.glencoe.com) (QuickPass Code: GL36258u1)

### PROGRAM 2

**Expressions: Raymond’s Run**  
**Lesson Duration:** 2–5 class periods
- **SE** pp. 1–10
- **TE** pp. 1–10d
- **Expressions Practice Book, pp. 1–4**
- **Reading Fluency:** p. R1
- **Listening Library Audio CD**
- **Glencoe Interactive Vocabulary CD-ROM**

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**Lesson Plans** 6
### Lesson Plan and Resource Manager

**UNIT ONE** How Do You Stay True to Yourself? Part 1: Act on Your Values

#### California ELA Standards

| California ELA Standards | SE: Reading 2.7, Writing 2.4 | TE: Reading 1.3, Reading 3.4, Language Conventions 1.5 |

#### Lesson Summary

On pages 30–34 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Reading Strategy:** Monitor Comprehension
- **Literary Element:** Repetition
- **Vocabulary:** Academic Vocabulary
- **Writing Activity:** Persuasive Letter

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: 4.2   DRP: 48   Lexile: 690

#### Focus

| SE/TE pp. 30–31 |
| Daily Language Practice Transparency 6 |
| Selection Focus Transparency 2 |

#### Teach

| SE/TE pp. 32–33 |
| Unit 1 Teaching Resources, Literary Element, p. 49 |
| Unit 1 Teaching Resources, Reading Strategy, p. 50 |
| Unit 1 Teaching Resources, Vocabulary Strategy, p. 51 |
| Unit 1 Teaching Resources, Grammar Practice, p. 52 |
| Literary Elements Transparency 54 |
| Classroom Presentation Toolkit CD-ROM |
| Listening Library CD, Selection Audio |
| TeacherWorks Plus CD-ROM |
| Vocabulary PuzzleMaker CD-ROM |

#### Assess

| SE/TE p. 34 |
| Unit 1 Teaching Resources, Selection Quick Check, p. 53 |
| Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 54 |
| Assessment Resources, Selection Test, pp. 41–42, 173 |
| ExamView Assessment Suite CD-ROM |
| Progress Reporter Online Assessment |

#### Universal Access:

**English Learners**

<p>| TE Vocabulary Preteaching, p. 30 |
| TE Intermediate, p. 33 |
| Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 43 |
| Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 44 |
| Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 45 |
| Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 46 |
| Unit 1 Teaching Resources, Selection Summary: Hmong, p. 48 |
| Unit 1 Teaching Resources, Selection Quick Check, p. 53 |
| Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 54 |
| English Language Coach |
| Glencoe Interactive Vocabulary CD-ROM |
| Listening Library Audio CD |
| Listening Library Sourcebook: Strategies and Activities |</p>
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### Historical Perspective: from Sojourner Truth: Ain’t I a Woman?  (pp. 35–38)

#### Lesson Plan and Resource Manager

**UNIT ONE** How Do You Stay True to Yourself? Part 1: Act on Your Values

| California ELA Standards | SE: Reading 3.4  
|                         | TE: Reading 2.3, Language Conventions 1.5 |

#### Lesson Summary

On pages 35–38 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Reading Strategy:** Visualize
- **Writing Activity:** Summary
- **Grammar Practice:** Quotation Marks
- **Study Skills Practice:** Note Taking

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: 6.5  
DRP: 56  
Lexile: 880

#### Focus

SE/TE  
p. 35  
Daily Language Practice Transparency 7

#### Teach

SE/TE  
pp. 35–37  
- Unit 1 Teaching Resources: Reading Strategy, p. 61  
- Grammar and Language Transparency 12  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

#### Assess

SE/TE  
p. 38  
- Unit 1 Teaching Resources, Selection Quick Check, p. 62  
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 63

#### Universal Access: English Learners

TE  Intermediate, p. 35  
- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 55  
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 56  
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 57  
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 58  
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 60  
- Unit 1 Teaching Resources, Selection Quick Check, p. 62  
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 63  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities

#### Universal Access: Approaching Level

TE  Benchmark, p. 37  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
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- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
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## Lesson Plan and Resource Manager

**UNIT ONE**

**How Do You Stay True to Yourself? Part 1: Act on Your Values**

### California ELA Standards

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### Lesson Summary

On pages 39–55 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Character
- **Vocabulary:** Academic Vocabulary, Context Clues
- **Reading Strategy:** Make Inferences About Characters
- **Writing Activities:** Writing About Literature, Interview, Summary
- **Grammar Practice:** Verb Tense
- **Listening and Speaking Practice:** Storytelling, Discuss
- **Study Skills Practice:** Note Taking

### Lesson Duration

Three to six 45–50 minute sessions

### Readability Scores

- Dale-Chall: 5.7
- DRP: 52
- Lexile: 910

### Focus

**SE/TE** pp. 39–40

- Selection Focus Transparency 3
- Daily Language Practice Transparencies 8, 9, 10
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

### Teach

**SE/TE** pp. 41–51

- Interactive Read and Write SE/TE, pp. 21–40
- Unit 1 Teaching Resources, Literary Element, p. 70
- Unit 1 Teaching Resources, Reading Strategy, p. 71
- Unit 1 Teaching Resources, Selection Vocabulary Practice, p. 72
- Unit 1 Teaching Resources, Vocabulary Strategy, p. 73
- Unit 1 Teaching Resources, Grammar Practice, p. 74
- Literary Element Transparency 11
- Grammar and Language Transparency 45
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 52–54

- Unit 1 Teaching Resources, Selection Quick Check, p. 75
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 76
- Assessment Resources, Selection Test, pp. 43–44, 173–174
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 39; Early Advanced, pp. 41, 45; Intermediate, pp. 43, 47

- Interactive Read and Write (EL) SE/TE, pp. 21–40
- Unit 1 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 64–67, 69
### Universal Access: English Learners (continued)
- Unit 1 Teaching Resources, Selection Quick Check, p. 75
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 76
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching, p. 39; Benchmark Activity, pp. 43, 45, 47, 49; Strategic Activity, p. 49, 51, 53; Literary Element, p. 45
- Interactive Read and Write (Approaching) SE/TE, pp. 21–40
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- TE Create a Map, p. 41
- TE Group Presentation, p. 51
- TE Reading Strategy, p. 47
  - Novel Companion SE pp. 7–50, TG pp. 10–19
  - Literature Classics, Middle School CD-ROM
  - Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

### Daily Writing
- TE p. 62
- SE/TE p. 68

### Cross-Curricular Connections
- glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u1T)
- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u1)

### Program 2

#### Expressions: The Medicine Bag and The Fight for Western Land
- Lesson Duration: 2–5 class periods
- SE pp. 11–26
- TE pp. 11–26f
- Expressions Practice Book, pp. 5–9
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
### Waters of Gold (pp. 56–68)

**Lesson Plan and Resource Manager**

**UNIT ONE** How Do You Stay True to Yourself? Part 1: Act on Your Values

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<td>TE: Reading 1.1, Writing 1.3, Writing 1.6, Language Conventions 1.3</td>
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**Lesson Summary**

On pages 56–68 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Style
- **Vocabulary:** Academic Vocabulary
- **Reading Strategy:** Activate Prior Knowledge
- **Writing Activities:** Write a Reflective Essay, Write with Style: Apply Sentence Length
- **Grammar Practice:** Coordinating Conjunctions, Compound Predicates
- **Listening and Speaking Practice:** Dialogue

**Lesson Duration**

Two 45–50 minute sessions

**Readability Scores**

- Dale-Chall 5.3
- DRP: 56
- Lexile: 780

**Focus**

**SE/TE** pp. 56–57
- Daily Language Practice Transparencies 11, 12

**Teach**

**SE/TE** pp. 58–66
- Unit 1 Teaching Resources, Literary Element, p. 83
- Unit 1 Teaching Resources, Reading Strategy, p. 84
- Unit 1 Teaching Resources, Grammar Practice, p. 85
- Literary Element Transparency 64
- Grammar and Language Transparencies 29, 30
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE/TE** pp. 67–68
- Unit 1 Teaching Resources, Selection Quick Check, p. 86
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 87
- Assessment Resources, Selection Test, pp. 45–46, 174
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

**TE** Vocabulary Preteaching, p. 56
**TE** Intermediate, pp. 57, 63
**TE** Beginning/Early Intermediate, p. 67
- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 77
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 78
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 79
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 80
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 82
- Unit 1 Teaching Resources, Selection Quick Check, p. 86
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 87
- English Language Coach
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM
Listening Library Audio CD
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 56
TE Reading Strategy, p. 62
TE Benchmark Activity, p. 65
Glencoe Interactive Vocabulary CD-ROM
Listening Library Audio CD
Listening Library Sourcebook: Strategies and Activities
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Connecting Activity, p. 59
TE Literary Element, pp. 59, 60
TE Vivid Description, p. 61
TE Big Question, p. 66
Novel Companion SE, pp. 7–50
Novel Companion TG, pp. 10–19
Literature Classics, Middle School CD-ROM
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE
Grammar and Language Workbook ATE
Revising with Style
Spelling Power SE
Spelling Power ATE |
| Daily Writing | TE p. 62
SE/TE p. 68 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 58, 61
glencoe.com |
| Independent Reading | BackPack Reader
BookLink K–12 CD-ROM
Glencoe Literature Library
Glencoe Literature Library Teacher Resources CD-ROM
inTIME magazine
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:
TeacherWorks Plus CD-ROM
Classroom Presentation Toolkit CD-ROM
Literature Online at glencoe.com (QuickPass Code: GL36289u1T) |
| | Students Tools:
StudentWorks Plus CD-ROM or DVD-ROM
Online Student Edition at glencoe.com
Literature Online at glencoe.com (QuickPass Code: GL36258u1) |
# Lesson Plan and Resource Manager

**UNIT ONE**

**How Do You Stay True to Yourself? Part 2: Believing in Yourself**

## California ELA Standards

| California ELA Standards | SE: Reading 3.2, Writing 2.2 |

## Lesson Summary

On pages 69–71 of the Student Edition, students will be introduced to the following:
- **Big Question:** How Do You Stay True to Yourself?
- **Genre Focus:** Short Fiction
- **Literary Elements:** Plot, Characters, Setting, Narrator and Point of View, and Theme

## Lesson Duration

One 45–50 minute session

## Focus

**SE/TE** pp. 69–71
- Daily Language Practice Transparency 13

## Teach

**SE/TE** Teacher Edition, pp. 70–71
- Unit 1 Teaching Resources, Part 2 Opener: Believe in Yourself
- Unit 1 Teaching Resources, Genre Focus: Short Story, pp. 89–90
- Literary Elements Transparencies 11, 44, 50, 56, 70
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM

## Universal Access: English Learners

**TE** Intermediate, p. 69
- Unit 1 Teaching Resources, English Language Coach, Part 2, p. 91
- English Language Coach

## Universal Access: Approaching Level

- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

## Universal Access: Advanced Learners

**TE** Research and Report, p. 69
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

## Extension

**SE/TE** Literature Classics, Middle School CD-ROM

## Daily Writing

**SE/TE** p. 71

## Cross-Curricular Connections

**SE/TE** View the Art, p. 69
- [glencoe.com](http://glencoe.com)

## Independent Reading

- BackPack Reader; Glencoe Literature Library; *inTIME* magazine
- BookLink K–12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

## Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u1T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at [glencoe.com](http://glencoe.com)
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u1)
## Lesson Plan and Resource Manager

### UNIT ONE

#### How Do You Stay True to Yourself? Part 2: Believing in Yourself

| California ELA Standards | SE: Reading 3.2, Language Conventions 1.3, Language Conventions 1.5  
|                         | TE: Reading 1.1, Reading 1.3, Reading 3.5 |

#### Lesson Summary

On pages 72–81 of the Student Edition, students will be introduced to the following:
- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Conflict
- **Vocabulary:** Academic Vocabulary
- **Reading Skill:** Analyze Characters
- **Writing Activity:** Analyze Conflict, Write a Scene
- **Listening and Speaking Practice:** Analyze Theme
- **Grammar:** Sentence Combining

#### Lesson Duration

Three 45–50 minute sessions

#### Readability Scores

- Dale-Chall: 4.8
- DRP: 49
- Lexile: 970

#### Focus

- **SE / TE** pp. 72–73, 80
  - Daily Language Practice Transparencies 14, 15, 16

#### Teach

- **SE / TE** pp. 74–78, 80–81
  - Unit 1 Teaching Resources, Literary Element, p. 98
  - Unit 1 Teaching Resources, Reading Skill, p. 99
  - Unit 1 Teaching Resources, Selection Vocabulary Practice, p. 100
  - Unit 1 Teaching Resources, Vocabulary Strategy, p. 101
  - Unit 1 Teaching Resources, Grammar Practice, p. 102
  - Unit 1 Teaching Resources, Grammar Workshop, p. 105
  - Grammar Transparencies 15, 59, 66, 67
  - Literary Elements Transparency 14
  - Classroom Presentation Toolkit CD-ROM
  - Listening Library CD, Selection Audio
  - TeacherWorks Plus CD-ROM
  - Vocabulary PuzzleMaker CD-ROM

#### Assess

- **SE / TE** pp. 79, 81
  - Unit 1 Teaching Resources, Selection Quick Check, p. 103
  - Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 104
  - Assessment Resources, Selection Test, pp. 47–48, 174
  - ExamView Assessment Suite CD-ROM
  - Progress Reporter Online Assessment

#### Universal Access: English Learners

- **TE** Vocabulary Preteaching, p. 72
- **TE** Intermediate, p. 73
- **TE** Early Advanced, p. 77
- **TE** Beginning/Early Intermediate, p. 81
- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 92
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 93
### Universal Access: English Learners (continued)
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 94
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 95
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 97
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 104
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching, p. 72
- **TE** Strategic Activity, p. 75
- **TE** Benchmark Activity, pp. 75, 79
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Small Groups, p. 77
- Novel Companion SE, pp. 7–50
- Novel Companion TG, pp. 10–19
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook ATE
- Revising with Style
- Spelling Power SE
- Spelling Power ATE

### Daily Writing
- **SE/TE** p. 79
- **TE** pp. 76, 80

### Cross-Curricular Connections
- **SE/TE** View the Art, p. 76
- [glencoe.com](http://glencoe.com)

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- [inTIME](http://inTIME) magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u1T)
- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](http://glencoe.com)
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u1)
### Lesson Plan and Resource Manager

**UNIT ONE**

**How Do You Stay True to Yourself? Part 2: Believing in Yourself**

#### California ELA Standards

**SE:** Reading 3.5  
**TE:** Language Conventions 1.5

#### Lesson Summary

On pages 82–86 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Theme
- **Vocabulary:** Academic Vocabulary
- **Writing Activity:** Stanza
- **Grammar:** Personal Pronouns, Possessive Pronouns, and Antecedents, Capitalization
- **Listening and Speaking Practice:** Performance

#### Lesson Duration

One to five 45–50 minute sessions

#### Readability Scores

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<th>Selection</th>
<th>Dale-Chall</th>
<th>DRP</th>
<th>Lexile</th>
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<td>N/A</td>
<td>N/A</td>
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<td>“Saying Yes”</td>
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#### Focus

**SE/TE** p. 82

- Selection Focus Transparency 4
- Daily Language Practice Transparency 17
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE/TE** pp. 83–84

- Interactive Read and Write SE/TE, pp. 41–46
- Unit 1 Teaching Resources, Literary Element, p. 112
- Unit 1 Teaching Resources, Grammar Practice, p. 113
- Literary Elements Transparency 70
- Grammar Transparency 22
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** pp. 85–86

- Unit 1 Teaching Resources, Selection Quick Check, p. 114
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 115
- Assessment Resources, Selection Test, pp. 49–50, 174–175
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 82

- Intermediate, p. 83
- Interactive Read and Write (EL) SE/TE, pp. 41–46
- Unit 1 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 106–109, 111
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 115
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
### Universal Access: English Learners (continued)
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching p. 82
- Interactive Read and Write (Approaching) SE/TE, pp. 41–46
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- Novel Companion SE, pp. 7–50
- Novel Companion TG, pp. 10–19
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/ATE
- Revising with Style
- Spelling Power SE/ATE

### Daily Writing
- SE/TE pp. 85, 86

### Cross-Curricular Connections
- SE/TE View the Art, pp. 83, 84
  - glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

#### Planning and Instruction:
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u1T)

#### Students Tools:
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u1)

### PROGRAM 2

#### Expressions: The Chicago Defender
**Lesson Duration:** 2–5 class periods
- SE pp. 27–36
- TE pp. 27–36d
- Expressions Practice Book, pp. 10–14
- Reading Fluency: p. R2
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM

#### Expressions: Harriet Tubman and Thank You in Arabic
**Lesson Duration:** 2–5 class periods
- SE pp. 37–54
- TE pp. 37–54d
- Expressions Practice Book, pp. 15–20
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
### TIME: The Question of Popularity (pp. 87–90)

**Lesson Plan and Resource Manager**

**UNIT ONE** How Do You Stay True to Yourself? Part 2: Believing in Yourself

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 2.2, Writing 2.4a</th>
</tr>
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</table>

**Lesson Summary**

On pages 87–90 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Reading Skill:** Determine Main Idea and Supporting Details
- **Writing Activity:** Write a Personal Essay

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

Dale-Chall: 5.7  DRP: 53  Lexile: 930

**Focus**

SE/TE  p. 87  Daily Language Practice Transparency 18

**Teach**

SE/TE  pp. 87–89

- Unit 1 Teaching Resources, Reading Strategy, p. 122
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE  p. 90

- Unit 1 Teaching Resources, Selection Quick Check, p. 123
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 124
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

TE  Vocabulary Preteaching, p. 87

- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 116
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 117
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 118
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 119
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 121
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 124
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

**Universal Access: Approaching Level**

TE  Vocabulary Preteaching p. 87

- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
| **Universal Access: Advanced Learners** | **TE** Evaluative Essay, p. 89  
- Novel Companion SE, pp. 7–50  
- Novel Companion TG, pp. 10–19  
- Literature Classics, Middle School CD-ROM  
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
|---|---|
| **Extension** | - Grammar and Language Workbook SE  
- Grammar and Language Workbook ATE  
- Revising with Style  
- Spelling Power SE  
- Spelling Power ATE |
| **Daily Writing** | **TE** p. 88 |
| **Cross-Curricular Connections** | **SE/TE** View the Photograph, p. 88  
- glencoe.com |
| **Independent Reading** | - BackPack Reader  
- BookLink K–12 CD-ROM  
- Glencoe Literature Library  
- Glencoe Literature Library Teacher Resources CD-ROM  
- inTIME magazine  
- Literature Classics, Middle School CD-ROM |
| **Technology and Additional Resources** | **Planning and Instruction:**  
- TeacherWorks Plus CD-ROM  
- Classroom Presentation Toolkit CD-ROM  
- Literature Online at glencoe.com (QuickPass Code: GL36289u1T)  
**Students Tools:**  
- StudentWorks Plus CD-ROM or DVD-ROM  
- Online Student Edition at glencoe.com  
- Literature Online at glencoe.com (QuickPass Code: GL36258u1) |
# Lesson Plan and Resource Manager

## UNIT ONE

### How Do You Stay True to Yourself? Part 2: Believing in Yourself

#### California ELA Standards

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.4, Writing 2.1</th>
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<tbody>
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<td></td>
<td>TE: Reading 1.3, Language Conventions 1.3</td>
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</table>

#### Lesson Summary

On pages 91–99 of the Student Edition, students will be introduced to the following:

- **Big Question**: How Do You Stay True to Yourself?
- **Literary Element**: Setting
- **Reading Skill**: Identify Sequence
- **Grammar Practice**: Compound Sentences
- **Writing Activity**: Write a Personal Essay
- **Listening and Speaking Practice**: Group Presentation

#### Lesson Duration

Two to five 45–50 minute sessions

#### Readability Scores

- Dale-Chall: 5.1
- DRP: 46
- Lexile: 480

#### Focus

**SE / TE** pp. 91–92
- Daily Language Practice Transparencies 19, 20
- Selection Focus Transparency 5
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE / TE** pp. 93–96
- Interactive Read and Write SE/TE, pp. 47–56
- Unit 1 Teaching Resources, Literary Element, p. 131
- Unit 1 Teaching Resources, Reading Skill, p. 132
- Unit 1 Teaching Resources, Grammar Practice, p. 133
- Literary Elements Transparency 56
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** pp. 97–99
- Unit 1 Teaching Resources, Selection Quick Check, p. 134
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 135
- Assessment Resources, Selection Test, pp. 51–52, 175
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Beginning/Early Intermediate, p. 93
- Interactive Read and Write (EL) SE/TE, pp. 47–56
- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 125
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 126
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 127
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 128
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 130
- Unit 1 Teaching Resources, Selection Quick Check, p. 134
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 135
- English Language Coach
### Universal Access: English Learners (continued)
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching p. 91
- **TE** Reading Skill, p. 95
- **TE** Strategic Activity, pp. 95, 99
- **TE** Benchmark Activity, p. 95
- Interactive Read and Write (Approaching) SE/TE, pp. 47–56
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Slave Narratives, p. 97
  - Novel Companion SE, pp. 7–50
  - Novel Companion TG, pp. 10–19
  - Literature Classics, Middle School CD-ROM
  - Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/ATE
- Revising with Style
- Spelling Power SE/ATE

### Daily Writing
- **TE** p. 94
- **SE/TE** p. 99

### Cross-Curricular Connections
- **SE/TE** View the Art, pp. 93, 95
- **TE** Connect to Social Studies, p. 97
  - glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u1T)
- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u1)

### PROGRAM 2

**Expressions:**
*The People Could Fly and Follow the Drinking Gourd*
Lesson Duration: 2–5 class periods
- **SE** pp. 55–68
- **TE** pp. 55–68d
- Expressions Practice Book, pp. 21–25
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
**Barbara Frietchie (pp. 100–106)**

**Lesson Plan and Resource Manager**

- **UNIT ONE** How Do You Stay True to Yourself? Part 2: Believing in Yourself

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.1, Writing 2.2d, Writing 2.2a</th>
<th>TE: Reading 3.4</th>
</tr>
</thead>
</table>

**Lesson Summary**

On pages **100–106** of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Narrative Poetry
- **Reading Strategy:** Summarize
- **Writing Activity:** Literary Analysis
- **Grammar Practice:** Main Verbs and Helping Verbs
- **Listening and Speaking:** Literature Group

**Lesson Duration**

Two 45–50 minute sessions

**Focus**

SE/TE pp. 100–101

- Daily Language Practice Transparencies 21, 22

**Teach**

SE/TE pp. 102–104

- Unit 1 Teaching Resources, Literary Element, p. 142
- Unit 1 Teaching Resources, Reading Strategy, p. 143
- Unit 1 Teaching Resources, Grammar Practice, p. 144
- Literary Element Transparency 43
- Read Aloud Think Aloud Transparencies 4–7
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE pp. 105–106

- Unit 1 Teaching Resources, Selection Quick Check, p. 145
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 146
- Assessment Resources, Selection Test, pp. 53–54, 175
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

**TE**

- Vocabulary Preteaching, p. 100
- Beginning/Early Intermediate, pp. 101, 105
- Intermediate, p. 101
- Early Advanced, p. 105

- Unit 1 Teaching Resources, Selection Summary: English and Spanish, p. 136
- Unit 1 Teaching Resources, Selection Summary: Vietnamese, p. 137
- Unit 1 Teaching Resources, Selection Summary: Tagalog, p. 138
- Unit 1 Teaching Resources, Selection Summary: Cantonese, p. 139
- Unit 1 Teaching Resources, Selection Summary: Hmong, p. 141
- Unit 1 Teaching Resources, Selection Quick Check (Spanish), p. 146

- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE  Vocabulary Preteaching p. 100  
|                                   | TE  Strategic Activity, p. 103  
|                                   | 🎥  Glencoe Interactive Vocabulary CD-ROM  
|                                   | 🎧  Listening Library Audio CD  
|                                   | 📚  Listening Library Sourcebook: Strategies and Activities  
|                                   | 🟢  Skill Level Up! A Skills-Based Language Arts Game CD-ROM  

| Universal Access: Advanced Learners | Novel Companion SE, pp. 7–50  
|                                    | Novel Companion TG, pp. 10–19  
|                                    | 📚  Literature Classics, Middle School CD-ROM  
|                                    | 🟢  Skill Level Up! A Skills-Based Language Arts Game CD-ROM  

| Extension | 📚  Grammar and Language Workbook SE  
|          | 📚  Grammar and Language Workbook ATE  
|          | 🟢  Revising with Style  
|          | 📚  Spelling Power SE  
|          | 🟢  Spelling Power ATE  

| Daily Writing | SE/TE  p. 106  
|              | TE  p. 106  

| Cross-Curricular Connections | glencoe.com  

| Independent Reading | 🎤  BackPack Reader  
|                     | 🎧  BookLink K–12 CD-ROM  
|                     | 🎤  Glencoe Literature Library  
|                     | 🎤  Glencoe Literature Library Teacher Resources CD-ROM  
|                     | 🚀  inTIME magazine  
|                     | 🎤  Literature Classics, Middle School CD-ROM  

| Technology and Additional Resources | Planning and Instruction:  
|                                    | TeacherWorks Plus CD-ROM  
|                                    | Classroom Presentation Toolkit CD-ROM  
|                                    | 📚  Literature Online at glencoe.com (QuickPass Code: GL3629u1T)  

| Students Tools: | 🎤  StudentWorks Plus CD-ROM or DVD-ROM  
|                | 📚  Online Student Edition at glencoe.com  
|                | 📚  Literature Online at glencoe.com (QuickPass Code: GL36258u1)  

Comparing Literature: from *Tom Sawyer* and *Born Worker*  (pp. 107–127)

**Lesson Plan and Resource Manager**

**UNIT ONE** How Do You Stay True to Yourself? Part 2: Believing in Yourself

<table>
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<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.3, Writing 2.2a</th>
<th>TE: Reading 1.1, Reading 1.3, Writing 2.1c, Writing 2.2, Writing 2.2a, Listening and Speaking 1.1</th>
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**Lesson Summary**

On pages 107–127 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Stay True to Yourself?
- **Literary Element:** Character
- **Reading Skill:** Compare and Contrast
- **Writing Activities:** Characterization, Write a Journal Entry, Compare and Contrast, Write to Compare
- **Grammar:** Comparative Adjectives
- **Listening and Speaking Practice:** Role-Playing, Compare and Contrast

**Lesson Duration**

Four to five 45–50 minute sessions

**Readability Scores**

- From *Tom Sawyer*: Dale-Chall: 7.3  DRP: 54  Lexile: 970
- From *Born Worker*: Dale-Chall: 5.5  DRP: 52  Lexile: 780

**Focus**

SE/TE  pp. 107–108, 114

- Daily Language Practice Transparencies 23, 24, 25, 26
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

**Teach**

SE/TE  pp. 108–113, 114–126

- Interactive Read and Write SE/TE, pp. 57–82
- Unit 1 Teaching Resources, Comparing Literature Graphic Organizer, p. 147
- Unit 1 Teaching Resources, Literary Element, p. 154
- Unit 1 Teaching Resources, Grammar Practice, p. 155
- Literary Elements Transparency 56
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE  p. 127

- Unit 1 Teaching Resources, Selection Quick Check, p. 156
- Assessment Resources, Selection Test, pp. 55–56, 175–176
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access:**

**English Learners**

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| Universal Access: English Learners (continued) | English Language Coach  
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| Universal Access: Approaching Level | **TE** Vocabulary Preteaching p. 107; Comparing Literature, pp. 111, 115; Benchmark Activity, pp. 111, 117; Strategic Activity, pp. 117, 123  
Interactive Read and Write (Approaching) SE/TE, pp. 57–82  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | **TE** Evaluating Characters, p. 119  
Novel Companion SE, pp. 7–50  
Novel Companion TG, pp. 10–19  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE/TAE  
Revising with Style  
Spelling Power SE/TAE |
| Daily Writing | **TE** pp. 112, 120, 124  
**SE / TE** p. 127 |
| Cross-Curricular Connections | **SE / TE** View the Art, p. 109  
**SE / TE** View the Photograph, pp. 114, 115, 117, 120, 125  
glencoe.com |
| Independent Reading | BackPack Reader; Glencoe Literature Library; inTIME magazine  
BookLink K–12 CD-ROM  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u1T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u1) |

**PROGRAM 2**

| Expressions: from Tom Sawyer  
Lesson Duration: 2–5 class periods | **SE** pp. 69–80  
**TE** pp. 69–80d  
Expressions Practice Book, pp. 26–30  
Reading Fluency, p. R3  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
| Expressions: Moving Day: A Reader’s Theater Play  
Lesson Duration: 2–5 class periods | **SE** pp. 81–90  
**TE** pp. 81–90d  
Expressions Practice Book, pp. 31–36  
Listening Library Audio CD  
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## Writing Workshop: Narrative (pp. 128–133)

### Lesson Plan and Resource Manager

**UNIT ONE**

**How Do You Stay True to Yourself?**

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<td><strong>Writing Prompt</strong></td>
<td>A narrative tells a story. A fictional narrative is a story about imaginary people and events. Write a short story in which a character acts on personal values and believes in himself or herself. The audience, or those reading your story, should be your classmates and teacher.</td>
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<td><strong>Focus</strong></td>
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<td>Daily Language Practice Transparency 27</td>
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<td><strong>Teach</strong></td>
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<td>Writing Resources: Writing Process Strategies 1–22</td>
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<td>Writing Resources: Narrative Writing 1–15</td>
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<td>Unit 1 Teaching Resources, Writing Workshop Rubric, p. 160</td>
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<td>- TeacherWorks Plus CD-ROM</td>
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<td>- Classroom Presentation Toolkit CD-ROM</td>
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## Speaking, Listening and Viewing Workshop:
### Narrative Presentation  (p. 134)

### Lesson Plan and Resource Manager

**UNIT ONE** How Do You Stay True to Yourself?

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<td>Lesson Duration</td>
<td>One to five 45–50 minute sessions</td>
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<td>Writing Prompt</td>
<td><strong>Connect to Your Writing</strong> Deliver an oral presentation of a narrative to your classmates. You might adapt the narrative you wrote for the Writing Workshop on pages 128–133. Remember that you focused on the Unit 1 Big Question: How Do You Stay True to Yourself?</td>
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| Focus                    | SE/TE  p. 134  
  - Daily Language Transparency 28 |
| Teach                    | SE/TE  p. 134  
  - Unit 6 Teaching Resources, SLV Activities, pp. 162–163 |
| Assess                   | SE/TE  p. 134  
  - Unit 6 Teaching Resources, SLV Rubrics, p. 164  
  - Glencoe Online Essay Grader at glencoewriting.com |
| Universal Access:        |  
  - English Learners  
    - Listening Library Sourcebook: Strategies and Activities |
| Universal Access:        |  
  - Approaching Level  
    - Listening Library Sourcebook: Strategies and Activities |
| Universal Access:        |  
  - Advanced Learners  
    - Novel Companion SE, pp. 7–50  
    - Novel Companion TG, pp. 10–19 |
| Daily Writing            | SE/TE  p. 134 |
| Cross-Curricular         |  
  - Connections  
    - glencoe.com |
| Technology and           | Planning and Instruction:  
  - Additional Resources  
    - TeacherWorks Plus CD-ROM  
    - Classroom Presentation Toolkit CD-ROM  
    - Literature Online at glencoe.com (QuickPass Code: GL36289u1T) |
|  Students Tools:         |  
    - Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM  
    - StudentWorks Plus CD-ROM or DVD-ROM  
    - Online Student Edition at glencoe.com  
    - Literature Online at glencoe.com (QuickPass Code: GL36258u1) |

### PROGRAM 2

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<td>SE/TE</td>
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# Unit One Wrap-Up  
(pp. 135–143)

## Lesson Plan and Resource Manager

### How Do You Stay True to Yourself?

| California ELA Standards | SE: Writing 1.1, Listening and Speaking 2.1a, 2.1b, 2.1c  
| TE: Reading 1.3, Reading 2.4, Reading 3.2, Reading 3.5, Reading 3.6, Writing 2.2, Language Conventions 1.3, Language Conventions 1.4 |
|---|---|

### Lesson Summary

On pages 135–143 of the Student Edition, students will:
- Complete the Unit Challenge
- Complete the end of unit assessment
- Read independently

### Lesson Duration

Two 45–50 minute sessions

### Focus

**SE / TE** Unit Challenge, p. 135; Independent Reading, p. 136
- Daily Language Transparencies 29–30

### Teach

**SE / TE** Unit Challenge, p. 135; Independent Reading, pp. 136–137
- Unit 1 Teaching Resources, Spelling Practice, p. 158

### Assess

**SE / TE** Unit Challenge, p. 135; pp. 138–143
- Assessment Resources, Unit 1 Summative Assessment, pp. 157–158, 196–198
- California Standards Practice SE/ATE pp. 2–24
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment
- Glencoe Online Essay Grader at glencoewriting.com

### Universal Access: English Learners

**TE** Intermediate p. 135

### Universal Access: Approaching Level

**TE** Strategic Activity, p. 137

### Universal Access: Advanced Learners

**TE** Oral Presentation, p. 135; Book Reviews, p. 137
- Novel Companion SE pp. 7–50, TG pp. 10–19
- Literature Classics, Middle School CD-ROM

### Extension

Grammar and Language Workbook SE/TAE; Spelling Power SE/TAE

### Daily Writing

**SE / TE** pp. 137, 143

### Cross-Curricular Connections

**TE** Literary History: Gary Paulsen, p. 136
- glencoe.com

### Independent Reading

**SE / TE** pp. 136–137
- BackPack Reader; Glencoe Literature Library; *inTIME* magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u1T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u1)
# Lesson Plan and Resource Manager

**UNIT TWO**

**Reading: What’s in It for You?**

### California ELA Standards

**SE:** Reading 3.7, Writing 2.2a–d  
**TE:** Reading 1.3, Reading 2.1, Reading 2.5, Reading 2.6, Reading 2.7, Reading 3.2, Reading 3.5, Reading 3.6, Writing 1.1, Listening Comprehension 1.4, Listening Comprehension 1.5, Listening and Speaking 1.5

### Lesson Summary

On pages **144–152** of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?  
- **Genre Focus:** Informational Text  
- **Reading Skills:** Analyze Cultural Context, Analyze Evidence, Identify Cause-and-Effect Relationships, Recognize Author’s Purpose, Analyze Plot  
- **Literary Elements:** Theme, Author’s Purpose, Informational Text, Description, Simile, Suspense, Mood, Diction, Setting  
- **Writing Product:** Functional Document  
- **Vocabulary:** Synonyms, Context Clues  
- **Grammar:** Irregular Verbs, Agreement with Indefinite Pronouns, Present and Past Perfect Tense

### Lesson Duration

One 45–50 minute session

### Focus

**SE/TE** p. 144  
- Daily Language Practice Transparency 31  
- Literature Launchers: Pre-Reading Videos DVD, Unit 2 Launcher  
- Literature Launchers Teacher Guide

### Teach

**SE/TE** pp. 146–151  
- Unit 2 Teaching Resources, Unit Introduction, pp. 1–2  
- Unit 2 Teaching Resources, Big Question Foldable, pp. 3–4  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection, p. 5  
- Unit 2 Teaching Resources, Unit Challenge Planner, pp. 12–15  
- Unit 2 Teaching Resources: Academic Vocabulary Development, pp. 16–17  
- Literary Elements Transparency 44  
- Classroom Presentation Toolkit CD-ROM  
- TeacherWorks Plus CD-ROM

### Assess

**SE/TE** p. 152  
- Assessment Resources, Unit 2 Diagnostic Assessment, pp. 7–10  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

### Universal Access: English Learners

- **Intermediate,** pp. 147, 149  
- **Beginning/Early Intermediate,** p. 147  
- **Early Advanced,** p. 149  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection: Spanish, p. 6  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection: Tagalog, p. 8  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection: Cantonese, p. 9  
- Unit 2 Teaching Resources, Big Question School-to-Home Connection: Hmong, p. 11  
- English Language Coach
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<td><strong>SE/TE</strong> p. 152</td>
<td><strong>TE</strong> View the Photograph, pp. 144, 147</td>
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<td>Planning and Instruction:</td>
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<td><strong>Literature Classics, Middle School CD-ROM</strong></td>
<td><strong>Literature Online at glencoe.com (QuickPass Code: GL36289u2T)</strong></td>
<td><strong>Revising with Style</strong></td>
<td><strong>Cross-Curricular Connections</strong></td>
<td><strong>Glencoe Literature Library</strong></td>
<td><strong>inTIME magazine</strong></td>
<td><strong>Classroom Presentation Toolkit CD-ROM</strong></td>
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<td><strong>Spelling Power SE</strong></td>
<td><strong>Spelling Power TAE</strong></td>
<td><strong>Independent Reading</strong></td>
<td><strong>Glencoe Literature Library Teacher Resources CD-ROM</strong></td>
<td><strong>Glencoe Literature Library Teacher Resources CD-ROM</strong></td>
<td><strong>Literature Online at glencoe.com (QuickPass Code: GL36258u2)</strong></td>
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Part 1 Opener and *There Is No Frigate Like a Book* and *Because of Libraries We Can Say These Things*  (pp. 153–158)

### Lesson Plan and Resource Manager

**UNIT TWO**  Reading: What’s in It for You? Part 1: Reading for Knowledge

| California ELA Standards | **SE:** Reading 3.5  
| **TE:** Reading 1.3, Reading 2.3, Reading 2.7, Reading 3.1, Reading 3.4, Reading 3.7, Listening and Speaking 2.5, Writing 1.5, Listening Comprehension 1.5 |
| **Lesson Summary** | On pages 153–158 of the Student Edition, students will be introduced to the following:  
- **Big Question:** Reading: What’s in It for You?  
- **Literary Element:** Theme  
- **Writing Skills:** Spelling Link: Patterns in Words of Two or More Syllables  
- **Listening, Speaking, and Viewing Skills:** Recite Poems |
| **Lesson Duration** | One 45–50 minute session |
| **Readability Scores** | Dale-Chall: N/A  
| DRP: N/A  
| Lexile: N/A |
| **Focus** | **SE/TE**  
| pp. 154  
| Selection Focus Transparency 6  
| Daily Language Practice Transparency 32 |
| **Teach** | **SE/TE**  
| pp. 155–157  
| Unit 2 Teaching Resources, Literary Element, p. 26  
| Unit 2 Teaching Resources, Grammar Practice, p. 27  
| Read Aloud, Think Aloud Transparencies 11–12  
| Literary Elements Transparency 70  
| Classroom Presentation Toolkit CD-ROM  
| Listening Library CD, Selection Audio  
| TeacherWorks Plus CD-ROM  
| Vocabulary PuzzleMaker CD-ROM |
| **Assess** | **SE/TE**  
| pp. 158  
| Unit 2 Teaching Resources, Selection Quick Check, p. 28  
| Unit 2 Teaching Resources, Selection Quick Check, (Spanish), p. 29  
| Assessment Resources, Selection Test, pp. 57–58  
| ExamView Assessment Suite CD-ROM  
| Progress Reporter Online Assessment |
| **Universal Access:**  
| **English Learners** | **TE** Vocabulary Preteaching, p. 154  
| **TE** Intermediate, pp. 155  
| **TE** Early Advanced, p. 155  
| Unit 2 Teaching Resources, English Language Coach, Part 1, p. 19  
| Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 20  
| Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 21  
| Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 22  
| Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 23  
| Unit 2 Teaching Resources, Selection Summary: Hmong, p. 25  
| Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 29  
| Glencoe Interactive Vocabulary CD-ROM |
| Universal Access: English Learners (continued) | Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 154  
TE Strategic Activity, pp. 153, 157  
TE Benchmark Activity, pp. 153, 157  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
Novel Companion TG, pp. 20–29  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | SE/TE p. 158 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 153, 155, 156  
TE Literary History, p. 155  
glenco.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
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Classroom Presentation Toolkit CD-ROM  
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Literature Online at glencoe.com (QuickPass Code: GL36258u2) |
**California Treasures Student Edition**

**TIME: Coming to America**  (pp. 159–164)

**Lesson Plan and Resource Manager**

**Reading: What's in It for You? Part 1: Reading for Knowledge**

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<th>TE: Reading 1.1, Reading 2.2, Reading 2.7, Writing 1.5, Language Conventions 1.5</th>
</tr>
</thead>
</table>

**Lesson Summary**

On pages 159–164 of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What's in It for You?
- **Reading Strategy:** Summarize
- **Listening, Speaking, and Viewing:** Analyze Art

**Lesson Duration**

20–25 minutes

**Readability Scores**

Dale-Chall: 9.0  DRP: 58  Lexile: 840

**Focus**

SE/TE  p. 159

**Teach**

SE/TE  pp. 159–163

- Unit 2 Teaching Resources, Reading Strategy, p. 36
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE  p. 164

- Unit 2 Teaching Resources, Selection Quick Check, p. 37
- Unit 2 Teaching Resources, Selection Quick Check, (Spanish), p. 38

**Universal Access: English Learners**

TE  Intermediate, pp. 159, 163

TE  Early Advanced, p. 163

- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 30
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 31
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 32
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 33
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 35
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 38
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

**Universal Access: Approaching Level**

TE  Strategic Activity, p. 161

TE  Benchmark Activity, pp. 159, 161

- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Universal Access: Advanced Learners**

- Novel Companion SE, pp. 51–94
- Novel Companion TG, pp. 20–29
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
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from *I Know Why the Caged Bird Sings* (pp. 165–177)

**Lesson Plan and Resource Manager**

**UNIT TWO**

**Reading: What’s in It for You? Part 1: Reading for Knowledge**

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<thead>
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<th>California ELA Standards</th>
<th>SE: Reading 3.4</th>
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</table>

**Lesson Summary**

On pages 165–177 of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Author’s Purpose
- **Reading Skill:** Analyze Cultural Context
- **Vocabulary:** Pantomime
- **Grammar Skills:** Grammar Link: Irregular Verbs
- **Research:** Internet Connection

**Lesson Duration**

Two to five 45–50 minute sessions

**Readability Scores**

Dale-Chall: 4.6   DRP: 54   Lexile: 910

**Focus**

SE/TE pp. 165–166
- Selection Focus Transparency 7
- Daily Language Practice Transparencies 33–34
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

**Teach**

SE/TE pp. 167–175
- Interactive Read and Write SE/TE, pp. 83–98
- Unit 2 Teaching Resources, Literary Element, p. 45
- Unit 2 Teaching Resources, Reading Strategy, p. 46
- Unit 2 Teaching Resources, Selection Vocabulary Practice, p. 47
- Unit 2 Teaching Resources, Vocabulary Strategy, p. 48
- Unit 2 Teaching Resources, Grammar Practice, p. 49
- Read Aloud, Think Aloud Transparency
- Grammar and Language Transparency
- Literary Elements Transparency
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE pp. 176–177
- Unit 2 Teaching Resources, Selection Quick Check, p. 50
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 51
- Assessment Resources, Selection Test, pp. 59–60
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

- TE Vocabulary Preteaching, p. 165
- TE Beginning/Early Intermediate, p. 167
- TE Intermediate, p. 167
- TE Early Advanced, pp. 167, 169
- Interactive Read and Write (EL) SE/TE, pp. 83–98
### Universal Access: English Learners (continued)
- Unit 2 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 39–44
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 51
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching, p. 165; Reading Skill, Analyze Cultural Context, p. 168; Strategic Activity, pp. 171, 173, 175; Benchmark Activity, pp. 171, 173, 175
- Interactive Read and Write (Approaching) SE, pp. 83–98
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- TE p. 169
- TE Theme, p. 177
- Novel Companion SE, pp. 51–94; TG, pp. 20–29
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

### Daily Writing
- TE p. 166
- SE/TE p. 177

### Cross-Curricular Connections
- SE/TE View the Art, pp. 167, 171, 174
  - glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u2T)
- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u2)

### PROGRAM 2

#### Expressions: Stories of Slaves in America
- Lesson Duration: 2–5 class periods
- SE pp. 97–106
- TE pp. 97–106f
- Expressions Practice Book, pp. 37–40
- Reading Fluency: p. R4
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM

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**Lesson Plans**
Huge, Freed Pet Pythons Invade Florida Everglades and Genre Focus: Informational Text (pp. 178–187)

Lesson Plan and Resource Manager

UNIT TWO Reading: What’s in It for You? Part 1: Reading for Knowledge

California ELA Standards

SE: Reading 2.6, Reading 2.3, Writing 1.1, Writing 1.6
TE: Reading 1.3, Reading 2.2, Reading 2.7, Listening Comprehension 1.6

Lesson Summary

On pages 178–185 of the Student Edition, students will be introduced to the following:
• Big Question: Reading: What’s in It for You?
• Literary Element: Text Features
• Reading Skill: Analyze Evidence
• Vocabulary: Academic Vocabulary
• Writing/Grammar: Summary/Apostrophes

On pages 186–187 of the Student Edition, students will be introduced to the following:
• Genre Focus: Informational Text
• Study Skills: Get Organized
• Reading Practice: Analyze Structure

Lesson Duration

Two to five 45–50 minute sessions

Readability Scores

Dale-Chall: 9.2   DRP: 66   Lexile: 1130

Focus

SE/TE pp. 178–179, 186
- Daily Language Practice Transparencies 35, 36
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

Teach

SE/TE pp. 180–182, 186–187
- Interactive Read and Write SE, pp. 99–108
- Unit 2 Teaching Resources, Genre Focus: Informational Text, pp. 52–53
- Unit 2 Teaching Resources, Literary Element, p. 60
- Unit 2 Teaching Resources, Reading Strategy, p. 61
- Unit 2 Teaching Resources, Selection Vocabulary Practice, p. 62
- Unit 2 Teaching Resources, Vocabulary Strategy, p. 63
- Unit 2 Teaching Resources, Grammar Practice, p. 64
- Read Aloud, Think Aloud Transparencies 8–10
- Literary Elements Transparency 68
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess

SE/TE pp. 183–185
- Unit 2 Teaching Resources, Selection Quick Check, p. 65
- Unit 2 Teaching Resources, Selection Quick Check, (Spanish), p. 66
- Assessment Resources, Selection Test, pp. 61–62
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment
### Universal Access: English Learners

| **TE** Vocabulary Preteaching, p. 178; Beginning/Early Intermediate, pp. 185, 187; Intermediate, p. 181; Early Advanced, p. 181  
| Interactive Read and Write (EL) SE, pp. 99–108  
| Unit 2 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 54–59  
| Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 66  
| Glencoe Interactive Vocabulary CD-ROM  
| Listening Library Audio CD  
| Listening Library Sourcebook: Strategies and Activities  

### Universal Access: Approaching Level

| **TE** Vocabulary Preteaching, p. 178; Strategic Activity, pp. 179, 183; Benchmark Activity, pp. 179–183; Reading Skill, p. 181  
| Interactive Read and Write (Approaching) SE, pp. 99–108  
| Glencoe Interactive Vocabulary CD-ROM  
| Listening Library Audio CD  
| Listening Library Sourcebook: Strategies and Activities  
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM  

### Universal Access: Advanced Learners

| Novel Companion SE, pp. 51–94; TG, pp. 20–29  
| Literature Classics, Middle School CD-ROM  
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM  

### Extension

| Grammar and Language Workbook SE/TAE  
| Revising with Style  
| Spelling Power SE/TAE  

### Daily Writing

| **SE/TE** p. 185; p. 187  

### Cross-Curricular Connections

| **SE/TE** Connect to Science, p. 183  
| **TE** Cultural History, p. 181; View the Photograph, p. 182  
| glencoe.com  

### Independent Reading

| BackPack Reader; Glencoe Literature Library; inTIME magazine  
| BookLink K–12 CD-ROM  
| Glencoe Literature Library Teacher Resources CD-ROM  
| Literature Classics, Middle School CD-ROM  

### Technology and Additional Resources

| Planning and Instruction:  
| TeacherWorks Plus CD-ROM  
| Classroom Presentation Toolkit CD-ROM  
| Literature Online at glencoe.com (QuickPass Code: GL36289u2T)  
| Students Tools:  
| StudentWorks Plus CD-ROM or DVD-ROM  
| Online Student Edition at glencoe.com  
| Literature Online at glencoe.com (QuickPass Code: GL36258u2)  

### PROGRAM 2

### Expressions:

**Here Comes Trouble!**  
**Lesson Duration:** 2–5 class periods

| **SE** pp. 107–114  
| **TE** pp. 107–114d  
| Expressions Practice Book, pp. 41–46  
| Reading Fluency: p. R5  
| Listening Library Audio CD  
| Glencoe Interactive Vocabulary CD-ROM  


# Lesson Plan and Resource Manager

## UNIT TWO

### Reading: What's in It for You? Part 1: Reading for Knowledge

#### California ELA Standards

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#### Lesson Summary

On pages **188–198** of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Description
- **Reading Strategy:** Draw Conclusions About Events
- **Vocabulary Skill/Strategy:** Synonyms, Academic Vocabulary
- **Writing Activity/Grammar:** Research and Report: Visual/Media Presentation/Grammar Link: Agreement with Indefinite Pronouns

#### Lesson Duration

Two 45–50 minute sessions

#### Readability Scores

Lexile: 1120

#### Focus

**SE/TE** pp. **188–189**

- Selection Focus Transparency 8
- Daily Language Practice Transparency 37

#### Teach

**SE/TE** pp. **190–196**

- Unit 2 Teaching Resources, Literary Element, p. 74
- Unit 2 Teaching Resources, Reading Strategy, p. 75
- Unit 2 Teaching Resources, Selection Vocabulary Practice, p. 76
- Unit 2 Teaching Resources, Vocabulary Strategy, p. 77
- Unit 2 Teaching Resources, Grammar Practice, p. 78
- Literary Elements Transparency 15
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** pp. **197–198**

- Unit 2 Teaching Resources, Selection Quick Check, p. 79
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 80
- Assessment Resources, Selection Test, pp. 63–64
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 188

**TE** Intermediate, pp. 189, 195

**TE** Early Advanced, p. 195

- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 68
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 69
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 70
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 71
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 73
| Universal Access: English Learners (continued) | Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 80  
English Language Coach  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
|-----------------------------------------------|
| Universal Access: Approaching Level | TE Teacher Edition, Vocabulary Preteaching, p. 188  
TE Teacher Edition, Strategic Activity, pp. 191, 193  
TE Teacher Edition, Benchmark Activity, pp. 191, 193  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
Novel Companion TG, pp. 20–29  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | TE p. 194  
SE/TE p. 198 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 190, 193, 196  
TE Cultural History, p. 191  
glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u2T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u2) |
# Functional Documents and Media Workshop: Media Elements  
(PP. 199–208)

## Lesson Plan and Resource Manager

### UNIT TWO

#### Reading: What’s in It for You? Part 1: Reading for Knowledge

| California ELA Standards | SE:  | Reading 2.1, Reading 2.5, Reading 2.6  
|--------------------------|------|--------------------------------------
| TE:                      |      | Reading 1.1, Reading 2.3, Reading 2.7, Listening Comprehension 1.4, Writing 1.6 |

**Lesson Summary**

On pages **199–207** of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- **Reading Strategy:** Skim and Scan
- **Writing:** Write Technical Directions

**Lesson Duration**

One to five 45–50 minute sessions

**Readability Scores**

- Dale-Chall: N/A
- DRP: N/A
- Lexile: N/A

**Focus**

- **SE / TE** p. 199
  - Daily Language Practice Transparencies 38–39
  - Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
  - Literature Launchers Teacher Guide

**Teach**

- **SE / TE** pp. 200–206
  - Interactive Read and Write SE, pp. 109–120
  - Unit 2 Teaching Resources, Reading Strategy, p. 87
  - Classroom Presentation Toolkit CD-ROM
  - Listening Library CD, Selection Audio
  - TeacherWorks Plus CD-ROM
  - Vocabulary PuzzleMaker CD-ROM

**Assess**

- **SE / TE** p. 207
  - Unit 2 Teaching Resources, Selection Quick Check, p. 88
  - Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 89
  - ExamView Assessment Suite CD-ROM
  - Progress Reporter Online Assessment

**Universal Access:**

- **TE** Vocabulary Preteaching, p. 199
- **TE** Early Advanced, p. 201
- **TE** Intermediate, p. 201

- Interactive Read and Write (EL) SE, pp. 109–120
- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 81
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 82
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 83
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 84
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 86
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 89
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 199  
| | TE Strategic Activity, pp. 103, 205  
| | TE Benchmark Activity, pp. 205, 207  
| | Interactive Read and Write (Approaching) SE, pp. 109–120  
| | Glencoe Interactive Vocabulary CD-ROM  
| | Listening Library Audio CD  
| | Listening Library Sourcebook: Strategies and Activities  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE p. 203  
| | Novel Companion SE, pp. 51–94  
| | Novel Companion TG, pp. 20–29  
| | Literature Classics, Middle School CD-ROM  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammer and Language Workbook SE  
| | Grammar and Language Workbook TAE  
| | Revising with Style  
| | Spelling Power SE  
| | Spelling Power TAE |
| Daily Writing | TE p. 202  
| | SE/TE p. 207 |
| Cross-Curricular Connections | SE/TE Cultural History, pp. 201, 206  
| | glencoe.com |
| Independent Reading | BackPack Reader  
| | BookLink K–12 CD-ROM  
| | Glencoe Literature Library  
| | Glencoe Literature Library Teacher Resources CD-ROM  
| | inTIME magazine  
| | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
| | TeacherWorks Plus CD-ROM  
| | Classroom Presentation Toolkit CD-ROM  
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| | Literature Online at glencoe.com (QuickPass Code: GL36258u2) |
# Media Workshop: Media Elements (p. 208)

## Lesson Plan and Resource Manager

### UNIT TWO Reading: What's in It for You? Part 1: Reading for Knowledge

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### Lesson Summary

On page 208 of the Student Edition, students will be introduced to the following:
- **Media Analysis:** Text and Content, Visuals, Audio

### Lesson Duration

One 45–50 minute session

### Readability Scores

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

### Focus

**SE/TE p. 208**  
Daily Language Practice Transparency 40

### Teach

**SE/TE p. 208**  
- Unit 2 Teaching Resources, Media Workshop, Media Elements, p. 67  
- Media Workshop DVD

### Assess

**SE/TE p. 208**  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

### Extension

- Media Workshop DVD

### Daily Writing

**SE p. 208**

### Cross-Curricular Connections

- Literature Online at glencoe.com (QuickPass Code: GL36289u2T)

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u2T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u2)
Notes
## Hollywood’s Rise to Fame and Grammar Workshop (pp. 209–216)

### Lesson Plan and Resource Manager

#### Unit Two

**Reading: What’s in It for You? Part 1: Reading for Knowledge**

| California ELA Standards | SE: Reading 2.7, Language Conventions 1.4  
|                         | TE: Reading 1.3, Language Conventions 1.1, Language Conventions 1.2, Language Conventions 1.5, Writing 1.4, Listening and Speaking 1.5 |

#### Lesson Summary

On pages **209–215** of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Text Structure
- **Reading Skill:** Identify Cause-and-Effect Relationships
- **Vocabulary:** Vocabulary Practice
- **Writing:** Writing a Summary

On page **216** of the Student Edition, students will be introduced to the following:

- **Grammar Workshop:** Sentence Fragments, Dependent Words

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: 6.4  
DRP: 60  
Lexile: 1130

#### Focus

**SE/TE** pp. 209–210; 216  
Daily Language Practice Transparency 41

#### Teach

**SE/TE** pp. 211–214  
- Unit 2 Teaching Resources, Literary Element, p. 96  
- Unit 2 Teaching Resources, Reading Strategy, p. 97  
- Unit 2 Teaching Resources, Selection Vocabulary Practice, p. 98  
- Unit 2 Teaching Resources, Vocabulary Strategy, p. 99  
- Unit 2 Teaching Resources, Grammar Practice, p. 100  
- Unit 2 Teaching Resources, Grammar Workshop: Sentence Fragments, p. 103  
- Grammar and Language Transparency 13  
- Literary Elements Transparency 69  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** pp. 215; 216  
- Unit 2 Teaching Resources, Selection Quick Check, p. 101  
- Unit 2 Teaching Resources, Selection Quick Check, (Spanish), p. 102  
- Assessment Resources, Selection Test, pp. 65–66  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 209  
**TE** Beginning/Early Intermediate, p. 213  
**TE** Intermediate, p. 213  
- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 90  
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 91  
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<td>- Literature Online at glencoe.com (QuickPass Code: GL36258u2)</td>
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### Lesson Plan and Resource Manager

**UNIT TWO**

#### California ELA Standards

| Standards | SE: Reading 3.6 | TE: Listening and Speaking 2.5, Reading 1.3, Language Conventions 1.3 |

#### Lesson Summary

On pages **217–221** of the Student Edition, students will be introduced to the following:

- **Big Question**: Reading: What's in It for You?
- **Literary Element**: Simile
- **Writing/Grammar Skills**: Writing a Journal Entry/Spelling Link

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

#### Focus

**SE / TE** p. 218  
Daily Language Practice Transparency 42

#### Teach

**SE / TE** pp. 219–220  
- Unit 2 Teaching Resources, Literary Element, p. 112  
- Unit 2 Teaching Resources, Grammar Practice, p. 113  
- Literary Elements Transparency 59  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** p. 221  
- Unit 2 Teaching Resources, Selection Quick Check, p. 114  
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 115  
- Assessment Resources, Selection Test, pp. 67–68  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE**  
- Vocabulary Preteaching, p. 218  
- Unit 2 Teaching Resources, English Language Coach, Part 2, p. 105  
- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 106  
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 107  
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 108  
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 109  
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 111  
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 115  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | Vocabulary Preteaching, p. 218  
| | Strategic Activity, pp. 217, 219, 221  
| | Benchmark Activity, pp. 217, 219  
| | Glencoe Interactive Vocabulary CD-ROM  
| | Listening Library Audio CD  
| | Listening Library Sourcebook: Strategies and Activities  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| | Novel Companion TG, pp. 20–29  
| | Literature Classics, Middle School CD-ROM  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Extension | Grammar and Language Workbook SE  
| | Grammar and Language Workbook TAE  
| | Revising with Style  
| | Spelling Power SE  
| | Spelling Power TAE  
| Daily Writing | SE/TE p. 221  
| Cross-Curricular Connections | TE View the Art, pp. 217, 219, 220  
| | TE Literary History, p. 220  
| | glencoe.com  
| Independent Reading | BackPack Reader  
| | BookLink K–12 CD-ROM  
| | Glencoe Literature Library  
| | Glencoe Literature Library Teacher Resources CD-ROM  
| | inTIME magazine  
| | Literature Classics, Middle School CD-ROM  
| Technology and Additional Resources | Planning and Instruction:  
| | TeacherWorks Plus CD-ROM  
| | Classroom Presentation Toolkit CD-ROM  
| | Literature Online at glencoe.com (QuickPass Code: GL36289u2T)  
| Students Tools: | StudentWorks Plus CD-ROM or DVD-ROM  
| | Online Student Edition at glencoe.com  
| | Literature Online at glencoe.com (QuickPass Code: GL36258u2)  

Casey at the Bat and Media Workshop: Media Ethics  (pp. 222–229)

Lesson Plan and Resource Manager

UNIT TWO  Reading: What’s in It for You? Part 2: Reading for Enjoyment

California ELA Standards

| SE: Reading 3.2, Writing 1.3 |
| TE: Reading 1.6, Listening and Speaking 1.1, Reading 1.1, Reading 2.2, Reading 3.2, Language Conventions 1.5 |

Lesson Summary

On pages 222–228 of the Student Edition, students will be introduced to the following:
- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Suspense
- **Reading Strategy:** Visualize

On page 229 of the Student Edition, students will be introduced to the following:
- **Media Workshop:** Media Ethics

Lesson Duration

One 45–50 minute session

Readability Scores

Dale-Chall: N/A  DRP: N/A  Lexile: N/A

Focus

SE / TE  pp. 222–223; 229
- Daily Language Practice Transparency 43

Teach

SE / TE  pp. 224–227; 229
- Unit 2 Teaching Resources, Literary Element, p. 122
- Unit 2 Teaching Resources, Reading Strategy, p. 123
- Unit 2 Teaching Resources, Grammar Practice, p. 124
- Unit 2 Teaching Resources, Media Workshop: Media Ethics, p. 127
- Literary Elements Transparency 65
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess

SE / TE  pp. 228; 229
- Unit 2 Teaching Resources, Selection Quick Check, p. 125
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 126
- Assessment Resources, Selection Test, pp. 69–70
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

Universal Access: English Learners

TE  Vocabulary Preteaching, p. 222
- Intermediate, p. 223
- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 116
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 117
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 118
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 119
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 121
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 126
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
| Universal Access: English Learners (continued) | Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
|-----------------------------------------------|----------------------------------------------------------|
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 222  
TE Strategic Activity, pp. 225, 227; 229  
TE Benchmark Activity, pp. 225, 227; 229  
TE Reading Strategy, p. 225  
Glencoe Interactive Vocabulary CD-ROM  
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Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
Novel Companion TG, pp. 20–29  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | SE/TE p. 228 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 224, 227  
TE Literary History, p. 225  
glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL3629u2T)  

Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u2) |
# Lesson Plan and Resource Manager

## The Tell-Tale Heart (pp. 230–241)

### Lesson Plan and Resource Manager

**Reading: What’s in It for You? Part 2: Reading for Enjoyment**

### California ELA Standards

| California ELA Standards | SE: Reading 3.6, Writing 1.1 | TE: Reading 1.3, Reading 3.4, Listening and Speaking 1.2, Language Conventions 1.5 |

### Lesson Summary

On pages 230–241 of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Mood
- **Reading Strategy:** Paraphrase
- **Vocabulary:** Synonyms, Academic Vocabulary
- **Writing/Grammar Practice:** Expository Essay/Grammar Practice: Dashes

### Lesson Duration

Two to five 45–50 minute sessions

### Readability Scores

- Dale-Chall: 5.0
- DRP: 54
- Lexile: 860

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### Universal Access: English Learners

| TE Vocabulary Preteaching, p. 230 |
| TE Early Intermediate, p. 231 |
| TE Interactive Read and Write (EL) SE, pp. 121–134 |
| Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 128 |
| Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 129 |
| Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 130 |
| Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 131 |
| Unit 2 Teaching Resources, Selection Summary: Hmong, p. 133 |
| Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 140 |
| Universal Access: English Learners (continued) | English Language Coach |
|                                               | Glencoe Interactive Vocabulary CD-ROM |
|                                               | Listening Library Audio CD |
|                                               | Listening Library Sourcebook: Strategies and Activities |

| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 230 |
|                                    | TE Literary Element, Mood, p. 233 |
|                                    | TE Strategic Activity, pp. 233, 237, 241 |
|                                    | TE Benchmark Activity, pp. 233, 237, 241 |
|                                    | Interactive Read and Write (Approaching) SE, pp. 121–134 |
|                                    | Glencoe Interactive Vocabulary CD-ROM |
|                                    | Listening Library Audio CD |
|                                    | Listening Library Sourcebook: Strategies and Activities |
|                                    | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

|                                     | Literature Classics, Middle School CD-ROM |
|                                     | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

| Extension | Grammar and Language Workbook SE/TAE |
|           | Revising with Style |
|           | Spelling Power SE/TAE |

| Daily Writing | TE p. 234 |
|              | SE/TE p. 241 |

| Cross-Curricular Connections | SE/TE View the Art, p. 237 |
|                             | glencoe.com |

| Independent Reading | BackPack Reader |
|                     | BookLink K–12 CD-ROM |
|                     | Glencoe Literature Library |
|                     | Glencoe Literature Library Teacher Resources CD-ROM |
|                     | inTIME magazine |
|                     | Literature Classics, Middle School CD-ROM |

| Technology and Additional Resources | Planning and Instruction: |
|                                     | TeacherWorks Plus CD-ROM |
|                                     | Classroom Presentation Toolkit CD-ROM |
|                                     | Literature Online at glencoe.com (QuickPass Code: GL36289u2T) |

| Students Tools: | StudentWorks Plus CD-ROM or DVD-ROM |
|                | Online Student Edition at glencoe.com |
|                | Literature Online at glencoe.com (QuickPass Code: GL36258u2) |
**Literary Perspective from *Edgar Allan Poe* (pp. 242–246)**

**Lesson Plan and Resource Manager**

**UNIT TWO**

**Reading: What's in It for You? Part 2: Reading for Enjoyment**

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<td>On pages 242–246 of the Student Edition, students will be introduced to the following:</td>
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<td>• <strong>Big Question:</strong> Reading: What's in It for You?</td>
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<td></td>
<td>• <strong>Reading Skill:</strong> Recognize Author's Purpose</td>
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<td>• <strong>Writing Practice:</strong> Analyze Author's Purpose</td>
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<td>• <strong>Study Skills/Research:</strong> Build Background</td>
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<td>• <strong>Listening, Speaking, and Viewing Skills:</strong> Analyze and Connect</td>
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<td>SE/TE  p. 242  Daily Language Practice Transparency 46</td>
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| **Universal Access:**    | TE  Beginning/Early Intermediate, p. 245 |
| **English Learners**     | Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 141 |
|                          | Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 142 |
|                          | Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 143 |
|                          | Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 144 |
|                          | Unit 2 Teaching Resources, Selection Summary: Hmong, p. 146 |
|                          | Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 149 |
|                          | English Language Coach |
|                          | Glencoe Interactive Vocabulary CD-ROM |
|                          | Listening Library Audio CD |
|                          | Listening Library Sourcebook: Strategies and Activities |

| **Universal Access:**    | TE  Strategic Activity, p. 243 |
| **Approaching Level**    | TE  Benchmark Activity, p. 243 |
|                          | Glencoe Interactive Vocabulary CD-ROM |
|                          | Listening Library Audio CD |
|                          | Listening Library Sourcebook: Strategies and Activities |
|                          | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
|                                   | Novel Companion TG, pp. 20–29  
|                                   | Literature Classics, Middle School CD-ROM  
|                                   | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Extension                         | Grammar and Language Workbook SE  
|                                   | Grammar and Language Workbook TAE  
|                                   | Revising with Style  
|                                   | Spelling Power SE  
|                                   | Spelling Power TAE  
| Daily Writing                     | TE p. 246  
| Cross-Curricular Connections      | TE Literary History, p. 243  
|                                   | TE View the Art, p. 244  
|                                   | TE Cultural History, pp. 244, 245  
|                                   | glencoe.com  
| Independent Reading              | BackPack Reader  
|                                   | BookLink K–12 CD-ROM  
|                                   | Glencoe Literature Library  
|                                   | Glencoe Literature Library Teacher Resources CD-ROM  
|                                   | inTIME magazine  
|                                   | Literature Classics, Middle School CD-ROM  
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|                                   | Classroom Presentation Toolkit CD-ROM  
|                                   | Literature Online at glencoe.com (QuickPass Code: GL36289u2T)  
| Students Tools                    | StudentWorks Plus CD-ROM or DVD-ROM  
|                                   | Online Student Edition at glencoe.com  
|                                   | Literature Online at glencoe.com (QuickPass Code: GL36258u2)  

## Lesson Plan and Resource Manager

**UNIT TWO**  
Reading: What’s in It for You? Part 2: Reading for Enjoyment

### California ELA Standards

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### Lesson Summary

On pages **247–265** of the Student Edition, students will be introduced to the following:

- **Big Question:** Reading: What’s in It for You?
- ** Literary Element:** Diction
- **Reading Skill:** Analyze Plot
- **Vocabulary:** Academic Vocabulary
- **Writing/Grammar Practice:** Write with Style: Apply Diction/ Grammar Link: Present Perfect Tense, Past Perfect Tense
- **Listening and Speaking Practice:** Active and Passive Voice

### Lesson Duration

Three 45–50 minute sessions

### Readability Scores

- Dale-Chall: 8.2
- DRP: 56
- Lexile: 950

### Focus

**SE / TE** pp. 247–248

- Daily Language Practice Transparencies 47–49

### Teach

**SE / TE** pp. 249–263

- Unit 2 Teaching Resources, Literary Element, p. 156
- Unit 2 Teaching Resources, Reading Strategy, p. 157
- Unit 2 Teaching Resources, Selection Vocabulary Practice, p. 158
- Unit 2 Teaching Resources, Vocabulary Strategy, p. 159
- Unit 2 Teaching Resources, Grammar Practice, p. 160

- Literary Elements Transparency 18
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE / TE** pp. 264–265

- Unit 2 Teaching Resources, Selection Quick Check, p. 161
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 162
- Assessment Resources, Selection Test, pp. 73–74
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 247

- Beginning/Early Intermediate, pp. 249, 255, 259
- Early Advanced, p. 249
- Intermediate, pp. 253, 259

- Unit 2 Teaching Resources, Selection Summary: English and Spanish, p. 150
- Unit 2 Teaching Resources, Selection Summary: Vietnamese, p. 151
- Unit 2 Teaching Resources, Selection Summary: Tagalog, p. 152
- Unit 2 Teaching Resources, Selection Summary: Cantonese, p. 153
- Unit 2 Teaching Resources, Selection Summary: Hmong, p. 155
- Unit 2 Teaching Resources, Selection Quick Check (Spanish), p. 162
**Universal Access: English Learners (continued)**

- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

**Universal Access: Approaching Level**

- **TE** Vocabulary Preteaching, p. 247
- **TE** Strategic Activity, pp. 251, 261, 263, 265
- **TE** Benchmark Activity, pp. 251, 261, 263, 265
- **TE** Reading Skill, Analyze Plot, p. 252
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Universal Access: Advanced Learners**

- **TE** p. 257
- **TE** Literary Element, Diction, p. 250
- **TE** Reading Skill, Analyze Plot, p. 254
- **TE** Novel Companion SE, pp. 51–94
- **TE** Novel Companion TG, pp. 20–29
- **TE** Literature Classics, Middle School CD-ROM
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Extension**

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

**Daily Writing**

- **TE** pp. 250, 256
- **SE** p. 265

**Cross-Curricular Connections**

- **SE/TE** View the Art, pp. 249, 253, 258
- **TE** Cultural History, p. 263
- glencoe.com

**Independent Reading**

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

**Technology and Additional Resources**

- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u2T)

- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u2)
### Lesson Plan and Resource Manager

**UNIT TWO** Reading: What’s in It for You? Part 2: Reading for Enjoyment

| California ELA Standards | SE: Reading 3.4  
|                        | TE: Reading 1.1, Reading 1.2, Reading 1.3, Reading 3.2, Reading 3.6, Reading 3.7, Writing 1.4 |

**Lesson Summary**

On pages **266–286** of the Student Edition, students will be introduced to the following:
- **Big Question:** Reading: What’s in It for You?
- **Literary Element:** Setting
- **Reading Skill:** Compare and Contrast
- **Writing Practice:** Write to Compare

On page **287** of the Student Edition, students will be introduced to the following:
- **Vocabulary Workshop:** Word Parts

**Lesson Duration**

Four 45–50 minute sessions  
Three Sessions – Comparing Literature  
One Session – Vocabulary Workshop

**Readability Scores**

Dale-Chall: 6.9  
DRP: 54  
Lexile: 900

**Focus**

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**Writing Workshop: Functional Document**  (pp. 288–293)

**Lesson Plan and Resource Manager**

**Reading: What's in It for You?**

<table>
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<th>California ELA Standards</th>
<th>SE: Writing 2.5a–b</th>
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<tr>
<td><strong>Lesson Duration</strong></td>
<td>One 45–50 minute session</td>
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<td><strong>Writing Prompt</strong></td>
<td>A functional document gives readers useful facts, instructions, and other types of information for a specific purpose. Write a memo announcing a day-long sales conference to introduce a new product. Include a schedule that lists the day’s activities as well as travel directions to the conference location. The audience, those reading your document, should be the sales staff who will attend the conference.</td>
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</table>
| **Focus**                | **SE/TE** p. 288  
Daily Language Practice Transparency 54 |
| **Teach**                | **SE/TE** pp. 288–293  
- Writing Resources: Writing Process Strategies 1–22  
- Writing Workshop Transparencies 11–15  
- Unit 2 Teaching Resources, Writing Workshop Graphic Organizer, p. 175  
- Unit 2 Teaching Resources, Writing Workshop Rubric, p. 176  
- Unit 2 Teaching Resources, Writing Workshop Checklists, p. 177 |
| **Assess**               | **SE/TE** p. 293  
- Glencoe Online Essay Grader at glencoewriting.com |
| **Universal Access:**    | **TE** Intermediate, p. 293 |
| **English Learners**     | **TE** Strategic Activity, p. 289  
**TE** Benchmark Activity, p. 289 |
| **Approaching Level**    | **TE** p. 291 |
| **Advanced Learners**    | **TE** |
| **Extension**            | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| **Daily Writing**        | **TE** p. 293 |
| **Cross-Curricular**     | glencoe.com |
| **Connections**          | **Technology and Additional Resources** |
| **Planning and Instruction:** |
| Grammar and Composition Handbook  
Grammar and Language Workbook  
Revising with Style  
Success in Writing: Research and Reports  
Writing Constructed Responses  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM |
PROGRAM 2

Expressions: Functional Document
Lesson Duration: 2–5 class periods

SE/TE pp. 115–119
## Speaking, Listening, and Viewing: Informative Presentation (p. 294)

### Lesson Plan and Resource Manager

**Unit Two**

**Reading: What’s in It for You?**

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<th>California ELA Standards</th>
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<td>TE: Listening and Speaking 1.6</td>
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</table>

**Lesson Duration**

One to five 45–50 minute sessions

**Assignment**

Connect to Your Writing: Deliver an informative presentation to your classmates. You might want to adapt the schedule in the memo you wrote for the Writing Workshop on pages 288–293. Remember that you focused on the Unit 2 Big Question: Reading: What’s in It for You?

**Focus**

SE / TE  p. 294

- Daily Language Practice Transparency 55

**Teach**

SE / TE  p. 294

- Unit 2 Teaching Resources, SLV Activities, pp. 178–179
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM

**Assess**

- Unit 2 Teaching Resources, SLV Rubric, p. 180

**Daily Writing**

SE / TE  p. 294

**Cross-Curricular Connections**

- glencoe.com

**Technology and Additional Resources**

**Planning and Instruction:**

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u2T)

**Students Tools:**

- Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u2)

**Program 2**

**Expressions:** Informative Presentation

**Lesson Duration:** 1 class period

SE / TE  p. 120
## Lesson Plan and Resource Manager

### Reading: What's in It for You?

| California Standards | SE: Writing 2.2a–d  
|----------------------|---|
| TE: Reading 1.3, 1.5, 2.1, 2.3, 2.4, 2.7, 3.2, 3.4; Language Conventions 1.4; Writing 2.4

### Lesson Duration

- Four 45–50 minute sessions
- Unit Challenge – 1 Session
- Independent Reading – 1 Session
- Assessment – 2 Sessions

### Lesson Summary

On pages 295–303 of the Student Edition, students will:
- Complete the Unit Challenge
- Complete the end of unit assessment
- Read independently

### Focus

- **SE/TE** Unit Challenge, p. 295
- **SE/TE** Independent Reading, p. 296
- Daily Language Transparencies 56–59

### Teach

- **SE/TE** Unit Challenge, p. 295; Independent Reading, pp. 296–297

### Assess

- **SE/TE** Assessment, pp. 298–303
- Assessment Resources, Unit 2 Summative Assessment, pp. 159–160
- California Standards Practice SE/ATE, pp. 26–52
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: Approaching Level

- **TE** Benchmark Activity, p. 295
- **TE** Strategic Activity, p. 297

### Universal Access: Advanced Learners

- **TE** p. 295
- Novel Companion SE, pp. 51–94; TG, pp. 20–29
- Literature Classics, Middle School CD-ROM

### Extension

- Grammar and Language Workbook SE/TAE
- Revising with Style

### Daily Writing

- **SE/TE** pp. 295, 297, 302, 303

### Cross-Curricular Connections

- **TE** Literary History, p. 296; Cultural History, Chief Sitting Bull, p. 297
- [glencoe.com](#)

### Independent Reading

- **TE** pp. 296–297
- BackPack Reader; Glencoe Literature Library; inTIME magazine
- BookLink K-12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](#) (QuickPass Code: GL36289u2T)

- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](#)
  - Glencoe Online Essay Grader at [glencoewriting.com](#)
  - Literature Online at [glencoe.com](#) (QuickPass Code: GL36258u2)
### California Treasures Student Edition

**Unit Three Introduction and Travel** *(pp. 304–308)*

#### Lesson Plan and Resource Manager

**UNIT THREE**

What’s More Important, the Journey or the Destination?

| California ELA Standards | SE: Reading 3.7, Writing 2.2a–b  
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#### Lesson Summary

On pages 304–308 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Genre Focus:** Poetry
- **Reading Strategies:** Analyze Style, Analyze Setting, Identify Cause-and-Effect Relationships, Analyze Theme, Analyze Characterization
- **Literary Elements:** Conflict, Line and Stanza, Speaker, Myth, Poetry, Rhyme, Metaphor, Characterization, Rhythm and Meter, Assonance and Consonance, Onomatopoeia and Alliteration, Motivation, Imagery, Sonnet
- **Writing Activity:** Response to Literature
- **Vocabulary:** Word Usage, Context Clues, Synonyms
- **Grammar:** Common and Proper Nouns, Reflexive and Intensive Pronouns, Future Tense, Adjectives and Adverbs, Modifying Phrases and Clauses, Comparative and Superlative

#### Lesson Duration

One 45–50 minute session

#### Focus

**SE/TE** pp. 304–306
- Daily Language Practice Transparency 60
- Literature Launchers: Pre-Reading Videos DVD, Unit 3 Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE/TE** pp. 306–307
- Unit 3 Teaching Resources, Unit Introduction, pp. 1–2
- Unit 3 Teaching Resources, Big Question Foldable, pp. 3–4
- Unit 3 Teaching Resources, Big Question School-to-Home Connection, p. 5
- Unit 3 Teaching Resources, Unit Challenge Planner, pp. 12–15
- Unit 3 Teaching Resources: Academic Vocabulary Development, pp. 16–17
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM

#### Assess

**SE/TE** p. 308
- Assessment Resources, Unit 3 Diagnostic Assessment, pp. 13–16, 171
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Beginning/Early Intermediate, p. 307
- Unit 3 Teaching Resources, Big Question School-to-Home Connection: Spanish, p. 6
- Unit 3 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7
- Unit 3 Teaching Resources, Big Question School-to-Home Connection: Tagalog, p. 8
- Unit 3 Teaching Resources, Big Question School-to-Home Connection: Cantonese, p. 9
- Unit 3 Teaching Resources, Big Question School-to-Home Connection: Hmong, p. 11
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# Lesson Plan and Resource Manager

**UNIT THREE**

**Lesson Plan and Resource Manager**

What’s More Important, the Journey or the Destination? Part 1: Difficult Paths

## California ELA Standards

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<th>SE: Reading 3.2</th>
<th>TE: Reading 1.1</th>
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## Lesson Summary

On pages 309–319 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Conflict
- **Reading Skill:** Analyze Style
- **Vocabulary:** Vocabulary Practice, Academic Vocabulary
- **Writing Activity:** Write a Persuasive Letter

## Lesson Duration

Two 45–50 minute sessions

## Readability Scores

Dale-Chall: 5.5  
DRP: 52  
Lexile: 780

## Focus

**SE/TE**  p. 310  
Selection Focus Transparency 10  
Daily Language Practice Transparencies 61, 62

## Teach

**SE/TE**  pp. 312–318  
- Unit 3 Teaching Resources, Literary Element, p. 26  
- Unit 3 Teaching Resources, Reading Strategy, p. 27  
- Unit 3 Teaching Resources, Selection Vocabulary Practice, p. 28  
- Unit 3 Teaching Resources, Vocabulary Strategy, p. 29  
- Unit 3 Teaching Resources, Grammar Practice, p. 30  
- Literary Elements Transparency 14  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

## Assess

**SE/TE**  p. 319  
- Unit 3 Teaching Resources, Selection Quick Check, p. 31  
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 32  
- Assessment Resources, Selection Test, pp. 77–78  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

## Universal Access: English Learners

TE  Vocabulary Preteaching, p. 310  
TE  Early Advanced, pp. 309, 315, 317  
TE  Intermediate, pp. 309, 313  
- Unit 3 Teaching Resources, English Language Coach, Part 1, p. 19  
- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 20  
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 21  
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 22  
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 23  
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 25  
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 32
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**California Treasures Student Edition**

### The Dying Cowboy (pp. 320–323)

#### Lesson Plan and Resource Manager

**UNIT THREE** What's More Important, the Journey or the Destination? Part 1: Difficult Paths

| California ELA Standards | SE: Reading 3.1  
|                          | TE: Writing 1.5, Reading 1.1, Listening and Speaking 2.5 |

#### Lesson Summary

On pages **320–323** of the Student Edition, students will be introduced to the following:

- **Big Question:** What's More Important, the Journey or the Destination?
- **Literary Element:** Stanza
- **Writing Activity:** Write an Action Scene
- **Spelling Link:** Unstressed Vowels

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

#### Focus

**SE / TE** p. 320  
Daily Language Practice Transparency 63

#### Teach

**SE / TE** pp. 321–322  
- Unit 3 Teaching Resources, Literary Element, p. 39
- Unit 3 Teaching Resources, Grammar Practice, p. 39
- Read Aloud, Think Aloud Transparencies 13–14
- Literary Elements Transparency 37
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** p. 323  
- Unit 3 Teaching Resources, Selection Quick Check, p. 41
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 42
- Assessment Resources, Selection Test, pp. 79–80
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 320

**TE** Intermediate, p. 321

- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 33
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 34
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 35
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 36
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 38
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 42

- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
### Universal Access: Approaching Level

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### Daily Writing

|                  | SE/TE  p. 323                     |

### Cross-Curricular Connections

|                  | SE/TE  View the Art, pp. 321, 322 |

### Independent Reading

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### Technology and Additional Resources

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### Lesson Plan and Resource Manager

**UNIT THREE**

**What’s More Important, the Journey or the Destination? Part 1: Difficult Paths**

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<th>California ELA Standards</th>
<th>SE: Reading 3.5</th>
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#### Lesson Summary

On pages 324–328 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Speaker
- **Writing Activity:** Write a Journal Entry
- **Spelling Link:** Adding Suffixes to Words with a Silent e

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

#### Focus

**SE / TE p. 324**

- Daily Language Practice Transparency 64

#### Teach

**SE / TE pp. 325–327**

- Unit 3 Teaching Resources, Literary Element, p. 49
- Unit 3 Teaching Resources, Grammar Practice, p. 50
- Literary Elements Transparency 44
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE p. 328**

- Unit 3 Teaching Resources, Selection Quick Check, p. 51
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 52
- Assessment Resources, Selection Test, pp. 81–82
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE Vocabulary Preteaching, p. 324**

**TE Beginning/Early Intermediate, p. 325**

**TE Early Advanced, p. 325**

- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 43
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 44
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 45
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 46
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 48
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 52

**TE English Language Coach**

- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
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<th><strong>Cross-Curricular Connections</strong></th>
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### Lesson Plan and Resource Manager

### UNIT THREE

**What’s More Important, the Journey or the Destination? Part 1: Difficult Paths**

#### California ELA Standards

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<th>SE: Reading 3.2</th>
<th>TE: Reading 1.3</th>
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#### Lesson Summary

On pages 329–335 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Myth
- **Reading Strategy:** Draw Conclusions About Plot
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Grammar Link:** Common and Proper Nouns
- **Speaking and Listening:** Oral Report

#### Lesson Duration

One to five 45–50 minute sessions

#### Readability Scores

Dale-Chall: 5.9  
DRP: 57  
Lexile: 1100

#### Focus

**TE** pp. 329–330

- Daily Language Practice Transparency 65
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE/TE** pp. 331–333

- Interactive Read and Write SE/TE, pp. 135–144
- Unit 3 Teaching Resources, Literary Element, p. 59
- Unit 3 Teaching Resources, Reading Strategy, p. 60
- Unit 3 Teaching Resources, Selection Vocabulary Practice, p. 61
- Unit 3 Teaching Resources, Vocabulary Strategy, p. 62
- Unit 3 Teaching Resources, Grammar Practice, p. 63
- Literary Elements Transparency 42
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** pp. 334–335

- Unit 3 Teaching Resources, Selection Quick Check, p. 64
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 65
- Assessment Resources, Selection Test, pp. 83–84
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 329

**TE** Beginning/Early Intermediate, p. 331

**TE** Intermediate, p. 333

- Interactive Read and Write (EL) SE/TE, pp. 135–144
- Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 53–56, 58
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 65
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching, p. 329; Strategic Activity, pp. 333, 335
- Interactive Read and Write (Approaching) SE/TE, pp. 135–144
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- Novel Companion SE, pp. 95–138
- Novel Companion TG, pp. 30–39
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- SE/TE p. 335

### Cross-Curricular Connections
- SE/TE View the Art, pp. 331, 333
- TE Cultural History, p. 331
- [glencoe.com](http://glencoe.com)

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- *inTIME* magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u3T)
- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](http://glencoe.com)
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u3)

### PROGRAM 2
**Expressions: Icarus and Daedalus and Telescopes**
- Lesson Duration: 2–5 class periods
- SE pp. 121–132
- TE pp. 121–132d
- Expressions Practice Book, pp. 47–53
- Reading Fluency: p. R6
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
## Genre Focus: Poetry  (pp. 336–337)

### Lesson Plan and Resource Manager

**UNIT THREE**

**What’s More Important, the Journey or the Destination? Part 1: Difficult Paths**

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<th>California ELA Standards</th>
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<td><strong>Lesson Summary</strong></td>
<td>On pages 336–337 of the Student Edition, students will be introduced to the following:</td>
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<td>• <strong>Genre Focus: Poetry:</strong> Structure and Sound Devices, Imagery and Figurative Language</td>
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<td><strong>Lesson Duration</strong></td>
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<td>Dale-Chall: N/A DRP: N/A Lexile: N/A</td>
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<td><strong>Focus</strong></td>
<td>TE p. 336 Daily Language Practice Transparency 66</td>
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<td><strong>Teach</strong></td>
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<td>Unit 3 Teaching Resources, Genre Focus: Poetry, pp. 66–67</td>
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### Paul Revere’s Ride (pp. 338–346)

**Lesson Plan and Resource Manager**

**UNIT THREE** What’s More Important, the Journey or the Destination? Part 1: Difficult Paths

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<th>California ELA Standards</th>
<th>SE: Reading 3.6</th>
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**Lesson Summary**

On pages 338–346 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Rhyme and Rhyme Scheme
- **Reading Strategy:** Monitor Comprehension
- **Vocabulary:** Academic Vocabulary
- **Grammar Link:** Pronouns
- **Research and Report:** Internet Connection

**Lesson Duration**

Two to five 45–50 minute sessions

**Readability Scores**

Dale-Chall: N/A   DRP: N/A   Lexile: N/A

**Focus**

**TE** pp. 338–339

Selection Focus Transparency 11

Daily Language Practice Transparencies 67–68

Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Literature Launcher Teacher Guide

**Teach**

**SE/TE** pp. 340–344

Interactive Read and Write SE/TE, pp. 145–154

Unit 3 Teaching Resources, Literary Element, p. 74

Unit 3 Teaching Resources, Reading Strategy, p. 75

Unit 3 Teaching Resources, Grammar Practice, p. 76

Literary Elements Transparency 55

Classroom Presentation Toolkit CD-ROM

Listening Library CD, Selection Audio

TeacherWorks Plus CD-ROM

Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE/TE** pp. 345–346

Unit 3 Teaching Resources, Selection Quick Check, p. 77

Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 78

Assessment Resources, Selection Test, pp. 85–86

ExamView Assessment Suite CD-ROM

Progress Reporter Online Assessment

**Universal Access: English Learners**

**TE** Vocabulary Preteaching, p. 338

Beginning/Early Intermediate, pp. 339, 343

Interactive Read and Write (EL) SE/TE, pp. 145–154

Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 68–73

Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 78

English Language Coach
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<td>Expressions Practice Book, pp. 54–59</td>
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# Lesson Plan and Resource Manager

## California Treasures Essential Course of Study

### Exile (pp. 347–353)

**Lesson Plan and Resource Manager**

**UNIT THREE** What’s More Important, the Journey or the Destination? Part 1: Difficult Paths

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<th>Lesson Summary</th>
<th>On pages 347–353 of the Student Edition, students will be introduced to the following:</th>
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<td>- <strong>Big Question</strong>: What’s More Important, the Journey or the Destination?</td>
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<td>- <strong>Literary Element</strong>: Metaphor</td>
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| Lesson Duration | One to five 45–50 minute sessions |

| Readability Scores | Dale-Chall: N/A | DRP N/A: | Lexile: N/A |

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**PROGRAM 2**

| Expressions: The Train of the Stars and Internment of Japanese Americans |  |
| Lesson Duration: 2–5 class periods | SE pp. 145–162 |
| TE pp. 145–162d |  |
|  | Expressions Practice Book, pp. 60–65 |
|  | Listening Library Audio CD |
|  | Glencoe Interactive Vocabulary CD-ROM |
# Lesson Plan and Resource Manager

**UNIT THREE**

What’s More Important, the Journey or the Destination? Part 1: Difficult Paths

| California ELA Standards | SE: Reading 3.4, Writing 2.3  
|                          | TE: Reading 1.3, Reading 3.3, Writing 1.4, Listening and Speaking 1.1 |

## Lesson Summary

On pages 354–365 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Characterization
- **Reading Skill:** Analyze Setting
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **View the Art:** Japanese Samurai Warriors
- **Writing Activity:** Respond Through Writing: Research Report
- **Grammar Tip:** Semicolons

## Lesson Duration

Two 45–50 minute sessions

## Readability Scores

Dale-Chall: 6.1   DRP: 50   Lexile: 610

## Focus

SE/TE pp. 354–365  
Daily Language Practice Transparencies 70, 71

### Teach

SE/TE pp. 356–362  
- Unit 3 Teaching Resources, Literary Element, p. 96  
- Unit 3 Teaching Resources, Reading Strategy, p. 97  
- Unit 3 Teaching Resources, Selection Vocabulary Practice, p. 98  
- Unit 3 Teaching Resources, Vocabulary Strategy, p. 99  
- Unit 3 Teaching Resources, Grammar Practice, p. 100  
  - Read Aloud, Think Aloud Transparency  
  - Grammar and Language Transparency  
  - Literary Elements Transparency  
  - Classroom Presentation Toolkit CD-ROM  
  - Listening Library CD, Selection Audio  
  - TeacherWorks Plus CD-ROM  
  - Vocabulary PuzzleMaker CD-ROM

### Assess

SE/TE pp. 363–365  
- Unit 3 Teaching Resources, Selection Quick Check, p. 101  
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 102  
- English Language Coach  
- Assessment Resources, Selection Test, pp. 89–90  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

### Universal Access: English Learners

TE Vocabulary Preteaching, p. 354  
TE Beginning/Early Intermediate, pp. 355, 363  
TE Literary Element, Characterization, p. 360  
TE Early Advanced, p. 363  
TE Intermediate, pp. 359, 361, 365  
- Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 90–93, 95  
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 102
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Harriet Tubman and Historical Perspective: from Harriet Tubman: Conductor on the Underground Railroad (pp. 366–378)

Lesson Plan and Resource Manager

UNIT THREE

What's More Important, the Journey or the Destination? Part 1: Difficult Paths

California ELA Standards

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Lesson Summary

On pages 366–378 of the Student Edition, students will be introduced to the following:

- **Big Question:** What's More Important, the Journey or the Destination?
- **Literary Elements:** Rhythm and Meter
- **Reading Skill:** Analyze Historical Context
- **Writing Activity:** Write a Stanza
- **Spelling Link:** Rule for Adding Suffixes to Words Ending in y

Lesson Duration

Two 45–50 minute sessions

Readability Scores

Historical Perspective: from Harriet Tubman: Conductor on the Underground Railroad

- Dale-Chall: 5.5
- DRP: 52
- Lexile: 1000

Focus

**SE / TE** pp. 366, 369
- Selection Focus Transparency 12
- Daily Language Practice Transparencies 72–74

Teach

**SE / TE** pp. 367, 369–377
- Unit 3 Teaching Resources, Literary Element, p. 109
- Unit 3 Teaching Resources, Reading Strategy, p. 119
- Unit 3 Teaching Resources, Grammar Practice, p. 110
- Read Aloud, Think Aloud Transparency 15
- Literary Elements Transparency 55
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess

**SE / TE** pp. 368, 378
- Unit 3 Teaching Resources, Selection Quick Check, pp. 111, 120
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), pp. 112, 121
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

Universal Access: English Learners

<p>| TE Vocabulary Preteaching, pp. 366, 369 |
| TE Beginning/Early Intermediate, pp. 367, 371 |
| TE Early Advanced, p. 373 |
| TE Intermediate, pp. 375, 377 |
| Unit 3 Teaching Resources, Selection Summaries: English and Spanish, pp. 103, 113 |
| Unit 3 Teaching Resources, Selection Summary: Vietnamese, pp. 104, 114 |
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Lesson Plan and Resource Manager

**UNIT THREE**

What’s More Important, the Journey or the Destination? Part 2: Memorable Places

### California ELA Standards

| California ELA | SE: Reading 2.7  
|               | TE: Reading 1.3, Reading 2.2, Listening and Speaking 1.0, Writing 1.4 |

### Lesson Summary

On pages 379–383 of the Student Edition, students will be introduced to the following:
- **Big Question:** What’s More Important, the Journey or the Destination?
- **Text Features:** Title and Subheads
- **Reading Skill:** Identify Cause-and-Effect Relationships

### Lesson Duration

One to five 45–50 minute sessions

### Readability Scores

Dale-Chall: 6.4   
DRP: 60   
Lexile: 1050

### Focus

**SE/TE**  p. 380
- Daily Language Practice Transparency 75

### Teach

**SE/TE**  pp. 380–382
- Interactive Read and Write SE/TE, pp. 163–172
- Unit 3 Teaching Resources, Part 2 Opener: Memorable Places, p. 122
- Unit 3 Teaching Resources, Reading Opener, p. 130
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE**  p. 383
- Unit 3 Teaching Resources, Selection Quick Check, p. 131
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 132
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access:

**English Learners**

**TE**  Vocabulary Preteaching, p. 380
- Beginning/Early Intermediate, p. 381
- Intermediate, p. 381
- Interactive Read and Write (EL) SE/TE, pp. 163–172
- Unit 3 Teaching Resources, English Language Coach, Part 2, p. 123
- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 124
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 125
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 126
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 127
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 129
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 132
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
Universal Access: Approaching Level

- TE Vocabulary Preteaching, p. 380
- TE Strategic Activity, pp. 379, 383
- Interactive Read and Write (Approaching) SE/TE, pp. 163–172
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

Universal Access: Advanced Learners

- TE Freewrite, p. 379
- Novel Companion SE, pp. 95–138
- Novel Companion TG, pp. 30–39
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

Extension

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

Daily Writing

- SE/TE p. 383

Cross-Curricular Connections

- SE/TE View the Art, pp. 379
- SE/TE View the Photograph, pp. 381, 382
- glencoe.com

Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

Technology and Additional Resources

- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u3T)

- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u3)

PROGRAM 2

Expressions:
Railroads Connect East to West
Lesson Duration: 2–5 class periods

- SE pp. 163–172
- TE pp. 163–172d
- Expressions Practice Book, pp. 66–70
- Reading Fluency: p. R7
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
### Lesson Plan and Resource Manager

**UNIT THREE**

What’s More Important, the Journey or the Destination? Part 2: Memorable Places

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### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching, p. 384
- **TE** Strategic Activity, p. 387
- **TE** Benchmark Activity, p. 387
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- Novel Companion SE, pp. 95–138
- Novel Companion TG, pp. 30–39
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- **SE/TE** p. 388

### Cross-Curricular Connections
- **SE/TE** View the Art, p. 386
  - glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36258u3)
- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u3)
**Lesson Plan and Resource Manager**

**UNIT THREE**

What’s More Important, the Journey or the Destination? Part 2: Memorable Places

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**Lesson Summary**

On pages 389–392 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Elements:** Onomatopoeia and Alliteration
- **Writing Activity:** Write a Stanza
- **Spelling Link:** Suffixes/Double the Final Consonant

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

Dale-Chall: N/A   DRP: N/A   Lexile N/A:

**Focus**

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|                                  | Listening Library Audio CD  
|                                  | Listening Library Sourcebook: Strategies and Activities  
|                                  | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | Novel Companion SE, pp. 95–138  
|                                  | Novel Companion TG, pp. 30–39  
|                                  | Literature Classics, Middle School CD-ROM  
|                                  | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
|           | Grammar and Language Workbook TAE  
|           | Revising with Style  
|           | Spelling Power SE  
|           | Spelling Power TAE |
| Daily Writing | SE/TE  p. 392 |
| Cross-Curricular Connections | SE/TE  View the Art, p. 390  
|                               | glencoe.com |
| Independent Reading | BackPack Reader  
|                    | BookLink K–12 CD-ROM  
|                    | Glencoe Literature Library  
|                    | Glencoe Literature Library Teacher Resources CD-ROM  
|                    | inTIME magazine  
|                    | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
|                                   | TeacherWorks Plus CD-ROM  
|                                   | Classroom Presentation Toolkit CD-ROM  
|                                   | Literature Online at glencoe.com (QuickPass Code: GL36289u3T)  
| Students Tools: | StudentWorks Plus CD-ROM or DVD-ROM  
|                  | Online Student Edition at glencoe.com  
|                  | Literature Online at glencoe.com (QuickPass Code: GL36258u3) |
### Lesson Plan and Resource Manager

**WHAT’S MORE IMPORTANT, THE JOURNEY OR THE DESTINATION? PART 2: MEMORABLE PLACES**

#### California ELA Standards

| California ELA Standards | SE: Reading 3.6, Reading 1.3 | TE: Reading 1.3, Language Conventions 1.3 |

#### Lesson Summary

On pages **393–401** of the Student Edition, students will be introduced to the following:
- **Big Question:** What’s More Important, the Journey or the Destination?
- **Literary Element:** Motivation
- **Reading Skill:** Analyze Characterization
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Grammar Link:** Modifying Phrases and Clauses
- **Research and Report:** Visual/Media Presentation

On page **402** of the Student Edition, students will be introduced to the following:
- **Vocabulary Workshop:** Multiple-Meaning Words

#### Lesson Duration

Two 45–50 minute lessons

#### Readability Scores

“Checkouts”:
- Dale-Chall: 7.6
- DRP: 59
- Lexile: 1350

#### Focus

**SE / TE** pp. 393–394, 402
- Daily Language Practice Transparencies 78, 79

#### Teach

**SE / TE** pp. 395–399, 402
- Unit 3 Teaching Resources, Literary Element, p. 160
- Unit 3 Teaching Resources, Reading Strategy, p. 161
- Unit 3 Teaching Resources, Selection Vocabulary Practice, p. 162
- Unit 3 Teaching Resources, Vocabulary Strategy, p. 163
- Unit 3 Teaching Resources, Grammar Practice, p. 164
- Literary Elements Transparency 41
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** pp. 400–401, 402
- Unit 3 Teaching Resources, Selection Quick Check, p. 165
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 166
- Assessment Resources, Selection Test, pp. 97–98
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access:

**English Learners**

**TE** Vocabulary Preteaching, p. 393
- Beginning/Early Intermediate, pp. 395, 399
- Intermediate, p. 395
- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 154
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 155
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 156
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 157
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 159
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## Lesson Plan and Resource Manager

### Unit Three

**What's More Important, the Journey or the Destination? Part 2: Memorable Places**

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<th>TE: Reading 1.3, Language Conventions 1.4</th>
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### Lesson Summary

On pages 403–409 of the Student Edition, students will be introduced to the following:

- **Big Question:** What's More Important, the Journey or the Destination?
- **Literary Element:** Imagery
- **Vocabulary:** Academic Vocabulary
- **Writing:** Write with Style: Apply Imagery
- **Grammar Link:** Comparative and Superlative

### Lesson Duration

One 45–50 minute session

### Readability Scores

- Dale-Chall: N/A
- DRP: N/A
- Lexile: N/A

### Focus

**SE/TE** p. 403

- Daily Language Practice Transparency 80

### Teach

**SE/TE** pp. 404–407

- Unit 3 Teaching Resources, Literary Element, p. 173
- Unit 3 Teaching Resources, Grammar Practice, p. 174
- Literary Elements Transparency 33
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 408–409

- Unit 3 Teaching Resources, Selection Quick Check, p. 175
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 176
- Assessment Resources, Selection Test, pp. 99–100
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 403; Beginning/Early Intermediate, pp. 407, 409; Early Advanced, p. 405; Intermediate, p. 409

- Unit 3 Teaching Resources, Selection Summaries: English and Spanish, p. 167
- Unit 3 Teaching Resources, Selection Summary: Vietnamese, p. 168
- Unit 3 Teaching Resources, Selection Summary: Tagalog, p. 169
- Unit 3 Teaching Resources, Selection Summary: Cantonese, p. 170
- Unit 3 Teaching Resources, Selection Summary: Hmong, p. 172
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 176

- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 403  
|                                       | TE Strategic Activity, p. 407  
|                                       | TE Literary Element, Imagery, p. 404  
|                                       | Glencoe Interactive Vocabulary CD-ROM  
|                                       | Listening Library Audio CD  
|                                       | Listening Library Sourcebook: Strategies and Activities  
|                                       | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners  | TE Text Structure, p. 405  
|                                       | TE Literary Element, Imagery, p. 406  
|                                       | Novel Companion SE, pp. 95–138  
|                                       | Novel Companion TG, pp. 30–39  
|                                       | Literature Classics, Middle School CD-ROM  
|                                       | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension                            | Grammar and Language Workbook SE  
|                                       | Grammar and Language Workbook TAE  
|                                       | Revising with Style  
|                                       | Spelling Power SE  
|                                       | Spelling Power TAE |
| Daily Writing                        | SE / TE p. 409 |
| Cross-Curricular Connections         | SE / TE View the Art, pp. 404, 406  
|                                       | glencoe.com |
| Independent Reading                 | BackPack Reader  
|                                       | BookLink K–12 CD-ROM  
|                                       | Glencoe Literature Library  
|                                       | Glencoe Literature Library Teacher Resources CD-ROM  
|                                       | inTIME magazine  
|                                       | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources  | Planning and Instruction:  
|                                       | TeacherWorks Plus CD-ROM  
|                                       | Classroom Presentation Toolkit CD-ROM  
|                                       | Literature Online at glencoe.com (QuickPass Code: GL36289u3T)  
| Students Tools:                     | StudentWorks Plus CD-ROM or DVD-ROM  
|                                       | Online Student Edition at glencoe.com  
|                                       | Literature Online at glencoe.com (QuickPass Code: GL36258u3) |
The New Colossus and Childhood  (pp. 410–416)

Lesson Plan and Resource Manager
UNIT THREE  What's More Important, the Journey or the Destination? Part 2: Memorable Places

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.1</th>
<th>TE: Reading 1.3, Writing 1.6</th>
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</table>

Lesson Summary
On pages 410–416 of the Student Edition, students will be introduced to the following:
- Big Question: What's More Important, the Journey or the Destination?
- Literary Element: Sonnet
- Reading Strategy: Paraphrase
- Vocabulary: Academic Vocabulary
- Writing Activity: Expository Essay
- Grammar Tip: Colons

Lesson Duration
One to five 45–50 minute sessions

Readability Scores
Dale-Chall: N/A   DRP: N/A   Lexile: N/A

Focus
SE / TE  pp. 410–411
- Selection Focus Transparency 14
- Daily Language Practice Transparency 81
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

Teach
SE / TE  pp. 412–413
- Interactive Read and Write SE/TE, pp. 173–178
- Unit 3 Teaching Resources, Literary Element, p. 183
- Unit 3 Teaching Resources, Reading Strategy, p. 184
- Unit 3 Teaching Resources, Grammar Practice, p. 185
- Literary Elements Transparency 60
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess
SE / TE  pp. 414–416
- Unit 3 Teaching Resources, Selection Quick Check, p. 186
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 187
- Assessment Resources, Selection Test, pp. 101–102
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

Universal Access: English Learners
TE  Vocabulary Preteaching, p. 410
TE  Beginning/Early Intermediate, pp. 411, 415
TE  Early Advanced, p. 411
TE  Intermediate, pp. 411, 415
- Interactive Read and Write EL SE/TE, pp. 173–178
- Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 177–180, 182
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 187
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching, p. 410; Strategic Activity, p. 413; Benchmark Activity, p. 413
- Interactive Read and Write (Approaching) SE/TE, pp. 173–178
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Sonnet, p. 413
- Novel Companion SE, pp. 95–138; TG, pp. 30–39
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

### Daily Writing
- **SE/TE** p. 416

### Cross-Curricular Connections
- **TE** Cultural History, p. 412
- **SE/TE** View the Art, p. 413
- glencoe.com

### Independent Reading
- BackPack Reader; Glencoe Literature Library; inTIME magazine
- BookLink K–12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u3T)
- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u3)

### PROGRAM 2

#### Expressions:
- **Good Company and A New Life in America**
  - **Lesson Duration:** 2–5 class periods
  - **SE** pp. 173–186
  - **TE** pp. 173–186d
  - Expressions Practice Book, pp. 71–75
  - Listening Library Audio CD
  - Glencoe Interactive Vocabulary CD-ROM

#### Expressions:
- **Lullaby Blessings and Child Workers in Our Nation**
  - **Lesson Duration:** 2–5 class periods
  - **SE** pp. 187–200
  - **TE** pp. 187–200d
  - Expressions Practice Book, pp. 76–81
  - Listening Library Audio CD
  - Glencoe Interactive Vocabulary CD-ROM
### Comparing Literature: from *Beowulf* and *Racing the Great Bear* (pp. 417–433)

#### Lesson Plan and Resource Manager

**UNIT THREE** What's More Important, the Journey or the Destination? Part 2: Memorable Places

| California ELA Standards | SE: Reading 3.3  
<table>
<thead>
<tr>
<th></th>
<th>TE: Reading 3.2, Language Conventions 1.3</th>
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#### Lesson Summary

On pages 417–433 of the Student Edition, students will be introduced to the following:
- **Big Question:** What's More Important, the Journey or the Destination?
- **Literary Element:** Motivation
- **Reading Skill:** Compare and Contrast
- **Writing Activity:** Write to Compare

#### Lesson Duration

Two to five 45–50 minute sessions

#### Readability Scores

“Racing the Great Bear”:  
- Dale-Chall: 4.3  
- DRP: 49  
- Lexile: 760

#### Focus

**SE/TE** p. 417
- Selection Focus Transparency 15
- Daily Language Practice Transparencies 82, 83
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE/TE** pp. 418–432
- Interactive Read and Write SE/TE, pp. 179–200
- Unit 3 Teaching Resources, Comparing Literature Graphic Organizer, p. 188
- Unit 3 Teaching Resources, Literary Element, p. 195
- Unit 3 Teaching Resources, Grammar Practice, p. 196
- Literary Elements Transparency 41
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** p. 433
- Unit 3 Teaching Resources, Selection Quick Check, p. 197
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 198
- Assessment Resources, Selection Test, pp. 103–104
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE**  
- Vocabulary Preteaching, p. 417; Beginning/Early Intermediate, p. 423; Early Advanced, pp. 419, 427, 433; Intermediate, p. 421
- Interactive Read and Write EL SE/TE, pp. 179–200
- Unit 3 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 189–192, 194
- Unit 3 Teaching Resources, Selection Quick Check (Spanish), p. 198
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
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<tr>
<th><strong>Universal Access: Approaching Level</strong></th>
<th><strong>TE</strong> Vocabulary Preteaching, p. 417; Comparing Literature, p. 419; Strategic Activity, pp. 421, 425, 427, 429; Benchmark Activity, pp. 423, 433</th>
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<td><strong>Glencoe Interactive Vocabulary CD-ROM</strong></td>
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<td><strong>Listening Library Audio CD</strong></td>
<td><strong>Listening Library Sourcebook: Strategies and Activities</strong></td>
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<td><strong>Skill Level Up! A Skills-Based Language Arts Game CD-ROM</strong></td>
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<th><strong>Universal Access: Advanced Learners</strong></th>
<th><strong>TE</strong> Comparing Literature, p. 420; Research, pp. 425, 429; Retell the Story, p. 431</th>
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<td><strong>Novel Companion SE, pp. 95–138; TG, pp. 30–39</strong></td>
<td><strong>Glencoe Interactive Vocabulary CD-ROM</strong></td>
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<td><strong>Listening Library Audio CD</strong></td>
<td><strong>Skill Level Up! A Skills-Based Language Arts Game CD-ROM</strong></td>
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<th><strong>Extension</strong></th>
<th><strong>Grammar and Language Workbook SE/TAE</strong></th>
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<td><strong>Revising with Style</strong></td>
<td><strong>Spelling Power SE/TAE</strong></td>
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<th><strong>Daily Writing</strong></th>
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<td><strong>TE</strong> p. 422</td>
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<th><strong>Cross-Curricular Connections</strong></th>
<th><strong>SE/TE</strong> View the Photograph, pp. 418, 421, 422, 425, 427, 429</th>
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<td><strong>TE</strong> Cultural History, pp. 428, 431</td>
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<tr>
<td><strong>SE/TE</strong> View the Art, pp. 430, 432</td>
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<td><strong>glencoe.com</strong></td>
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<th><strong>Independent Reading</strong></th>
<th><strong>BackPack Reader; Glencoe Literature Library; inTIME magazine</strong></th>
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<td><strong>Glencoe Literature Library Teacher Resources CD-ROM</strong></td>
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<td><strong>Literature Classics, Middle School CD-ROM</strong></td>
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<td><strong>Classroom Presentation Toolkit CD-ROM</strong></td>
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<tr>
<td><strong>Literature Online at glencoe.com (QuickPass Code: GL36289u3T)</strong></td>
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**Students Tools:**
- **StudentWorks Plus CD-ROM or DVD-ROM**
- **Online Student Edition at glencoe.com**
- **Literature Online at glencoe.com (QuickPass Code: GL36258u3)**

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<th><strong>PROGRAM 2</strong></th>
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<td><strong>Lesson Duration: 2–5 class periods</strong></td>
<td><strong>TE</strong> pp. 201–210d</td>
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<td><strong>Expressions Practice Book, pp. 82–86</strong></td>
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<th><strong>Expressions:</strong> <em>Atalanta’s Race and Racing the Great Bear</em></th>
<th><strong>SE</strong> pp. 211–222</th>
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<td><strong>Lesson Duration: 2–5 class periods</strong></td>
<td><strong>TE</strong> pp. 211–222d</td>
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<td><strong>Expressions Practice Book, pp. 87–93</strong></td>
<td><strong>Reading Fluency: p. R8</strong></td>
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<td><strong>Listening Library Audio CD</strong></td>
<td><strong>Glencoe Interactive Vocabulary CD-ROM</strong></td>
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</table>
## Writing Workshop: Response to Literature  (pp. 434–439)

### Lesson Plan and Resource Manager

**UNIT THREE**  What’s More Important, the Journey or the Destination?

| California ELA Standards | SE: Writing 2.2a, Writing 2.2b, Writing 2.2c, Writing 2.2d  
| TE:  Writing 1.2 |
|--------------------------|--------------------------------------------------|
| Lesson Duration          | Two to five 45–50 minute sessions |
| Writing Prompt           | A response to literature is an expository essay in which you interpret aspects of a literary selection. Write an interpretation of how the Big Question “What’s More Important, the Journey or the Destination?” is addressed in one of the poems you have read in this unit. The audience, those reading your document, should be your classmates and teacher. |
| Focus                    | SE/TE  p. 434  
|                          | Daily Language Practice Transparency 84 |
| Teach                    | SE/TE  pp. 434–439  
|                          | Writing Resources: Writing Process Strategies 1–22  
|                          | Writing Resources: Response to Literary Text 1–14  
|                          | Writing Workshop Transparencies 16–20  
|                          | Unit 3 Teaching Resources, Writing Workshop Graphic Organizer, p. 200  
|                          | Unit 3 Teaching Resources, Writing Workshop Rubric, p. 201  
|                          | Unit 3 Teaching Resources, Writing Workshop Checklist, p. 202 |
| Assess                   | SE/TE  p. 439  
|                          | Glencoe Online Essay Grader at glencoewriting.com |
| Universal Access:        | TE  Early Advanced, p. 435  
| English Learners         | TE  Intermediate, p. 437 |
| Universal Access:        | TE  Strategic Activity, pp. 435, 439  
| Approaching Level        | TE  Benchmark, p. 289  
|                          | TE  Teach, pp. 434, 435, 437 |
| Universal Access:        | TE  Edit and Proofread, p. 439 |
| Advanced Learners        | |
| Extension                | Grammar and Language Workbook SE  
|                          | Grammar and Language Workbook TAE  
|                          | Revising with Style  
|                          | Spelling Power SE  
<p>|                          | Spelling Power TAE |
| Daily Writing            | SE/TE  p. 439 |
| Cross-Curricular         | glencoe.com |
| Connections              | |</p>
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<th>Planning and Instruction:</th>
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<td><strong>Grammar and Composition Handbook</strong></td>
<td><strong>Grammar and Language Workbook</strong></td>
</tr>
<tr>
<td><strong>Revising with Style</strong></td>
<td><strong>Success in Writing: Research and Reports</strong></td>
</tr>
<tr>
<td><strong>Writing Constructed Responses</strong></td>
<td><strong>TeacherWorks Plus CD-ROM</strong></td>
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<td><strong>Classroom Presentation Toolkit CD-ROM</strong></td>
<td><strong>Glencoe Online Essay Grader at glencoewriting.com</strong></td>
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<tr>
<td><strong>Literature Online at glencoe.com</strong> (QuickPass Code: GL36289u3T)</td>
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**Students Tools:**
- **StudentWorks Plus CD-ROM or DVD-ROM**
- **Online Student Edition at glencoe.com**
- **Glencoe Online Essay Grader at glencoewriting.com**
- **Literature Online at glencoe.com** (QuickPass Code: GL36258u3)

**Program 2**

**Expressions:**
- **Response to Literature**

**Lesson Duration:**
- 2–5 class periods

**SE/TE pp. 223–227**
**Unit Three**

**What's More Important, the Journey or the Destination?**

**California ELA Standards**

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Listening and Speaking 2.2</th>
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</thead>
</table>

**Lesson Duration**

Two to five 45–50 minute sessions

**Assignment**

**Connect to Your Writing** Deliver an oral response to literature to your classmates. You might want to adapt the response to literature you wrote for the Writing Workshop on pages 434–439. Remember that you focused on the Unit 3 Big Question: What's More Important, the Journey or the Destination?

**Focus**

SE / TE  p. 440

Daily Language Practice Transparency 85

**Teach**

SE / TE  p. 440

- Unit 3 Teaching Resources, SLV Activities, pp. 203–204
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM

**Assess**

- Unit 3 Teaching Resources, SLV Rubrics, p. 205

**Extension**

- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

**Daily Writing**

SE / TE  p. 440

**Cross-Curricular Connections**

- glencoe.com

**Technology and Additional Resources**

**Planning and Instruction:**

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36289u3T)

**Students Tools:**

- Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u3)

**Program 2**

**Expressions:** Oral Response

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<tr>
<th>Expressions: Oral Response Lesson Duration: 2–5 class periods</th>
<th>SE / TE  p. 228</th>
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**ASSIGNMENT**

Connect to Your Writing Deliver an oral response to literature to your classmates. You might want to adapt the response to literature you wrote for the Writing Workshop on pages 434–439. Remember that you focused on the Unit 3 Big Question: What's More Important, the Journey or the Destination?
## Unit Three Wrap-Up Lesson Plan (pp. 441–449)

### Lesson Plan and Resource Manager

### What's More Important, the Journey or the Destination?

#### California ELA Standards

<table>
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<tr>
<th>Teachers Edition</th>
<th>Student Edition</th>
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<tr>
<td><strong>SE:</strong> Writing 1.1, Writing 2.1a, Writing 2.1b</td>
<td><strong>TE:</strong> Reading 3.1, 3.4, 3.5, 3.6; Listening Conventions 1.4, 1.5, 1.6; Writing 2.4</td>
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</table>

#### Lesson Summary

On pages 441–449 of the Student Edition, students will:
- Complete the Unit Challenge
- Complete the end of unit assessment
- Read independently

#### Lesson Duration

Four 45–50 minute sessions
- Unit Challenge – 1 Session
- Independent Reading – 1 Session
- Assessment – 2 Sessions

#### Focus

**SE / TE** Unit Challenge, p. 441
**SE / TE** Independent Reading, p. 442
- Daily Language Transparency 86, 87, 88, 89

#### Teach

**SE / TE** Unit Challenge, p. 441; Independent Reading, pp. 442–443

#### Assess

**SE / TE** Assessment, pp. 444–449
- Assessment Resources, Unit 3 Summative Assessment, pp. 155–156
- California Standards Practice SE/ATE, pp. 53–78
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: Approaching Level

**TE** Benchmark, p. 443
**TE** Strategic, p. 443

#### Universal Access: Advanced Learners

- Novel Companion SE, pp. 95–138; TG, pp. 30–39
- Literature Classics, Middle School CD-ROM

#### Extension

- Grammar and Language Workbook SE/TAE
- Spelling Power SE/TAE

#### Daily Writing

**SE / TE** pp. 441, 443, 448, 449

#### Cross-Curricular Connections

**TE** Literary History: Jack London, p. 442; Cultural History: Vietnam War, p. 443
- glencoe.com

#### Independent Reading

**TE** pp. 442–443
- BackPack Reader; Glencoe Literature Library; inTIME magazine
- BookLink K–12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

#### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u3T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u3)
# Unit Four Introduction  (pp. 450–456)

**Lesson Plan and Resource Manager**

**UNIT FOUR**  What’s Worth Fighting For?

**California ELA Standards**

| California ELA Standards | SE: Reading 3.7, Writing 2.2 | TE: Reading 3.7, Reading 2.2, Reading 2.7, Reading 3.6, Writing 2.4, Listening Conventions 1.5 |

**Lesson Summary**

On pages **450–456** of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Elements:** Argument, Thesis, Style, Author’s Perspective, Parallelism, Text Structure, Ode, Argument and Persuasion, Tone, Theme, Symbol, Dialogue
- **Reading Strategies:** Distinguish Fact and Opinion, Analyze Evidence, Compare and Contrast Information, Analyze Cause-and-Effect Relationships, Analyze Conflict
- **Vocabulary:** Word Usage
- **Writing Activities/Grammar:** Double Negatives, Capitalization of Sentences, Misplaced/Dangling Modifiers, Articles and Demonstrative Articles, Direct Objects, Indirect Objects; Persuasive Essay
- **Genre Focus:** Argument and Persuasion

**Lesson Duration**

One 45–50 minute session

**Focus**

**SE/TE** pp. 450–452

- Daily Language Practice Transparency 90
- Literature Launchers: Pre-Reading Videos DVD, Unit 4 Launcher
- Literature Launchers Teacher Guide

**Teach**

**SE/TE** pp. 453–455

- Unit 4 Teaching Resources, Unit Introduction, pp. 1–2
- Unit 4 Teaching Resources, Big Question Foldable, pp. 3–4
- Unit 4 Teaching Resources, Big Question School-to-Home Connection, p. 5
- Unit 4 Teaching Resources, Unit Challenge Planner, pp. 12–15
- Unit 4 Teaching Resources: Academic Vocabulary Development, pp. 16–17
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM

**Assess**

**SE/TE** p. 456

- Assessment Resources, Unit 4 Diagnostic Assessment, pp. 17–22
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

**TE**

- Beginning/Early Intermediate Activity, p. 453
- Intermediate Activity, p. 453
- Early Advanced Activity, p. 453
- English Language Coach
- Unit 4 Teaching Resources, Big Question School-to-Home Connection: Spanish, p. 6
- Unit 4 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7
- Unit 4 Teaching Resources, Big Question School-to-Home Connection: Tagalog, p. 8
- Unit 4 Teaching Resources, Big Question School-to-Home Connection: Cantonese, p. 9
- Unit 4 Teaching Resources, Big Question School-to-Home Connection: Hmong, p. 11
| **Universal Access: Approaching Level** | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Universal Access: Advanced Learners** | Novel Companion SE, pp. 139–182 |
| | Novel Companion TE, pp. 40–48 |
| | Literature Classics, Middle School CD-ROM |
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Extension** | Grammar and Language Workbook SE |
| | Grammar and Language Workbook TAE |
| | Revising with Style |
| | Spelling Power SE |
| | Spelling Power TAE |
| **Daily Writing** | SE/TE p. 456 |
| **Cross-Curricular Connections** | SE/TE View the Photograph, p. 450 |
| | glencoe.com |
| **Independent Reading** | BackPack Reader |
| | BookLink K–12 CD-ROM |
| | Glencoe Literature Library |
| | Glencoe Literature Library Teacher Resources CD-ROM |
| | inTIME magazine |
| | Literature Classics, Middle School CD-ROM |
| **Technology and Additional Resources** | Planning and Instruction: |
| | TeacherWorks Plus CD-ROM |
| | Classroom Presentation Toolkit CD-ROM |
| | Literature Online at glencoe.com (QuickPass Code: GL36289u4T) |
| **Students Tools:** | StudentWorks Plus CD-ROM or DVD-ROM |
| | Online Student Edition at glencoe.com |
| | Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
## Lesson Plan and Resource Manager

### UNIT FOUR


### California ELA Standards

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE: Reading 1.3, Reading 3.6, Listening Conventions 1.3, Writing 1.4, Reading 2.3, Reading 2.7, Writing 1.5, Listening Conventions 1.6</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Summary

On pages 458–467 of the Student Edition, students will be introduced to the following:

- **Big Question:** What's Worth Fighting For?
- **Literary Element:** Argument
- **Reading Strategy:** Distinguish Fact and Opinion
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Double Negatives
- **Listening, Speaking, and Viewing:** Persuasive Speech

### Lesson Duration

Two 45–50 minute sessions

### Readability Scores

Dale-Chall: 8.5   DRP: 57   Lexile: 1040

### Focus

**SE/TE** pp. 458–459

- Daily Language Practice Transparencies 91–92

### Teach

**SE/TE** pp. 460–465

- Unit 4 Teaching Resources, Literary Element, p. 26
- Unit 4 Teaching Resources, Reading Skill, p. 27
- Grammar Transparency 1
- Literary Elements Transparency 6
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 466–467

- Unit 4 Teaching Resources, Selection Quick Check, p. 29
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 30
- Assessment Resources, Selection Test, pp. 105–106
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

| TE Intermediate Activity, p. 457 |
| TE Vocabulary Preteaching, p. 458 |
| TE Early Advanced Activity, p. 463 |

- Unit 4 Teaching Resources, English Language Coach, Part 1, p. 19
- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 20
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 21
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 22
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 23
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 25
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 30
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching, p. 458
- **TE** Strategic Activity, pp. 461, 463, 465
- **TE** Benchmark Activity, p. 465
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Activity, p. 457
- Novel Companion SE, 139–182
- Novel Companion TG, 40–48
- Literature Classics, Middle School CD-ROM
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- **TE** p. 464
- **SE/TE** p. 467

### Cross-Curricular Connections
- **SE/TE** View the Art, p. 457
- **SE/TE** View the Photograph, pp. 460, 462
- **TE** Cultural History, p. 461
- glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- **inTIME** magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u4T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u4)
### Lesson Plan and Resource Manager

**UNIT FOUR**  
What’s Worth Fighting For? Part 1: Society and the World

#### California ELA Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>SE:</th>
<th>TE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading 2.2, Reading 2.7</td>
<td>Reading 1.3, Listening and Speaking 1.8, Reading 2.7</td>
</tr>
</tbody>
</table>

#### Lesson Summary

On pages **468–474** of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Thesis
- **Reading Strategy:** Evaluate an Argument
- **Vocabulary:** Synonyms/Antonyms
- **Writing Activity/Grammar:** Write a Blurb

#### Lesson Duration

½ of a 45–50 minute session

#### Readability Scores

- Dale-Chall: 8.9  
- DRP: 68  
- Lexile: 1160

#### Focus

**SE/TE** pp. 468–469  
- Daily Language Practice Transparency 93

#### Teach

**SE/TE** pp. 470–473

- Unit 4 Teaching Resources, Literary Element, p. 37
- Unit 4 Teaching Resources, Reading Strategy, p. 38
- Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 39
- Unit 4 Teaching Resources, Vocabulary Strategy, p. 40
- Unit 4 Teaching Resources, Grammar Practice, p. 41
- Read Aloud, Think Aloud Transparencies 18–21
- Literary Elements Transparency 71
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** p. 474

- Unit 4 Teaching Resources, Selection Quick Check, p. 42
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 43
- Assessment Resources, Selection Test, pp. 107–108
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE**  
- Vocabulary Preteaching, p. 468
- Intermediate Activity, p. 469

- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 31
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 32
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 33
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 34
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 36
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 43
- English Language Coach
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 468  
TE Strategic Activity, pp. 471, 473  
TE Benchmark Activity, pp. 471, 473  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | Novel Companion SE, pp. 139–182  
Novel Companion TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | SE/TE p. 474 |
| Cross-Curricular Connections | glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u4T) |
| | Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
# Media Workshop  (p. 475)

## Lesson Plan and Resource Manager

**UNIT FOUR**  
What’s Worth Fighting For? Part 1: Society and the World

| California ELA Standards | SE: Listening and Speaking 1.9  
| TE: Listening and Speaking 1.8 |
|--------------------------|--------------------------------|

### Lesson Summary

On page 475 of the Student Edition, students will be introduced to the following:

- **Media Analysis:** Analyze Propaganda

### Lesson Duration

½ of a 45–50 minute session

### Focus

**SE/TE**  p. 475

- Daily Language Practice Transparency 93

### Teach

**SE/TE**  p. 475

- Unit 4 Teaching Resources, Media Workshop, p. 44
- Media Workshop DVD

### Universal Access: Approaching Level

**TE**  Strategic Activity, p. 475

**TE**  Benchmark Activity, p. 475

### Extension

- Media Workshop DVD
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Cross-Curricular Connections

- Literature Online: Media Literacy Resources at [glencoe.com](http://glencoe.com)  
  (QuickPass Code: GL36289u4T)

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- *inTIME* magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](http://glencoe.com)  
  (QuickPass Code: GL36289u4T)
- Media Workshop DVD

**Students Tools:**

- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at [glencoe.com](http://glencoe.com)
- Literature Online at [glencoe.com](http://glencoe.com)  
  (QuickPass Code: GL36258u4)
Notes
The Treasure of Lemon Brown and Vocabulary Workshop  (pp. 476–493)

Lesson Summary
On pages 476–493 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Style
- **Reading Strategy:** Make Predictions About Plot
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Respond Through Writing: Expository Essay

Lesson Duration
Two to five 45–50 minute sessions

Readability Scores
Dale-Chall: 5.3  DRP: 50  Lexile: 860

Focus
SE/TE pp. 476–477, 493
- Selection Focus Transparency 16
- Daily Language Practice Transparencies 94–95
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

Teach
SE/TE pp. 478–489, 493
- Interactive Read and Write SE/TE, pp. 201–220
- Unit 4 Teaching Resources, Literary Element, p. 51
- Unit 4 Teaching Resources, Reading Strategy, p. 52
- Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 53
- Unit 4 Teaching Resources, Vocabulary Strategy, p. 54
- Unit 4 Teaching Resources, Grammar Practice, p. 55
- Literary Elements Transparency 64
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess
SE/TE pp. 490–492, 493
- Unit 4 Teaching Resources, Selection Quick Check, p. 56
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 57
- Assessment Resources, Selection Test, pp. 109–110
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

Universal Access: English Learners
- TE Vocabulary Preteaching, p. 476; Beginning/Early Intermediate Activity, pp. 477, 481; Intermediate Activity, pp. 481, 487, 489; Early Advanced Activity, pp. 481, 489
- Interactive Read and Write (EL) SE/TE, pp. 201–220
- Unit 4 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 45–48, 50
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 57
- English Language Coach
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 476; Strategic Activity, pp. 477, 479, 483, 485; Benchmark Activity, pp. 479, 483, 487, 491; Literary Element: Style, pp. 480, 485; Reading Strategy: Make Predictions About Plot, p. 484  
Interactive Read and Write (Approaching) SE/TE, pp. 201–220  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Analyze Historical Context, p. 485  
TE Reading Strategy: Make Predictions About Plot, pp. 486, 489  
TE Make Inferences About Characters, p. 491  
Novel Companion SE, pp. 139–182; TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE/TAE  
Revising with Style  
Spelling Power SE/TAE |
| Daily Writing | TE p. 482  
SE/TE p. 492 |
| Cross-Curricular Connections | TE Cultural History: Harlem, p. 479; Cultural History: The Salvation Army, p. 482; Cultural History: W.C. Handy, p. 483; Cultural History: Sweet Lemon Brown, p. 484; Cultural History: Christian Buschmann, p. 487  
SE/TE View the Art, p. 489  
glencoe.com |
| Independent Reading | BackPack Reader; Glencoe Literature Library; inTIME magazine  
BookLink K–12 CD-ROM  
Glencoe Literature Library Teacher Resources CD-ROM  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u4) |

**PROGRAM 2**

TE pp. 229–238d  
Expressions Practice Book, pp. 94–98  
Reading Fluency: p. R9  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
from *Civil War Journal* (pp. 494–503)

**Lesson Plan and Resource Manager**

**UNIT FOUR**

### What’s Worth Fighting For? Part 1: Society and the World

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>SE:</strong> Reading 3.7</td>
<td><strong>TE:</strong> Reading 1.3, Writing 1.5</td>
</tr>
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</table>

#### Lesson Summary

On pages **494–503** of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Author’s Perspective
- **Reading Strategy:** Monitor Comprehension
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Capitalization of Sentences
- **Listening, Speaking, and Viewing:** Persuasive Speech

#### Lesson Duration

Two 45–50 minute sessions

#### Readability Scores

Dale-Chall: 7.5  
DRP: 60  
Lexile: 1260

#### Focus

**SE/TE** pp. 494–495  
- Daily Language Practice Transparencies 96–97

#### Teach

**SE/TE** pp. 496–501

- Unit 4 Teaching Resources, Literary Element, p. 64
- Unit 4 Teaching Resources, Reading Strategy, p. 65
- Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 66
- Unit 4 Teaching Resources, Vocabulary Strategy, p. 67
- Unit 4 Teaching Resources, Grammar Practice, p. 68
- Grammar Transparency 46
- Literary Elements Transparency 8
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE/TE** pp. 502–503

- Unit 4 Teaching Resources, Selection Quick Check, p. 69
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 70
- Assessment Resources, Selection Test, pp. 111–112
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 494

- Teacher Edition, Early Advanced Activity, p. 497
- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 58
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 59
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 60
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 61
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 63
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 70
- English Language Coach
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 494  
TE Strategic Activity, pp. 495, 497, 499, 501  
TE Benchmark Activity, pp. 495, 499, 501  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | Novel Companion SE, pp. 139–182  
Novel Companion TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | TE p. 498  
SE/TE p. 503 |
| Cross-Curricular Connections | SE/TE View the Photograph, pp. 496, 500  
TE Literary History: Little Women/Jo March, p. 497  
TE Cultural History: Alcott and Age, p. 498  
TE Cultural History: Soldiers During the Civil War, p. 500  
glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36258u4)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
## Lesson Plan and Resource Manager

**The Gettysburg Address** *(pp. 504–509)*

**Lesson Plan and Resource Manager**

**UNIT FOUR** What’s Worth Fighting For? Part 1: Society and the World

| California ELA Standards | **SE:** Reading 2.7  
| **TE:** Reading 1.3, Writing 1.4 |

### Lesson Summary

On pages **504–509** of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Parallelism
- **Reading Strategy:** Paraphrase
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Write With Style: Apply Parallelism; Misplaced/Dangling Modifiers

### Lesson Duration

One 45–50 minute session

### Readability Scores

- **Dale-Chall:** 7.7
- **DRP:** 62
- **Lexile:** 1490

### Focus

**SE/TE** pp. 504–505

- Selection Focus Transparency 17
- Daily Language Practice Transparency 98

### Teach

**SE/TE** pp. 506–507

- Unit 4 Teaching Resources, Literary Element, p. 77
- Unit 4 Teaching Resources, Reading Strategy, p. 78
- Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 79
- Unit 4 Teaching Resources, Vocabulary Strategy, p. 80
- Unit 4 Teaching Resources, Grammar Practice, p. 81
- Literary Elements Transparency 48
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 508–509

- Unit 4 Teaching Resources, Selection Quick Check, p. 82
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 83
- Assessment Resources, Selection Test, pp. 113–114
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 504

- Early Advanced Activity, p. 505

- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 71
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 72
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 73
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 74
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 76
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 83
- Glencoe Interactive Vocabulary CD-ROM
| **Universal Access:** English Learners (continued) | Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 504  
TE Strategic Activity, p. 507  
TE Benchmark Activity, pp. 507, 509  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE p. 509  
Novel Companion SE, pp. 139–182  
Novel Companion TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | SE/TE p. 509 |
| Cross-Curricular Connections | TE Political History: Abraham Lincoln, p. 506  
SE/TE View the Art, p. 506  
[glencoe.com](http://glencoe.com) |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u4T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at [glencoe.com](http://glencoe.com)  
Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u4) |
## Historical Perspective: from *Lincoln: A Photobiography* (pp. 510–515)

### Lesson Plan and Resource Manager

**UNIT FOUR** What's Worth Fighting For? Part 1: Society and the World

| California ELA Standards | SE: Reading 2.3  
| TE: Reading 2.6, Writing 1.5, Writing 1.4 |
|**Lesson Summary** | On pages 510–515 of the Student Edition, students will be introduced to the following:  
- **Big Question:** What's Worth Fighting For?  
- **Reading Strategy:** Synthesize |
|**Lesson Duration** | One 45–50 minute session |
|**Readability Scores** | Dale-Chall: 7.2  
| DRP: 63  
| Lexile: 970 |
|**Focus** | SE/TE  
| p. 510  
| Daily Language Practice Transparency 99 |

### Teach

| SE/TE  
| pp. 510–514  
| Unit 4 Teaching Resources, Reading Strategy, p. 90  
| Classroom Presentation Toolkit CD-ROM  
| Listening Library CD, Selection Audio  
| TeacherWorks Plus CD-ROM  
| Vocabulary PuzzleMaker CD-ROM |

### Assess

| SE/TE  
| p. 515  
| Unit 4 Teaching Resources, Selection Quick Check, p. 91  
| Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 92  
| ExamView Assessment Suite CD-ROM  
| Progress Reporter Online Assessment |

### Universal Access: English Learners

| TE  
| Vocabulary Preteaching, p. 510  
| Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 84  
| Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 85  
| Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 86  
| Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 87  
| Unit 4 Teaching Resources, Selection Summary: Hmong, p. 89  
| English Language Coach  
| Glencoe Interactive Vocabulary CD-ROM  
| Listening Library Audio CD  
| Listening Library Sourcebook: Strategies and Activities |

### Universal Access: Approaching Level

| TE  
| Vocabulary Preteaching, p. 510  
| Strategic Activity, pp. 511, 513  
| Benchmark Activity, p. 515  
| Glencoe Interactive Vocabulary CD-ROM  
| Listening Library Audio CD  
| Listening Library Sourcebook: Strategies and Activities  
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Universal Access: Advanced Learners** | TE Research on Lincoln, p. 513  
Novel Companion SE, pp. 139–182  
Novel Companion TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Extension** | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| **Daily Writing** | SE/TE p. 515 |
| **Cross-Curricular Connections** | TE Political History: Abraham Lincoln, Inventor, p. 511  
SE/TE View the Art, pp. 512, 514  
SE/TE View the Photograph, pp. 513, 514, 515  
glencoe.com |
| **Independent Reading** | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| **Technology and Additional Resources** | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
## Lesson Plan and Resource Manager

### What’s Worth Fighting For? Part 1: Society and the World

### California ELA Standards

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 2.2</th>
<th>SE: Reading 2.2, Writing 1.4, Reading 2.4, Listening Conventions 1.5, Writing 1.5</th>
</tr>
</thead>
</table>

### Lesson Summary

On pages 516–525 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Text Structure
- **Reading Strategy:** Analyze Evidence
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Respond Through Writing: Persuasive Essay

### Lesson Duration

Two to five 45–50 minute sessions

### Readability Scores

| Dale-Chall: 9.4 | DRP: 65 | Lexile: 1380 |

### Focus

**SE/TE** pp. 516–517

- Daily Language Practice Transparencies 100–101
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

### Teach

**SE/TE** pp. 518–522

- Interactive Read and Write SE/TE, pp. 221–236
- Unit 4 Teaching Resources, Literary Element, p. 99
- Unit 4 Teaching Resources, Reading Skill, p. 100
- Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 101
- Unit 4 Teaching Resources, Vocabulary Strategy, p. 102
- Unit 4 Teaching Resources, Grammar Practice, p. 103
- Literary Elements Transparency 69
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 523–525

- Unit 4 Teaching Resources, Selection Quick Check, p. 104
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 105
- Assessment Resources, Selection Test, pp. 115–116
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE**

- Vocabulary Preteaching, p. 516; Early Intermediate Activity, p. 519; Early Advanced Activity, p. 521
- Interactive Read and Write (EL) SE/TE, pp. 221–236
- Unit 4 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 93–96, 98
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 105
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
### Universal Access: Approaching Level

| TE Vocabulary Preteaching, p. 516 |
| TE Strategic Activity, pp. 517, 521, 523 |
| TE Benchmark Activity, pp. 517, 519 |
| TE Literary Element: Text Structure, p. 520 |
| Interactive Read and Write, (Approaching) SE, pp. 221–236 |
| Interactive Read and Write, (Approaching) TE, pp. 221–236 |
| Glencoe Interactive Vocabulary CD-ROM |
| Listening Library Audio CD |
| Listening Library Sourcebook: Strategies and Activities |
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

### Universal Access: Advanced Learners

| TE Research, p. 523 |
| Novel Companion SE, pp. 139–182 |
| Novel Companion TG, pp. 40–48 |
| Literature Classics, Middle School CD-ROM |
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

### Extension

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing

| TE p. 520 |
| SE/TE p. 525 |

### Cross-Curricular Connections

| SE/TE View the Art, pp. 518, 521 |
| TE Cultural History: The Iditarod, p. 519 |

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u4T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u4)

### PROGRAM 2

**Expressions: School Uniforms: A Student Debate**

| Lesson Duration: 2–5 class periods |
| SE pp. 239–246 |
| TE pp. 239–246f |
| Expressions Practice Book, pp. 99–103 |
| Listening Library Audio CD |
| Glencoe Interactive Vocabulary CD-ROM |
**Ode to Thanks and Ode to Rain (pp. 526–532)**

**Lesson Plan and Resource Manager**

What’s Worth Fighting For? Part 1: Society and the World

<table>
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<th>TE: Reading 1.1, Reading 3.6, Listening and Speaking 2.5, Reading 3.1, Listening Conventions 1.5</th>
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**Lesson Summary**

On pages 526–532 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Ode
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Demonstrative Adjectives
- **Listening and Speaking:** Present a Collage

**Lesson Duration**

One to five 45–50 minute sessions

**Readability Scores**

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

**Focus**

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Literature Launchers Teacher Guide |

**Teach**

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Interactive Read and Write ATE, pp. 237–246  
Unit 4 Teaching Resources, Literary Element, p. 112  
Unit 4 Teaching Resources, Grammar Practice, p. 113  
Grammar Transparency 32  
Literary Elements Transparency 45  
Classroom Presentation Toolkit CD-ROM  
Listening Library CD, Selection Audio  
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Vocabulary PuzzleMaker CD-ROM |

**Assess**

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Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 115  
Assessment Resources, Selection Test, pp. 117–118  
ExamView Assessment Suite CD-ROM  
Progress Reporter Online Assessment |

**Universal Access: English Learners**

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Early Advanced Activity, p. 531  
Interactive Read and Write (EL) SE, pp. 237–246  
Interactive Read and Write (EL) TE, pp. 237–246  
Unit 4 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 106–109, 111  
Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 115 |
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
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Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 526  
TE Big Question: What’s Worth Fighting For?, p. 527  
TE Strategic Activity, p. 529  
TE Benchmark Activity, p. 529  
Interactive Read and Write, (Approaching) SE/TE, pp. 237–246  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Literary Element: Ode, p. 529  
Novel Companion SE, pp. 139–182; TG, pp. 40–48  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE/TAE  
Revising with Style  
Spelling Power SE/TAE |
| Cross-Curricular Connections | SE / TE View the Art, pp. 527, 529  
TE Literary History: “Ode on a Grecian Urn,” p. 528  
glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
| PROGRAM 2 | |
| Expressions: Ode to la Piñata | Lesson Duration: 2–5 class periods  
SE pp. 247–252  
TE pp. 247–252d  
Expressions Practice Book, pp. 104–108  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
| Expressions: Ode to Family Photographs | Lesson Duration: 2–5 class periods  
SE pp. 253–258  
TE pp. 253–258d  
Expressions Practice Book, pp. 109–112  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
Functional Documents: Event Poster, Contract, Regulations, Forms  (pp. 533–538)

Lesson Plan and Resource Manager


California ELA Standards

SE:  Reading 2.1, Reading 2.3, Reading 2.4
TE:  Reading 1.3, Listening Conventions 1.5

Lesson Summary

On pages 533–538 of the Student Edition, students will be introduced to the following:
- **Big Question**: What's Worth Fighting For?
- **Reading Strategy**: Compare and Contrast Information
- **Writing Activity/Grammar**: Create a Poster

Lesson Duration

One to five 45–50 minute sessions

Readability Scores

Dale-Chall: N/A  DRP: N/A  Lexile: N/A

Focus

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<td>✔ Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 124</td>
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Universal Access: English Learners

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Universal Access: Approaching Level

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Universal Access: Advanced Learners

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Extension

|  | Grammar and Language Workbook SE |
|  | Grammar and Language Workbook TAE |
|  | Revising with Style |
|  | Spelling Power SE |
|  | Spelling Power TAE |

Daily Writing

| SE/TE | p. 538 |

Cross-Curricular Connections

| glencoe.com |

Independent Reading

| BackPack Reader |
| Glencoe Literature Library |
| Glencoe Literature Library Teacher Resources CD-ROM |
| inTIME magazine |
| Literature Classics, Middle School CD-ROM |

Technology and Additional Resources

| Planning and Instruction: |
| TeacherWorks Plus CD-ROM |
| Classroom Presentation Toolkit CD-ROM |
| Literature Online at glencoe.com (QuickPass Code: GL36289u4T) |
| Students Tools: |
| StudentWorks Plus CD-ROM or DVD-ROM |
| Online Student Edition at glencoe.com |
| Literature Online at glencoe.com (QuickPass Code: GL36258u4) |

PROGRAM 2

Expressions: Functional Documents: Posters and Contracts

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Part 2 Opener and Genre Focus  (pp. 539–541)

**Lesson Plan and Resource Manager**

**UNIT FOUR**
What’s Worth Fighting For? Part 2: Freedom and Fairness

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<td>On pages 539–541 of the Student Edition, students will be introduced to the following:</td>
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<td>• <strong>Big Question:</strong> What’s Worth Fighting For?</td>
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<td>• <strong>Literary Elements:</strong> Essay, Thesis, Persuasive Appeals, Repetition, Parallelism</td>
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## Escaping (pp. 542–546)

### Lesson Plan and Resource Manager

**UNIT FOUR** What’s Worth Fighting For? Part 2: Freedom and Fairness

### California ELA Standards

**SE:** Reading 3.6  
**TE:** Reading 1.3

### Lesson Summary

On pages 542–546 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Tone
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Direct Object
- **Listening, Speaking, and Viewing:** Literature Group

### Lesson Duration

One 45–50 minute session

### Readability Scores

Dale-Chall: 6.2   DRP: 61   Lexile: 1060

### Focus

**SE/TE** p. 542  
Daily Language Practice Transparency 105

### Teach

**SE/TE** pp. 543–544

- Unit 4 Teaching Resources, Literary Element, p. 135
- Unit 4 Teaching Resources, Grammar Practice, p. 136
- Read Aloud, Think Aloud Transparencies 16–17
- Grammar Transparency 44
- Literary Elements Transparency 72
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 545–546

- Unit 4 Teaching Resources, Selection Quick Check, p. 137
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 138
- Assessment Resources, Selection Test, pp. 119–120
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Preteaching Vocabulary, p. 542

**TE** Beginning/Early Intermediate Activity, pp. 543, 545

**TE** Intermediate Activity, p. 543

**TE** Early Advanced Activity, pp. 543, 545

- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 129
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 130
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 131
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 132
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 134
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 138

**TE** English Language Coach
| Universal Access: English Learners (continued)          | Glencoe Interactive Vocabulary CD-ROM |
|                                                   | Listening Library Audio CD |
|                                                   | Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level                | **TE** Preteaching Vocabulary, p. 542 |
|                                                   | Glencoe Interactive Vocabulary CD-ROM |
|                                                   | Listening Library Audio CD |
|                                                   | Listening Library Sourcebook: Strategies and Activities |
|                                                   | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners                | Novel Companion SE, pp. 139–182 |
|                                                   | Novel Companion TG, pp. 40–48 |
|                                                   | Literature Classics, Middle School CD-ROM |
|                                                   | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension                                          | Grammar and Language Workbook SE |
|                                                   | Grammar and Language Workbook TAE |
|                                                   | Revising with Style |
|                                                   | Spelling Power SE |
|                                                   | Spelling Power TAE |
| Daily Writing                                      | **SE / TE** p. 546 |
| Cross-Curricular Connections                       | **SE / TE** View the Photograph, p. 544 |
|                                                    | glencoe.com |
| Independent Reading                                | BackPack Reader |
|                                                   | BookLink K–12 CD-ROM |
|                                                   | Glencoe Literature Library |
|                                                   | Glencoe Literature Library Teacher Resources CD-ROM |
|                                                   | inTIME magazine |
|                                                   | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources                | Planning and Instruction: |
|                                                   | TeacherWorks Plus CD-ROM |
|                                                   | Classroom Presentation Toolkit CD-ROM |
|                                                   | Literature Online at glencoe.com (QuickPass Code: GL36289u4T) |
| Students Tools:                                    | StudentWorks Plus CD-ROM or DVD-ROM |
|                                                   | Online Student Edition at glencoe.com |
|                                                   | Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
# A Giant Step  (pp. 547–554)

## Lesson Plan and Resource Manager

### UNIT FOUR  What’s Worth Fighting For? Part 2: Freedom and Fairness

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<th>TE: Listening Conventions 1.5</th>
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### Lesson Summary

On pages **547–554** of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Theme
- **Reading Strategy:** Analyze Cause-and-Effect Relationships
- **Writing Activity/Grammar:** Write a Scene

### Lesson Duration

Two 45–50 minute sessions

### Readability Scores

- Dale-Chall: 6.5
- DRP: 54
- Lexile: 790

### Focus

- **SE / TE** pp. 547–548
  - Daily Language Practice Transparencies 106–107

### Teach

- **SE / TE** pp. 549–553
  - Unit 4 Teaching Resources, Literary Element, p. 145
  - Unit 4 Teaching Resources, Reading Skill, p. 146
  - Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 147
  - Unit 4 Teaching Resources, Vocabulary Strategy, p. 148
  - Unit 4 Teaching Resources, Grammar Practice, p. 149
  - Literary Elements Transparency 70
  - Classroom Presentation Toolkit CD-ROM
  - Listening Library CD, Selection Audio
  - TeacherWorks Plus CD-ROM
  - Vocabulary PuzzleMaker CD-ROM

### Assess

- **SE / TE** p. 554
  - Unit 4 Teaching Resources, Selection Quick Check, p. 150
  - Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 151
  - Assessment Resources, Selection Test, pp. 121–122
  - ExamView Assessment Suite CD-ROM
  - Progress Reporter Online Assessment

### Universal Access: English Learners

- **TE** Beginning/Early Intermediate Activity, p. 549
- **TE** Intermediate Activity, p. 549
- **TE** Early Advanced Activity, p. 549
  - Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 139
  - Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 140
  - Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 141
  - Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 142
  - Unit 4 Teaching Resources, Selection Summary: Hmong, p. 144
  - Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 151
  - English Language Coach
  - Glencoe Interactive Vocabulary CD-ROM
  - Listening Library Audio CD
  - Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE Strategic Activity, pp. 551, 553  
| | TE Benchmark Activity, p. 551  
| | Glencoe Interactive Vocabulary CD-ROM  
| | Listening Library Audio CD  
| | Listening Library Sourcebook: Strategies and Activities  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Universal Access: Advanced Learners | TE Ask, p. 553  
| | Novel Companion SE, pp. 139–182  
| | Novel Companion TG, pp. 40–48  
| | Literature Classics, Middle School CD-ROM  
| | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Extension | Grammar and Language Workbook SE  
| | Grammar and Language Workbook TAE  
| | Revising with Style  
| | Spelling Power SE  
| | Spelling Power TAE  
| Daily Writing | SE/TE p. 554  
| Cross-Curricular Connections | glencoe.com  
| Independent Reading | BackPack Reader  
| | BookLink K–12 CD-ROM  
| | Glencoe Literature Library  
| | Glencoe Literature Library Teacher Resources CD-ROM  
| | inTIME magazine  
| | Literature Classics, Middle School CD-ROM  
| Technology and Additional Resources | Planning and Instruction:  
| | TeacherWorks Plus CD-ROM  
| | Classroom Presentation Toolkit CD-ROM  
| | Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
| Students Tools: | StudentWorks Plus CD-ROM or DVD-ROM  
| | Online Student Edition at glencoe.com  
| | Literature Online at glencoe.com (QuickPass Code: GL36258u4)  

**Lesson Plan and Resource Manager**

**UNIT FOUR** What's Worth Fighting For? Part 2: Freedom and Fairness

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.6</th>
</tr>
</thead>
</table>

**Lesson Summary**

On pages 555–560 of the Student Edition, students will be introduced to the following:
- **Big Question:** What's Worth Fighting For?
- **Literary Element:** Symbol
- **Vocabulary:** Academic Vocabulary
- **Writing Activity/Grammar:** Write With Style: Apply Figurative Language; Indirect Objects

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

**Focus**

**SE / TE** pp. 555, 557  
Daily Language Practice Transparency 108

**Teach**

**SE / TE** pp. 556, 558  
- Unit 4 Teaching Resources, Literary Element, p. 158  
- Unit 4 Teaching Resources, Grammar Practice, p. 159  
- Literary Elements Transparency 66  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE / TE** pp. 559–560  
- Unit 4 Teaching Resources, Selection Quick Check, p. 160  
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 161  
- Assessment Resources, Selection Test, pp. 123–124  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

**Universal Access:**

**English Learners**

**TE** Vocabulary Preteaching, p. 555  
- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 152  
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 153  
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 154  
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 155  
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 157  
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 161  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities
### Universal Access: Approaching Level

| TE | p. 555 |
| TE | Strategic Activity, p. 557 |
| TE | Benchmark Activity, p. 557 |
| [Glencoe Interactive Vocabulary CD-ROM](#) |
| [Listening Library Audio CD](#) |
| [Listening Library Sourcebook: Strategies and Activities](#) |
| [Skill Level Up! A Skills-Based Language Arts Game CD-ROM](#) |

### Universal Access: Advanced Learners

- Novel Companion SE, pp. 139–182
- Novel Companion TG, pp. 40–48
- Literature Classics, Middle School CD-ROM
- [Skill Level Up! A Skills-Based Language Arts Game CD-ROM](#)

### Extension

- [Grammar and Language Workbook SE](#)
- [Grammar and Language Workbook TAE](#)
- [Revising with Style](#)
- [Spelling Power SE](#)
- [Spelling Power TAE](#)

### Daily Writing

| SE/TE | p. 560 |

### Cross-Curricular Connections

| SE/TE | View the Art, p. 557 |
| TE | Literary History: Francisco X. Alarcon, p. 558 |
| [glencoe.com](#) |

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- [Glencoe Literature Library](#)
- [Glencoe Literature Library Teacher Resources CD-ROM](#)
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

#### Planning and Instruction:

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](#) (QuickPass Code: GL36289u4T)

#### Students Tools:

- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at [glencoe.com](#)
- Literature Online at [glencoe.com](#) (QuickPass Code: GL36258u4)
**TIME: Teen Curfews**  *(pp. 561–563)*

### Lesson Plan and Resource Manager

**UNIT FOUR**  
What’s Worth Fighting For? Part 2: Freedom and Fairness

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<th>California ELA Standards</th>
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<td></td>
<td>TE: Listening and Speaking 1.0, Reading 2.7</td>
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**Lesson Summary**  
On pages **561–563** of the Student Edition, students will be introduced to the following:
- **Big Question:** What’s Worth Fighting For?
- **Reading Strategy:** Recognize Bias

**Lesson Duration**  
One 45–50 minute session

**Readability Scores**  
Dale-Chall: 7.9   DRP: 66   Lexile: 1290

**Focus**  
**SE/TE** p. 561
- Daily Language Practice Transparency 109

**Teach**  
**SE/TE** pp. 561–562
- Unit 4 Teaching Resources, Reading Strategy, p. 168
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**  
**SE/TE** p. 563
- Unit 4 Teaching Resources, Selection Quick Check, p. 169
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 170
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

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<td>Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 162</td>
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<td>Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 164</td>
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<td>Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 165</td>
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<td>Unit 4 Teaching Resources, Selection Summary: Hmong, p. 167</td>
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<tr>
<td>Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 170</td>
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<tr>
<td>English Language Coach</td>
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**Universal Access: Approaching Level**

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<td>TE Strategic Activity, p. 563</td>
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<td>TE Benchmark Activity, p. 563</td>
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<td>Glencoe Interactive Vocabulary CD-ROM</td>
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<tr>
<td>Listening Library Audio CD</td>
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<tr>
<td>Listening Library Sourcebook: Strategies and Activities</td>
</tr>
<tr>
<td>Skill Level Up! A Skills-Based Language Arts Game CD-ROM</td>
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</table>
| Universal Access: Advanced Learners | Novel Companion SE, pp. 139–182  
|                                  | Novel Companion TG, pp. 40–48  
|                                  | Literature Classics, Middle School CD-ROM  
|                                  | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension                        | Grammar and Language Workbook SE  
|                                  | Grammar and Language Workbook TAE  
|                                  | Revising with Style  
|                                  | Spelling Power SE  
|                                  | Spelling Power TAE |
| Daily Writing                    | SE/TE p. 563 |
| Cross-Curricular Connections     | glencoe.com |
| Independent Reading              | BackPack Reader  
|                                  | BookLink K–12 CD-ROM  
|                                  | Glencoe Literature Library  
|                                  | Glencoe Literature Library Teacher Resources CD-ROM  
|                                  | inTIME magazine  
|                                  | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
|                                  | TeacherWorks Plus CD-ROM  
|                                  | Classroom Presentation Toolkit CD-ROM  
|                                  | Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
| Students Tools:                  | StudentWorks Plus CD-ROM or DVD-ROM  
|                                  | Online Student Edition at glencoe.com  
|                                  | Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
## Gentleman of Río en Medio (pp. 564–570)

### Lesson Plan and Resource Manager

**UNIT FOUR**

**What’s Worth Fighting For? Part 2: Freedom and Fairness**

| California ELA Standards | SE: Reading 3.2, Reading 3.6  
|--------------------------|-------------------------------  
| TE: Reading 1.3, Listening Conventions 1.3, Reading 2.7  
| Lesson Summary | On pages 564–570 of the Student Edition, students will be introduced to the following:

- **Big Question:** What’s Worth Fighting For?
- **Literary Element:** Dialogue
- **Reading Strategy:** Analyze Conflict
- **Writing Activity/Grammar:** Write a Summary

| Lesson Duration | One 45–50 minute session  
|-----------------|--------------------------  
| Readability Scores | Dale-Chall: 4.8  
| DRP: 47  
| Lexile: 840  
| Focus | SE/TE pp. 564–565  
| Daily Language Practice Transparency 110  
| Teach | SE/TE pp. 566–569  
| Unit 4 Teaching Resources, Literary Element, p. 177  
| Unit 4 Teaching Resources, Reading Skill, p. 178  
| Unit 4 Teaching Resources, Selection Vocabulary Practice, p. 179  
| Unit 4 Teaching Resources, Vocabulary Strategy, p. 180  
| Unit 4 Teaching Resources, Grammar Practice, p. 181  
| Literary Elements Transparency 17  
| Classroom Presentation Toolkit CD-ROM  
| Listening Library CD, Selection Audio  
| TeacherWorks Plus CD-ROM  
| Vocabulary PuzzleMaker CD-ROM  
| Assess | SE/TE p. 570  
| Unit 4 Teaching Resources, Selection Quick Check, p. 182  
| Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 183  
| Assessment Resources, Selection Test, pp. 125–126  
| ExamView Assessment Suite CD-ROM  
| Progress Reporter Online Assessment  
| Universal Access: English Learners | TE Preteaching Vocabulary, p. 564  
| TE Beginning/Early Intermediate Activity, p. 565  
| TE Intermediate Activity, p. 569  
| Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 171  
| Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 172  
| Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 173  
| Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 174  
| Unit 4 Teaching Resources, Selection Summary: Hmong, p. 176  
| Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 183  
| English Language Coach  
| Glencoe Interactive Vocabulary CD-ROM  
| Listening Library Audio CD  
| Listening Library Sourcebook: Strategies and Activities |
| **Universal Access:** Approaching Level | TE Preteaching Vocabulary, p. 564  
|                     | TE Strategic Activity, pp. 567, 569  
|                     | TE Benchmark Activity, p. 567  
|                     | Glencoe Interactive Vocabulary CD-ROM  
|                     | Listening Library Audio CD  
|                     | Listening Library Sourcebook: Strategies and Activities  
|                     | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Universal Access:** Advanced Learners | Novel Companion SE, pp. 139–182  
|                     | Novel Companion TG, pp. 40–48  
|                     | Literature Classics, Middle School CD-ROM  
|                     | Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| **Extension** | Grammar and Language Workbook SE  
|                     | Grammar and Language Workbook TAE  
|                     | Revising with Style  
|                     | Spelling Power SE  
|                     | Spelling Power TAE |
| **Daily Writing** | SE/TE p. 570 |
| **Cross-Curricular Connections** | TE Political History: Thomas Benson Catron, p. 567  
|                     | TE Cultural History: Atchison, Topeka, and Santa Fe Railway Company, p. 568  
|                     | glencoe.com |
| **Independent Reading** | Backpack Reader  
|                     | BookLink K–12 CD-ROM  
|                     | Glencoe Literature Library  
|                     | Glencoe Literature Library Teacher Resources CD-ROM  
|                     | inTIME magazine  
|                     | Literature Classics, Middle School CD-ROM |
| **Technology and Additional Resources** | Planning and Instruction:  
|                     | TeacherWorks Plus CD-ROM  
|                     | Classroom Presentation Toolkit CD-ROM  
|                     | Literature Online at glencoe.com (QuickPass Code: GL36289u4T)  
| **Students Tools:** | StudentWorks Plus CD-ROM or DVD-ROM  
|                     | Online Student Edition at glencoe.com  
|                     | Literature Online at glencoe.com (QuickPass Code: GL36258u4) |
## Lesson Plan and Resource Manager

### UNIT FOUR

### What's Worth Fighting For? Part 2: Freedom and Fairness

| California ELA Standards | **SE:** Reading 3.5  
**TE:** Reading 1.4, Listening and Speaking 1.8, Reading 1.3, Listening and Speaking 2.5, Reading 3.3 |
|-------------------------|--------------------------------------------------|
| **Lesson Summary**      | On pages 571–581 of the Student Edition, students will be introduced to the following:  
- **Big Question:** What's Worth Fighting For?  
- **Literary Element:** Theme  
- **Reading Strategy:** Compare and Contrast  
- **Writing Activity/Grammar:** Write to Compare |
| **Lesson Duration**     | Two 45–50 minute sessions |
| **Readability Scores**  | Dale-Chall: 9.2  
DRP: 62  
Lexile: 1130 |
| **Focus**               | **SE/TE** pp. 571–572  
Selection Focus Transparency 18  
Daily Language Practice Transparencies 111–112 |
| **Teach**               | **SE/TE** pp. 572–580  
- Unit 4 Teaching Resources, Literary Element, p. 191  
- Unit 4 Teaching Resources, Grammar Practice, p. 192  
- Literary Elements Transparency 70  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM |
| **Assess**              | **SE/TE** p. 581  
- Unit 4 Teaching Resources, Selection Quick Check, p. 193  
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 194  
- Assessment Resources, Selection Test, pp. 127–128  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment |
| **Universal Access:**   | **TE** Vocabulary Preteaching, p. 571  
**TE** Intermediate Activity, pp. 573, 575, 579  
**TE** Early Advanced Activity, p. 575  
- Unit 4 Teaching Resources, Selection Summary: English and Spanish, p. 185  
- Unit 4 Teaching Resources, Selection Summary: Vietnamese, p. 186  
- Unit 4 Teaching Resources, Selection Summary: Tagalog, p. 187  
- Unit 4 Teaching Resources, Selection Summary: Cantonese, p. 188  
- Unit 4 Teaching Resources, Selection Summary: Hmong, p. 190  
- Unit 4 Teaching Resources, Selection Quick Check (Spanish), p. 194  
- English Language Coach |
### Universal Access: English Learners (continued)
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching, p. 571
- TE Benchmark Activity, p. 577
- TE Big Question, p. 580
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- TE Comparing Literature, pp. 574, 578
- TE Figurative Language, p. 577
  - Novel Companion SE, pp. 139–182
  - Novel Companion TG, pp. 40–48
  - Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- TE p. 574
- SE/TE p. 581

### Cross-Curricular Connections
- SE/TE View the Art, p. 572
- SE/TE View the Photograph, pp. 573, 576
- TE Cultural History: Protesters in the Civil Rights Movement, p. 575
- TE Political History: The 1964 Civil Rights Act, p. 578
- TE Cultural History: Alabama, p. 579
- glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u4T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u4)
## Writing Workshop: Persuasive Essay (pp. 582–587)

**Lesson Plan and Resource Manager**

### UNIT FOUR

What’s Worth Fighting For? Part 2: Freedom and Fairness

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<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Writing 2.4</th>
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<tr>
<td><strong>Lesson Duration</strong></td>
<td>Two to five 45–50 minute sessions</td>
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<tr>
<td><strong>Writing Prompt</strong></td>
<td>In a persuasive essay you usually argue for or against something and often ask your readers to take action. Write a persuasive essay about a problem you think is worth fighting for, present your argument, and recommend specific actions your readers should take to address the problem. The audience should be your classmates and teacher.</td>
</tr>
</tbody>
</table>
| **Focus**                | SE/TE p. 582  
Daily Language Practice Transparencies 113–114 |
| **Teach**                | SE/TE pp. 582–587  
Writing Resources: Writing Process Strategies 1–22  
Writing Resources: Persuasive Essay 1–15  
Writing Workshop Transparencies 21–25  
Unit 4 Teaching Resources, Writing Workshop Graphic Organizer, p. 196  
Unit 4 Teaching Resources, Writing Workshop Rubric, p. 197  
Unit 4 Teaching Resources, Writing Workshop Checklists, p. 198 |
| **Assess**               | SE/TE p. 587  
Rubrics for Assessing Writing, Listening, and Speaking, Middle School, p. 15  
Glencoe Online Essay Grader at glencoewriting.com |
| **Universal Access:**    | **English Learners** |
|                          | TE Beginning/Early Intermediate Activity, p. 583 |
|                          | TE Intermediate Activity, p. 585 |
|                          | TE Early Advanced Activity, pp. 585, 587 |
| **Universal Access:**    | **Approaching Level** |
|                          | TE Prewrite, p. 583 |
|                          | TE Strategic Activity, p. 583 |
|                          | TE Draft, p. 584 |
| **Universal Access:**    | **Advanced Learners** |
|                          | TE Draft, p. 585 |
|                          | TE Generalities, p. 587 |
| **Extension**            | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| **Daily Writing**        | SE/TE pp. 584, 586 |
| **Cross-Curricular Connections** | glencoe.com |
### Technology and Additional Resources

**Planning and Instruction:**
- Grammar and Composition Handbook
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Success in Writing: Research and Reports
- Writing Constructed Responses
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36289u4T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u4)

### Program 2

**Expressions:**
Persuasive Essay

**Lesson Duration:** 2–5 class periods

**SE/TE** pp. 265–269
### Speaking, Listening, and Viewing: Persuasive Speech (p. 588)

#### Lesson Plan and Resource Manager

**UNIT FOUR** What's Worth Fighting For?

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<th>SE: Listening and Speaking 2.4</th>
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<tr>
<td><strong>Lesson Duration</strong></td>
<td>One to five 45–50 minute sessions</td>
</tr>
<tr>
<td><strong>Assignment</strong></td>
<td>Connect to Your Writing: Deliver a persuasive speech to your classmates. You might want to adapt the persuasive essay you wrote for the Writing Workshop on pages 582–587. Remember that you focused on the Unit 4 Big Question: What's Worth Fighting For?</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>SE/TE  p. 588</td>
</tr>
<tr>
<td></td>
<td>Daily Language Transparency 115</td>
</tr>
<tr>
<td><strong>Teach</strong></td>
<td>SE/TE  p. 588</td>
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<td>Unit 4 Teaching Resources, SLV Activities, pp. 199–200</td>
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<td>Student Presentation Builder on StudentWorks Plus and Online Student Edition</td>
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<td><strong>Assess</strong></td>
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<td>Classroom Presentation Toolkit CD-ROM</td>
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<td>Literature Online at <a href="http://www.glencoe.com">glencoe.com</a> (QuickPass Code: GL36289u4T)</td>
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<td><strong>Students Tools:</strong></td>
<td>Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM and Online Student Edition</td>
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<td>Online Student Edition at <a href="http://www.glencoe.com">glencoe.com</a></td>
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<td>Glencoe Online Essay Grader at [glencowe writing.com](<a href="http://www.glencowe">http://www.glencowe</a> writing.com)</td>
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<td>Literature Online at <a href="http://www.glencoe.com">glencoe.com</a> (QuickPass Code: GL36258u4)</td>
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#### PROGRAM 2

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<th>Expressions: Persuasive Speech</th>
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<td><strong>Lesson Duration:</strong> 1 class period</td>
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<tr>
<td>SE/TE  p. 270</td>
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## Unit Four Wrap-Up Lesson Plan

### Lesson Plan and Resource Manager

**UNIT FOUR**

### What’s Worth Fighting For?

#### California ELA Standards

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<th>SE:</th>
<th>Writing 1.4, Writing 1.5</th>
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<tr>
<td>TE:</td>
<td>Reading 3.4, 2.0, 1.1, 2.7, 3.6, 2.4, Listening Conventions 1.4, Writing 1.4, 2.4</td>
</tr>
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</table>

#### Lesson Summary

On pages 589–597 of the Student Edition, students will:

- Complete the Unit Challenge
- Complete the end of unit assessment
- Read independently

#### Lesson Duration

Three 45–50 minute sessions

### Focus

<table>
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<tr>
<th>SE/TE</th>
<th>Unit Challenge, p. 589; Independent Reading, p. 590</th>
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### Teach

| SE/TE | Unit Challenge, p. 589; Independent Reading, pp. 590–591 |

### Assess

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#### Universal Access: English Learners

| TE | Intermediate Activity, p. 589 |

#### Universal Access: Approaching Level

| TE | Strategic Activity, p. 591 |
|    | Benchmark Activity, p. 591 |

#### Universal Access: Advanced Learners

| TE | Research and Report, p. 589 |
|    | Novel Companion SE, pp. 139–182; TG, 40–48 |
|    | Literature Classics, Middle School CD-ROM |

### Extension

- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

### Daily Writing

| SE/TE | pp. 589, 591, 597 |

### Cross-Curricular Connections

[glencoe.com](http://glencoe.com)

### Independent Reading

| TE | pp. 590–591 |
|    | BackPack Reader; Glencoe Literature Library; *inTIME* magazine |
|    | Glencoe Literature Library Teacher Resources CD-ROM |
|    | Literature Classics, Middle School CD-ROM |

### Technology and Additional Resources

**Planning and Instruction:**

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u4T)

**Students Tools:**

- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at [glencoe.com](http://glencoe.com)
- Glencoe Online Essay Grader at [glencoewriting.com](http://glencoewriting.com)
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u4)
**Unit Five Introduction and from *The Book of Rock Stars***  (pp. 598–604)

**Lesson Plan and Resource Manager**

**What Really Matters?**

| California ELA Standards | **SE:** Writing 2.2  
**TE:** Reading 3.6, Reading 3.7, Reading 2.7, Reading 3.4, Writing 2.1, Reading 2.2, Reading 1.3 |
|--------------------------|-------------------------------------------------------------|

**Lesson Summary**

On pages **598–604** of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Writing:** Write a Letter

**Lesson Duration**

Two 45–50 minute sessions

**Focus**

- **SE/TE** pp. 598–600
  - Daily Language Practice Transparencies 119, 120
  - Literature Launchers: Pre-Reading Videos DVD, Unit 5 Launcher
  - Literature Launchers Teachers Guide

**Teach**

- **SE/TE** pp. 600–603
  - Unit 5 Teaching Resources, Unit Introduction, pp. 1–2
  - Unit 5 Teaching Resources, Big Question Foldable, pp. 3–4
  - Unit 5 Teaching Resources, Big Question School-to-Home Connection, p. 5
  - Unit 5 Teaching Resources, Unit Challenge Planner, pp. 12–15
  - Unit 5 Teaching Resources: Academic Vocabulary Development, pp. 16–17
  - Classroom Presentation Toolkit CD-ROM
  - TeacherWorks Plus CD-ROM

**Assess**

- **SE/TE** p. 604
  - Assessment Resources, Unit 5 Diagnostic Assessment, pp. 23–28
  - ExamView Assessment Suite CD-ROM
  - Progress Reporter Online Assessment

**Universal Access: English Learners**

- **TE** Beginning/Early Intermediate Activity, p. 601
- **TE** Intermediate Activity, pp. 601, 603
- **TE** Early Advanced Activity, p. 601
- **TE** English Language Coach
- **TE** Unit 5 Teaching Resources, Big Question School-to-Home Connection: Spanish, p. 6
- **TE** Unit 5 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7
- **TE** Unit 5 Teaching Resources, Big Question School-to-Home Connection: Tagalog, p. 8
- **TE** Unit 5 Teaching Resources, Big Question School-to-Home Connection: Cantonese, p. 9
- **TE** Unit 5 Teaching Resources, Big Question School-to-Home Connection: Hmong, p. 11

**Universal Access: Approaching Level**

- **TE** Strategic Activity, p. 603
- **TE** Benchmark Activity, p. 603
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Universal Access: Advanced Learners**

- **Novel Companion SE**, pp. 183–226
- **Novel Companion TG**, pp. 49–58
- **Literature Classics, Middle School CD-ROM**
- **Skill Level Up! A Skills-Based Language Arts Game CD-ROM**
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**Part 1 Opener and Clean Sweep (pp. 605–622)**

### Lesson Plan and Resource Manager

**Unit Five**


### California ELA Standards

| SE: Reading 3.2 | TE: Reading 1.2, Reading 1.3, Reading 3.6, Language Conventions 1.5 |

### Lesson Summary

On pages 605–622 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Flashback
- **Reading Skill:** Analyze Diction
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Respond Through Writing:** Autobiographical Narrative
- **Grammar Tip:** Dashes

### Lesson Duration

Three 45–50 minute sessions

### Readability Scores

| Dale-Chall: 5.5 | DRP: 49 | Lexile: 930 |

### Focus

| SE/TE pp. 606–607 | Selection Focus Transparency 19 |
| Daily Language Practice Transparencies 121, 122 |

### Teach

| SE/TE pp. 608–619 | Unit 5 Teaching Resources, Part 1 Opener: Personal Connections, p. 18 |
| Unit 5 Teaching Resources, Literary Element, p. 26 |
| Unit 5 Teaching Resources, Reading Skill, p. 27 |
| Unit 5 Teaching Resources, Selection Vocabulary Practice, p. 28 |
| Unit 5 Teaching Resources, Vocabulary Strategy, p. 29 |
| Unit 5 Teaching Resources, Grammar Practice, p. 30 |
| Read Aloud, Think Aloud Transparencies 22–25 |
| Literary Elements Transparency 24 |
| Classroom Presentation Toolkit CD-ROM |
| Listening Library CD, Selection Audio |
| TeacherWorks Plus CD-ROM |
| Vocabulary PuzzleMaker CD-ROM |

### Assess

| SE/TE pp. 620–622 | Unit 5 Teaching Resources, Selection Quick Check, p. 31 |
| Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 32 |
| Assessment Resources, Selection Test, pp. 129–130 |
| ExamView Assessment Suite CD-ROM |
| Progress Reporter Online Assessment |

### Universal Access: English Learners

| TE Early Advanced Activity, pp. 605, 611, 615, 619 |
| TE Vocabulary Preteaching, p. 606 |
| TE Beginning/Early Intermediate Activity, pp. 607, 611, 615 |
| TE Intermediate Activity, pp. 607, 611, 615 |
| Unit 5 Teaching Resources, English Language Coach, p. 19 |
| Unit 5 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 20–23, 25 |
| Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 32 |
| English Language Coach |
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| --- | --- |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 606  
TE Reading Skill: Analyze Diction, pp. 608, 617  
TE Strategic Activity, pp. 609, 613, 617  
TE Benchmark Activity, pp. 609, 613, 619  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Art Analysis, p. 605  
TE Reading Skill: Analyze Diction, pp. 611, 612  
Novel Companion SE, pp. 183–226  
Novel Companion TG, pp. 49–58  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |
| Daily Writing | TE pp. 610, 616  
SE / TE p. 622 |
| Cross-Curricular Connections | SE / TE View the Art, pp. 605, 610, 618  
TE Political History: Living Wage, p. 609  
SE / TE View the Photograph, p. 609  
TE Literary History: *King Lear*, p. 613  
TE Cultural History: Part-time Jobs, p. 615  
glencoe.com |
| Independent Reading | BackPack Reader  
BookLink K–12 CD-ROM  
Glencoe Literature Library  
Glencoe Literature Library Teacher Resources CD-ROM  
inTIME magazine  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u5T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u5) |
# The Night Ghost (pp. 623–629)

**Lesson Plan and Resource Manager**

**UNIT FIVE** What Really Matters? Part 1: Personal Connections

### California ELA Standards

| SE: Reading 3.5 | TE: Reading 1.3, Reading 2.3, Reading 2.4, Listening and Speaking 1.1, Reading 3.4 |

### Lesson Summary

On pages 623–629 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Voice
- **Reading Skill:** Analyze Mood
- **Writing Activity:** Write a Journal Entry

### Lesson Duration

One 45–50 minute session

### Readability Scores

Dale-Chall: 4.3   DRP: 49   Lexile: 980

### Focus

**SE/TE** pp. 623–624

- Daily Language Practice Transparency 124

### Teach

**SE/TE** pp. 625–628

- Unit 5 Teaching Resources, Literary Element, p. 39
- Unit 5 Teaching Resources, Reading Skill, p. 40
- Unit 5 Teaching Resources, Selection Vocabulary Practice, p. 41
- Unit 5 Teaching Resources, Vocabulary Strategy, p. 42
- Read Aloud, Think Aloud Transparencies 26–29
- Literary Elements Transparency 73
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** p. 629

- Unit 5 Teaching Resources, Selection Quick Check, p. 44
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 45
- Assessment Resources, Selection Test, pp. 131–132
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 623

**TE** Beginning/Early Intermediate Activity, pp. 624, 625

**TE** Intermediate Activity, p. 627

- Unit 5 Teaching Resources, Selection Summaries: English and Spanish, p. 33
- Unit 5 Teaching Resources, Selection Summary: Vietnamese, p. 34
- Unit 5 Teaching Resources, Selection Summary: Tagalog, p. 35
- Unit 5 Teaching Resources, Selection Summary: Cantonese, p. 36
- Unit 5 Teaching Resources, Selection Summary: Hmong, p. 38
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 45
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 623  
| TE Strategic Activity, pp. 624, 625  
| TE Reading Skill: Analyze Mood, p. 627  
| Glencoe Interactive Vocabulary CD-ROM  
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| Listening Library Sourcebook: Strategies and Activities  
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Universal Access: Advanced Learners | Novel Companion SE, pp. 183–226  
| Novel Companion TG, pp. 49–58  
| Literature Classics, Middle School CD-ROM  
| Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| Extension | Grammar and Language Workbook SE  
| Grammar and Language Workbook TAE  
| Revising with Style  
| Spelling Power SE  
| Spelling Power TAE  
| Daily Writing | TE p. 629  
| Cross-Curricular Connections | SE/TE View the Art, p. 625  
| TE Cultural History: Balto, p. 625  
| glencoe.com  
| Independent Reading | BackPack Reader  
| BookLink K–12 CD-ROM  
| Glencoe Literature Library  
| Glencoe Literature Library Teacher Resources CD-ROM  
| inTIME magazine  
| Literature Classics, Middle School CD-ROM  
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| Classroom Presentation Toolkit CD-ROM  
| Literature Online at glencoe.com (QuickPass Code: GL36289u5T)  
| Students Tools:  
| StudentWorks Plus CD-ROM or DVD-ROM  
| Online Student Edition at glencoe.com  
| Literature Online at glencoe.com (QuickPass Code: GL36258u5)
TIME: *A Father’s Daring Trek*  (pp. 630–633)

**Lesson Plan and Resource Manager**

**UNIT FIVE** What Really Matters? Part 1: Personal Connections

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**Lesson Summary**

On pages 630–633 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Reading Skill:** Analyze Cultural Context

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

Dale-Chall: 5.8   DRP: 65   Lexile: 1210

**Focus**

SE/TE  p. 630

Daily Language Practice Transparency 125

**Teach**

SE/TE  pp. 630–632

- Unit 5 Teaching Resources, Reading Strategy, p. 52
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

SE/TE  p. 633

- Unit 5 Teaching Resources, Selection Quick Check, p. 53
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 54
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

TE Vocabulary Preteaching, p. 630

TE Beginning/Early Intermediate Activity, p. 631

TE Intermediate Activity, p. 631

- Unit 5 Teaching Resources, Selection Summaries: English and Spanish, p. 46
- Unit 5 Teaching Resources, Selection Summary: Vietnamese, p. 47
- Unit 5 Teaching Resources, Selection Summary: Tagalog, p. 48
- Unit 5 Teaching Resources, Selection Summary: Cantonese, p. 49
- Unit 5 Teaching Resources, Selection Summary: Hmong, p. 51
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 54

TE English Language Coach

TE Glencoe Interactive Vocabulary CD-ROM

TE Listening Library Audio CD

TE Listening Library Sourcebook: Strategies and Activities

**Universal Access: Approaching Level**

TE Vocabulary Preteaching, p. 630

TE Strategic Activity, p. 633

TE Glencoe Interactive Vocabulary CD-ROM

TE Listening Library Audio CD

TE Listening Library Sourcebook: Strategies and Activities

TE Skill Level Up! A Skills-Based Language Arts Game CD-ROM
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### California Treasures Essential Course of Study

#### My Father’s Song and I Ask My Mother to Sing  
(pp. 634–638)

**Lesson Plan and Resource Manager**  
**UNIT FIVE** What Really Matters? Part 1: Personal Connections

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**Lesson Summary**  
On pages 634–638 of the Student Edition, students will be introduced to the following:  
- **Big Question:** What Really Matters?  
- **Literary Element:** Free Verse  
- **Writing Activity:** Write a Letter  
- **Spelling Link:** Forming Plurals of Nouns

**Lesson Duration**  
One to five 45–50 minute sessions

**Readability Scores**  
Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

**Focus**  
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Literature Launcher Teacher Guide |

**Teach**  
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Unit 5 Teaching Resources, Literary Element, p. 61  
Unit 5 Teaching Resources, Grammar Practice, p. 62  
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Listening Library CD, Selection Audio  
TeacherWorks Plus CD-ROM  
Vocabulary PuzzleMaker CD-ROM |

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Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 64  
Assessment Resources, Selection Test, pp. 133–134  
ExamView Assessment Suite CD-ROM  
Progress Reporter Online Assessment |

**Universal Access:**  
**English Learners**

- **TE** Vocabulary Preteaching, p. 634  
- **TE** Beginning/Early Intermediate Activity, p. 637  
- **TE** Intermediate Activity, p. 637  
- **TE** Early Advanced Activity, p. 637  
- Interactive Read and Write EL SE/TE, pp. 261–268  
- Unit 5 Teaching Resources, Selection Summaries: English and Spanish, p. 55  
- Unit 5 Teaching Resources, Selection Summary: Vietnamese, p. 56  
- Unit 5 Teaching Resources, Selection Summary: Tagalog, p. 57  
- Unit 5 Teaching Resources, Selection Summary: Cantonese, p. 58  
- Unit 5 Teaching Resources, Selection Summary: Hmong, p. 60  
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 64  
- English Language Coach
| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM
Listening Library Audio CD
Listening Library Sourcebook: Strategies and Activities |
| --- | --- |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 634
TE Strategic Activity, p. 635
Interactive Read and Write (Approaching) SE/TE, pp. 261–268
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Listening Library Audio CD
Listening Library Sourcebook: Strategies and Activities
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Free-Verse Poems, p. 635
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Revising with Style
Spelling Power SE/TAE |
| Daily Writing | SE/TE p. 638 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 635, 637
TE Cultural History: The Acoma, p. 636
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| Independent Reading | BackPack Reader
BookLink K–12 CD-ROM
Glencoe Literature Library
Glencoe Literature Library Teacher Resources CD-ROM
inTIME magazine
Literature Classics, Middle School CD-ROM |
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Classroom Presentation Toolkit CD-ROM
Literature Online at glencoe.com (QuickPass Code: GL36289u5T)
Students Tools:
StudentWorks Plus CD-ROM or DVD-ROM
Online Student Edition at glencoe.com
Literature Online at glencoe.com (QuickPass Code: GL36258u5) |
| PROGRAM 2 | |
| Expressions: In My Mind Lesson Duration: 2–5 class periods | SE pp. 283–286
TE pp. 283–286d
Expressions Practice Book, pp. 122–126
Listening Library Audio CD
Glencoe Interactive Vocabulary CD-ROM |
| Expressions: Short-Order Cook Lesson Duration: 2–5 class periods | SE pp. 287–292
TE pp. 287–292d
Expressions Practice Book, pp. 127–130
Listening Library Audio CD
Glencoe Interactive Vocabulary CD-ROM |
Part 2 Opener and *O Captain! My Captain!* (pp. 639–645)

Lesson Plan and Resource Manager


California ELA Standards

SE: Reading 3.1, Reading 3.6

Lesson Summary

On pages 639–645 of the Student Edition, students will be introduced to the following:
- **Big Question:** What Really Matters?
- **Literary Element:** Elegy
- **Reading Strategy:** Interpret Author’s Meaning
- **Vocabulary:** Academic Vocabulary
- **Grammar Link:** Subject-Verb Agreement
- **Speaking and Listening:** Oral Report

Lesson Duration

One to five 45–50 minute sessions

Readability Scores

Dale-Chall: N/A   DRP: N/A   Lexile: N/A

Focus

SE/TE pp. 640–641
- Daily Language Practice Transparency 127
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

Teach

SE/TE pp. 642–643
- Interactive Read and Write SE, pp. 255–260
- Interactive Read and Write ATE, pp. 255–260
- Unit 5 Teaching Resources, Literary Element, p. 71
- Unit 5 Teaching Resources, Reading Strategy, p. 72
- Unit 5 Teaching Resources, Grammar Practice, p. 73
- Grammar Transparency 24
- Literary Elements Transparency 20
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

Assess

SE/TE pp. 644–645
- Unit 5 Teaching Resources, Selection Quick Check, p. 74
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 75
- Assessment Resources, Selection Test, pp. 135–136
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

Universal Access: English Learners

TE Intermediate Activity, pp. 639, 641
TE Vocabulary Preteaching, p. 640
TE Early Advanced Activity, p. 641
- Interactive Read and Write (EL) SE, pp. 255–260
- Interactive Read and Write (EL) TE, pp. 255–260
- Unit 5 Teaching Resources, English Language Coach, Part 2, p. 79
- Unit 5 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 65–68, 70
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 75
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- **TE** Vocabulary Preteaching, p. 640
- **TE** Strategic Activity, p. 643
- **TE** Benchmark Activity, p. 643
- Interactive Read and Write (Approaching) SE, pp. 255–260
- Interactive Read and Write (Approaching) TE, pp. 255–260
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- Novel Companion SE, pp. 183–226/TG, pp. 49–58
- **TE** Literature Classics, Middle School CD-ROM
- **TE** Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- **SE/TE** p. 645

### Cross-Curricular Connections
- **SE/TE** View the Art, p. 639
- **TE** Political History: John Wilkes Booth, p. 642
- **TE** Literary History: Walt Whitman, p. 643
- glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u5T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u5)

### PROGRAM 2

**Expressions Lesson 23 Forgotten and A Great President Dies**
- **SE** pp. 271–282
- **TE** pp. 271–282d
- Expressions Practice Book, pp. 117–121
- Reading Fluency: p. R10
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
**Genre Focus: Biography and Autobiography (pp. 646–647)**

**Lesson Plan and Resource Manager**  
**UNIT FIVE**  

**California ELA Standards**

| SE: | Reading 3.7 |

**Lesson Summary**

On pages **646–647** of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Elements:** Plot, Setting, Theme, Narrator, Author’s Purpose, Author’s Perspective

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

| Dale-Chall: N/A | DRP: N/A | Lexile: N/A |

**Focus**

| SE / TE | p. 646  
Daily Language Practice Transparency 128 |

**Teach**

| SE / TE | pp. 646–647  
Unit 5 Teaching Resources, Genre Focus: Biography and Autobiography, pp. 76–77  
Literary Elements Transparencies 50, 56, 70, 44, 9, 8  
Classroom Presentation Toolkit CD-ROM  
Listening Library CD, Selection Audio  
TeacherWorks Plus CD-ROM  
Vocabulary PuzzleMaker CD-ROM |

**Assess**

| ExamView Assessment Suite CD-ROM  
Progress Reporter Online Assessment |

**Universal Access: English Learners**

| Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |

**Universal Access: Approaching Level**

| Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

**Universal Access: Advanced Learners**

| Novel Companion SE, pp. 183–226  
Novel Companion TG, pp. 49–58  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |

**Extension**

| Grammar and Language Workbook SE  
Grammar and Language Workbook TAE  
Revising with Style  
Spelling Power SE  
Spelling Power TAE |

**Daily Writing**

| SE / TE | p. 647 |

**Cross-Curricular Connections**

| TE | Literary History: Autobiography, p. 646  
glenco.com |
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## Lesson Plan and Resource Manager

### UNIT FIVE


| California ELA Standards | SE: Reading 3.5, Writing 2.1, Reading 1.3  
| TE: Reading 2.6, Listening and Speaking 1.3, Reading 3.2, Writing 1.6 |

### Lesson Summary

On pages 648–660 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Description
- **Reading Strategy:** Activate Prior Knowledge
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Respond Through Writing:** Biographical Narrative

On page 661 of the Student Edition, students will be introduced to the following:

- **Vocabulary Workshop:** Dictionary Skills

### Lesson Duration

Two 45–50 minute sessions

### Readability Scores

“The March of the Mill Children” Dale-Chall: 6.2  
DRP: 58  
Lexile: 940

### Focus

| SE / TE pp. 648–649, 661  
| Daily Language Practice Transparencies 129, 130 |

### Teach

| SE / TE pp. 650–657, 661  
| Unit 5 Teaching Resources, Literary Element, p. 86  
| Unit 5 Teaching Resources, Reading Strategy, p. 87  
| Unit 5 Teaching Resources, Selection Vocabulary Practice, p. 88  
| Unit 5 Teaching Resources, Vocabulary Strategy, p. 89  
| Unit 5 Teaching Resources, Grammar Practice, p. 90  
| Literary Elements Transparency 15  
| Classroom Presentation Toolkit CD-ROM  
| Listening Library CD, Selection Audio  
| TeacherWorks Plus CD-ROM  
| Vocabulary PuzzleMaker CD-ROM |

### Assess

| SE / TE pp. 658–660, 661  
| Unit 5 Teaching Resources, Selection Quick Check, p. 91  
| Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 92  
| Assessment Resources, Selection Test, pp. 137–138  
| ExamView Assessment Suite CD-ROM  
| ProgressReporter Online Assessment |

### Universal Access: English Learners

| TE Vocabulary Preteaching, p. 648  
| TE Intermediate Activity, p. 651  
| TE Reading Strategy: Activate Prior Knowledge, p. 652  
| TE Beginning/Early Intermediate Activity, p. 655  
| Unit 5 Teaching Resources, Selection Summaries: English and Spanish, p. 80  
| Unit 5 Teaching Resources, Selection Summary: Vietnamese, p. 81  
| Unit 5 Teaching Resources, Selection Summary: Tagalog, p. 82  
| Unit 5 Teaching Resources, Selection Summary: Cantonese, p. 83 |
### Universal Access: English Learners (continued)
- Unit 5 Teaching Resources, Selection Summary: Hmong, p. 85
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 92
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- TE Vocabulary Preteaching, p. 648
- TE Strategic Activity, pp. 651, 653, 655, 657
- TE Reading Strategy: Activate Prior Knowledge, p. 652
- TE Literary Element: Description, p. 653
- TE Benchmark Activity, pp. 653, 657
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- TE Mother Jones, p. 649
- SE/TE View the Photograph, p. 655
- TE Reading Strategy: Activate Prior Knowledge, p. 655
- Novel Companion SE, pp. 183–226
- Novel Companion TG, pp. 49–58
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing
- TE p. 652
- SE/TE p. 660

### Cross-Curricular Connections
- SE/TE View the Photograph, pp. 650, 652, 655, 656
- TE Political History: Child Labor, p. 657
- glencoe.com

### Independent Reading
- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u5T)
- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u5)
### Lesson Plan and Resource Manager

**UNIT FIVE**


#### California ELA Standards

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#### Lesson Summary

On pages **662–666** of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Elements:** Simile and Metaphor
- **Vocabulary:** Academic Vocabulary
- **Writing Activity:** Write an Informative Blurb

#### Lesson Duration

One 45–50 minute session

#### Readability Scores

Dale-Chall: N/A   DRP: N/A   Lexile: N/A

#### Focus

**SE / TE** pp. 662–663
- Selection Focus Transparency 28
- Daily Language Practice Transparency 131

#### Teach

**SE / TE** pp. 663–665
- Unit 5 Teaching Resources, Literary Element, p. 99
- Literary Elements Transparency 59
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** p. 666
- Unit 5 Teaching Resources, Selection Quick Check, p. 100
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 101
- Assessment Resources, Selection Test, pp. 139–140
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

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### Universal Access: Approaching Level

- **TE** Vocabulary Preteaching, p. 662
- **TE** Strategic Activity, p. 665
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners

- **TE** Literary Elements: Simile and Metaphor, p. 665
- Novel Companion SE, pp. 183–226
- Novel Companion TG, pp. 49–58
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing

- **SE/TE** p. 666

### Cross-Curricular Connections

- **TE** Political History: Salinas Valley, CA, p. 663
  - [glencoe.com](http://glencoe.com)

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- inTIME magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u5T)

**Students Tools:**
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- Online Student Edition at [glencoe.com](http://glencoe.com)
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u5)
Social Perspective: from *Remembering César*  (pp. 667–668)

### Lesson Plan and Resource Manager


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<td>• <strong>Big Question:</strong> What Really Matters?</td>
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<td>• <strong>Reading Skill:</strong> Analyze Tone</td>
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### Universal Access: Advanced Learners

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## PART 3 OPENER AND *Flowers for Algernon*, Part 1 (pp. 669–688)

### Lesson Plan and Resource Manager

**UNIT FIVE**


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### Lesson Summary

On pages 669–688 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Irony
- **Reading Skill:** Analyze Text Structure
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Writing Activity:** Apply Irony
- **Grammar Link:** Commas with Appositives

### Lesson Duration

Five 45–50 minute sessions

### Readability Scores

Dale-Chall: 5.8   DRP: 49   Lexile: 850

### Focus

**SE/TE** pp. 670–671
- Selection Focus Transparency 20
- Daily Language Practice Transparencies 133, 134, 135, 136, 137
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

### Teach

**SE/TE** pp. 672–686
- Interactive Read and Write SE/TE, pp. 269–292
- Unit 5 Teaching Resources, Literary Element, p. 120
- Unit 5 Teaching Resources, Reading Skill, p. 121
- Unit 5 Teaching Resources, Selection Vocabulary Practice, p. 122
- Unit 5 Teaching Resources, Vocabulary Strategy, p. 123
- Unit 5 Teaching Resources, Grammar Practice, p. 124
- Literary Elements Transparency 35
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** pp. 687–688
- Unit 5 Teaching Resources, Selection Quick Check, p. 124
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 126
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE**
- Vocabulary Preteaching, p. 670; Beginning/Early Intermediate Activity, pp. 671, 673, 677, 681, 683; Intermediate Activity, pp. 673, 675, 683, 685
- Interactive Read and Write (EL) SE/TE, pp. 269–292
- Unit 5 Teaching Resources, English Language Coach, Part 3, p. 113
- Unit 5 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp: 114–117, 119
| Universal Access: English Learners (continued) | Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 126  
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Listening Library Sourcebook: Strategies and Activities |
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<td>TE Strategic Activity, pp. 669, 671, 675, 677, 679, 685; Vocabulary Preteaching, p. 670; Reading Skill: Analyze Text Structure, pp. 673, 674; Literary Element: Irony, pp. 675, 678, 686; Cultural History: IQ Tests, p. 676; Benchmark Activity, pp. 679, 681; Cultural History: Sigmund Freud, p. 682; Literary History: <em>Robinson Crusoe</em>, p. 683</td>
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|  | Interactive Read and Write, Approaching SE/TE, pp. 269–292  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE/TAE  
Revising with Style  
Spelling Power SE/TAE |
| Daily Writing | TE pp. 672, 676, 678, 684  
SE/TE p. 688 |
| Cross-Curricular Connections | SE/TE View the Art, pp. 669, 677, 680  
TE Cultural History: Hermann Rorschach, p. 673; Cultural History: IQ Tests, p. 676; Literary History: Science Fiction, p. 679; Cultural History: Sigmund Freud, p. 682; Literary History: *Robinson Crusoe*, p. 683; Literary History: Journals, p. 685  
[glencoe.com](http://glencoe.com) |
| Independent Reading | BackPack Reader; Glencoe Literature Library; *inTIME* magazine  
BookLink K–12 CD-ROM  
Glencoe Literature Library Teacher Resources CD-ROM  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u5T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at [glencoe.com](http://glencoe.com)  
Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u5) |
| PROGRAM 2 | Expressions  
Eliza May: A Pioneer Girl’s Diary  
Lesson Duration: 2–5 class periods |
|  | SE pp. 293–304  
TE pp. 293–304d  
Expressions Practice Book, pp. 131–135  
Reading Fluency: p. R11  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
Flowers for Algernon, Part 2 (pp. 689–713)

**Lesson Plan and Resource Manager**

**UNIT FIVE**


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<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.2</th>
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<td>TE: Reading 1.0, Reading 3.2, Reading 1.2, Writing 1.1, Reading 1.3, Reading 3.5, Reading 3.7</td>
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**Lesson Summary**

On pages 689–713 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Foreshadowing
- **Reading Strategy:** Make Inferences About Characters
- **Vocabulary:** Vocabulary, Academic Vocabulary
- **Research and Report:** Internet Connection
- **Grammar Link:** Commas with Relative Clauses

**Lesson Duration**

Three to five 45–50 minute sessions

**Readability Scores**

Dale-Chall: 5.8   DRP: 49   Lexile: 850

**Focus**

**SE/TE** pp. 689–690
- Selection Focus Transparency 20
- Daily Language Practice Transparencies 138, 139, 140

**Teach**

**SE/TE** pp. 691–711
- Interactive Read and Write SE/TE, pp. 269–292
- Unit 5 Teaching Resources, Literary Element, p. 133
- Unit 5 Teaching Resources, Reading Strategy, p. 134
- Unit 5 Teaching Resources, Selection Vocabulary Practice, p. 135
- Unit 5 Teaching Resources, Vocabulary Strategy, p. 136
- Unit 5 Teaching Resources, Grammar Practice, p. 137
- Literary Elements Transparency 26
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE/TE** pp. 712–713
- Unit 5 Teaching Resources, Selection Quick Check, p. 138
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 139
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

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<td>Beginning/Early Intermediate Activity, pp. 691, 699</td>
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<td>Early Advanced Activity, pp. 693, 709, 711</td>
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<td>Intermediate Activity, pp. 697, 705, 713</td>
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<td>TE</td>
<td>Reading Strategy: Make Inferences About Characters, pp. 699, 708</td>
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<td>Interactive Read and Write EL SE, pp. 269–292</td>
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<td>English Language Coach</td>
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| Universal Access: English Learners (continued) | Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities |
| --- | --- |
| Universal Access: Approaching Level | TE Vocabulary Preteaching, p. 689  
TE Strategic Activity, pp. 691, 693, 695, 701, 703, 707, 709  
TE Reading Strategy: Make Inferences About Characters, pp. 695, 697, 699, 701, 709  
TE Benchmark Activity, pp. 695, 703, 705, 707  
Interactive Read and Write (Approaching) SE, pp. 269–292  
Interactive Read and Write (Approaching) TE, pp. 269–292  
Glencoe Interactive Vocabulary CD-ROM  
Listening Library Audio CD  
Listening Library Sourcebook: Strategies and Activities  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Universal Access: Advanced Learners | TE Reading Strategy: Make Inferences About Characters, pp. 695, 697  
TE pp. 697, 699, 701, 711  
Novel Companion SE, pp. 183–226/TG, pp. 49–58  
Literature Classics, Middle School CD-ROM  
Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | Grammar and Language Workbook SE/TAE  
Revising with Style  
Spelling Power SE/TAE |
| Daily Writing | TE pp. 694, 702  
SE/TE p. 713 |
| Cross-Curricular Connections | TE Cultural History: Rorschach Test, p. 691; Cultural History: IQ Test, p. 692; Cultural History, p. 695; View the Photograph, p. 698  
SE/TE View the Art, pp. 705, 708  
TE Language History: Eponyms, p. 710; Cultural History: Placing Flowers on a Grave, p. 711  
glencoe.com |
| Independent Reading | BackPack Reader; Glencoe Literature Library; inTIME magazine  
BookLink K–12 CD-ROM  
Glencoe Literature Library Teacher Resources CD-ROM  
Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
TeacherWorks Plus CD-ROM  
Classroom Presentation Toolkit CD-ROM  
Literature Online at glencoe.com (QuickPass Code: GL36289u5T)  
Students Tools:  
StudentWorks Plus CD-ROM or DVD-ROM  
Online Student Edition at glencoe.com  
Literature Online at glencoe.com (QuickPass Code: GL36258u5) |
| PROGRAM 2 |  |
| Expressions Eliza May: A Pioneer Girl’s Diary Lesson Duration: 2–5 class periods | SE pp. 293–304  
TE pp. 293–304d  
Expressions Practice Book, pp. 131–135  
Reading Fluency: p. R11  
Listening Library Audio CD  
Glencoe Interactive Vocabulary CD-ROM |
# Comparing Literature: *The Story of My Life* and *Letters of Annie Sullivan*  (pp. 714–729)

## Lesson Plan and Resource Manager

### UNIT FIVE


<table>
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<th>California ELA Standards</th>
<th>SE: Literary Analysis 3.7</th>
<th>TE: Reading 1.3, Reading 2.3, Reading 3.6, Language Conventions 1.3, Listening and Speaking 1.5</th>
</tr>
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</table>

### Lesson Summary

On pages 714–729 of the Student Edition, students will be introduced to the following:

- **Big Question:** What Really Matters?
- **Literary Element:** Tone
- **Reading Skill:** Compare and Contrast
- **Writing Activity:** Write to Compare

### Lesson Duration

Two 45–50 minute sessions

### Readability Scores

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<th>Lexile</th>
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<td>1020</td>
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<tr>
<td>“Letters of Annie Sullivan”</td>
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### Focus

**SE/TE** pp. 714–715
- Selection Focus Transparency 21
- Daily Language Practice Transparencies 141, 142

### Teach

**SE/TE** pp. 716–728
- Unit 5 Teaching Resources, Literary Element, p. 147
- Unit 5 Teaching Resources, Grammar Practice, p. 148
- Literary Elements Transparency 72
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** p. 729
- Unit 5 Teaching Resources, Selection Quick Check, p. 149
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 150
- Assessment Resources, Selection Test, pp. 145–146
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE**
- Vocabulary Preteaching, pp. 714, 723; Intermediate Activity, pp. 717, 729;
  Early Advanced Activity, pp. 721, 725; Beginning/Early Intermediate Activity, p. 725
- Unit 5 Teaching Resources, Selection Summaries: English and Spanish, p. 141
- Unit 5 Teaching Resources, Selection Summary: Vietnamese, p. 142
- Unit 5 Teaching Resources, Selection Summary: Tagalog, p. 143
- Unit 5 Teaching Resources, Selection Summary: Cantonese, p. 144
- Unit 5 Teaching Resources, Selection Summary: Hmong, p. 146
- Unit 5 Teaching Resources, Selection Quick Check (Spanish), p. 150
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
| Universal Access: Approaching Level | TE Vocabulary Preteaching, pp. 714, 723  
|                                   | TE Strategic Activity, pp. 715, 717, 719, 721, 727  
|                                   | TE Comparing Literature, p. 716  
|                                   | TE Benchmark Activity, p. 719  
|                                   | Glencoe Interactive Vocabulary CD-ROM  
|                                   | Listening Library Audio CD  
|                                   | Listening Library Sourcebook: Strategies and Activities  
|                                   | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  |
| Universal Access: Advanced Learners | TE p. 727  
|                                   | Novel Companion SE, pp. 183–226  
|                                   | Novel Companion TG, pp. 49–58  
|                                   | Literature Classics, Middle School CD-ROM  
|                                   | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  |
| Extension                        | Grammar and Language Workbook SE  
|                                   | Grammar and Language Workbook TAE  
|                                   | Revising with Style  
|                                   | Spelling Power SE  
|                                   | Spelling Power TAE  |
| Daily Writing                    | TE p. 720  
|                                   | SE / TE p. 729  |
| Cross-Curricular Connections     | TE Cultural History: Blind and Deaf Students, p. 715  
|                                   | TE Cultural History: Anne Sullivan, p. 717  
|                                   | SE / TE View the Photograph, pp. 719, 722, 727  
|                                   | TE Literary History: Helen Keller, p. 720  
|                                   | TE Cultural History: Manual Alphabet, p. 725  
|                                   | TE Cultural History: Memoir, p. 728  
|                                   | glencoe.com  |
| Independent Reading              | BackPack Reader  
|                                   | BookLink K–12 CD-ROM  
|                                   | Glencoe Literature Library  
|                                   | Glencoe Literature Library Teacher Resources CD-ROM  
|                                   | inTIME magazine  
|                                   | Literature Classics, Middle School CD-ROM  |
| Technology and Additional Resources | Planning and Instruction:  
|                                   | TeacherWorks Plus CD-ROM  
|                                   | Classroom Presentation Toolkit CD-ROM  
|                                   | Literature Online at glencoe.com (QuickPass Code: GL36289u5T)  
| Students Tools                   | Online Student Edition at glencoe.com  
|                                   | Literature Online at glencoe.com (QuickPass Code: GL36258u5)  |
Writing Workshop: Research Report (pp. 730–737)

Lesson Plan and Resource Manager


California ELA Standards

SE: Writing 2.3

Lesson Duration

Two to five 45–50 minute sessions

Writing Prompt

In a research report you investigate a subject and present information on it, using a variety of reliable documented sources. Write a research report on a historical or contemporary person whose decisions and actions led that person to make a positive lasting impact on society or science. The audience should be your classmates and teacher.

Focus

SE/TE p. 730
Daily Language Practice Transparencies 143, 144

Teach

SE/TE pp. 730–737
Writing Resources: Writing Process Strategies 1–22
Writing Workshop Transparencies 26–30
Unit 5 Teaching Resources, Writing Workshop Graphic Organizer, p. 152
Unit 5 Teaching Resources, Writing Workshop Rubric, p. 153
Unit 5 Teaching Resources, Writing Workshop Checklist, p. 154

Assess

SE/TE p. 737
Rubrics for Assessing Writing, Listening, and Speaking, Middle School, p. 20
Glencoe Online Essay Grader at glencoewriting.com

Universal Access: English Learners

TE Beginning/Early Intermediate Activity, pp. 731, 735
TE Advanced Activity, p. 733
TE Intermediate Activity, p. 735

Universal Access: Approaching Level

TE Teaching Note, p. 730
TE Plan and Conduct Your Research, p. 731
TE Strategic Activity, pp. 731, 733
TE Draft, p. 734
TE Revise, p. 736
TE Benchmark Activity, p. 737

Universal Access: Advanced Learners

TE Visual Aids, p. 737

Extension

Grammar and Language Workbook SE
Grammar and Language Workbook TAE
Revising with Style

Daily Writing

SE/TE pp. 730, 736

Cross-Curricular Connections

glencoe.com
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<th><strong>Technology and Additional Resources</strong></th>
<th><strong>Planning and Instruction:</strong></th>
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<td><strong>Revising with Style</strong></td>
<td><strong>Revising with Style</strong></td>
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<td><strong>Success in Writing: Research and Reports</strong></td>
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**Program 2**

**Expressions:**
Research Report
Lesson Duration: 2–5 class periods

**SE/TE** pp. 305–309
# Speaking, Listening, and Viewing: Oral Report (p. 738)

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<td><strong>What Really Matters?</strong></td>
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<tr>
<th><strong>California ELA Standards</strong></th>
<th><strong>SE:</strong> Listening and Speaking 1.4</th>
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</table>

### Assignment
Deliver an oral report to your classmates. You might want to adapt the research report you wrote for the Writing Workshop on pages 730–737. Remember that you focused on the Unit 5 Big Question: What Really Matters?

### Focus
- **SE / TE** p. 738
- Daily Language Transparency 145

### Teach
- **SE / TE** p. 738
- Unit 5 Teaching Resources, SLV Activities, pp. 155–156
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM
- Student Presentation Builder on StudentWorks Plus and Online Student Edition

### Assess
- Unit 5 Teaching Resources, SLV Rubrics, p. 157

### Universal Access: English Learners
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Advanced Learners
- Novel Companion SE, pp. 183–226/TG, pp. 49–58

### Extension
- Grammar and Language Workbook SE/TAE
- Spelling Power SE/TAE

### Daily Writing
- **SE / TE** p. 738

### Cross-Curricular Connections
- glencoe.com

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u5T)

- **Students Tools:**
  - Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM and Online Student Edition
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com

### PROGRAM 2

<table>
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<td><strong>Lesson Duration:</strong> 1 class period</td>
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<td><strong>SE / TE</strong> p. 310</td>
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</table>
## Lesson Plan and Resource Manager

### UNIT FIVE

#### What Really Matters?

### California ELA Standards

- **SE:** Writing 2.1, Listening and Speaking 1.3
- **TE:** Listening and Speaking 1.1, Reading 2.4, 3.7, Writing 1.1, Reading 1.3, Writing 1.3, Language Conventions 1.6, 1.5, 1.4, Writing 2.1

### Lesson Summary

On pages 739–747 of the Student Edition, students will:
- Complete the Unit Challenge
- Complete the end of unit assessment
- Read independently

### Lesson Duration

Four 45–50 minute sessions

### Focus

**SE/TE** Unit Challenge, p. 739; Independent Reading, p. 740
- Daily Language Transparencies 146, 147, 148, 149

### Teach

**SE/TE** Unit Challenge, p. 739
- Independent Reading, pp. 740–741

### Assess

**SE/TE** Assessment, pp. 742–747
- Assessment Resources, Unit 5 Summative Assessment, pp. 165–166
- California Standards Practice SE/ATE, pp. 101–124
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access:

#### English Learners

- **TE** Early Advanced Activity, p. 739

#### Approaching Level

- **TE** Strategic Activity, pp. 739, 741
- **TE** Benchmark Activity, p. 741

#### Advanced Learners

- Novel Companion SE, pp. 183–226/TG, pp. 49–58
- Literature Classics, Middle School CD-ROM

### Extension

- Grammar and Language Workbook SE/TAE
- Revising with Style

### Daily Writing

**SE/TE** pp. 739, 741, 746, 747

### Cross-Curricular Connections

- **TE** Political History: The Battle of Little Big Horn, p. 740; Cultural History: HIV/AIDS, p. 741
- glencoe.com

### Independent Reading

- **TE** pp. 740–741
- BackPack Reader; Glencoe Literature Library; inTIME magazine
- BookLink K–12 CD-ROM
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u5T)

**Students Tools:**
- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at glencoe.com
- Glencoe Online Essay Grader at glencoewriting.com
- Literature Online at glencoe.com (QuickPass Code: GL36258u5)
### California Treasures Student Edition

#### Unit 6 Introduction  (pp. 748–756)

**Lesson Plan and Resource Manager**

**UNIT SIX** How Do You Keep from Giving Up?

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<th>California ELA Standards</th>
<th>SE: Reading 3.7, Writing 2.2</th>
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<td>TE: Reading 3.7, Reading 3.2, Reading 3.5, Reading 3.6, Writing 1.1, Reading 2.2, Language Conventions 1.5</td>
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</table>

**Lesson Summary**

On pages 748–756 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Keep from Giving Up?
- **Literary Elements:** Act and Scene, Drama, Stage Directions, Voice, Speaker
- **Reading Skills:** Analyze Plot, Draw Conclusions About Author’s Perspective
- **Writing/Grammar Practice:** Expository Essay/Parentheses
- **Genre Focus:** Drama

**Lesson Duration**

Two 45–50 minute sessions

**Focus**

SE / TE  pp. 748–750

- Daily Language Practice Transparencies 150, 151
- Literature Launchers: Pre-Reading Videos DVD, Unit 6 Launcher
- Literature Launchers Teacher Guide

**Teach**

SE / TE  pp. 750–755

- Unit 6 Teaching Resources, Unit Introduction, pp. 1–2
- Unit 6 Teaching Resources, Big Question Foldable, pp. 3–4
- Unit 6 Teaching Resources, Big Question School-to-Home Connection, p. 5
- Unit 6 Teaching Resources, Unit Challenge Planner, pp. 12–15
- Unit 6 Teaching Resources: Academic Vocabulary Development, pp. 16–17
- Classroom Presentation Toolkit CD-ROM
- TeacherWorks Plus CD-ROM

**Assess**

SE / TE  p. 756

- Assessment Resources, Unit 6 Diagnostic Assessment, pp. 29–34
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access: English Learners**

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<th>TE Intermediate Activity, pp. 751, 753, 755</th>
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<td>Unit 6 Teaching Resources, Big Question School-to-Home Connection: Vietnamese, p. 7</td>
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**Universal Access: Approaching Level**

- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Universal Access: Advanced Learners**

- Novel Companion, SE, pp. 227–270; TG, pp. 59–68
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
| Extension       | Grammar and Language Workbook SE  |
|                | Grammar and Language Workbook TAE |
|                | Revising with Style               |
|                | Spelling Power SE                 |
|                | Spelling Power TAE                |
| Daily Writing  | **TE** p. 754                     |
|                | **SE/TE** p. 756                  |
| Cross-Curricular Connections | **SE/TE** View the Photograph, p. 748 |
|                | glencoe.com                       |
| Independent Reading | BackPack Reader                   |
|                | BookLink K–12 CD-ROM              |
|                | Glencoe Literature Library        |
|                | Glencoe Literature Library Teacher Resources CD-ROM |
|                | inTIME magazine                   |
|                | Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:          |
|                | TeacherWorks Plus CD-ROM          |
|                | Classroom Presentation Toolkit CD-ROM |
|                | Literature Online at glencoe.com (QuickPass Code: GL36289u6T) |
| Students Tools: | StudentWorks Plus CD-ROM or DVD-ROM |
|                | Online Student Edition at glencoe.com |
|                | Literature Online at glencoe.com (QuickPass Code: GL36258u6) |
## Lesson Plan and Resource Manager

### UNIT SIX

**How Do You Keep from Giving Up? Part 1: Finding Strength from Within**

### California ELA Standards

**SE:** Reading 3.2  
**TE:** Listening and Speaking 1.6, Reading 3.2, Reading 3.4, Reading 3.6, Listening and Speaking 2.5, Language Conventions 1.4, Writing 1.4, Reading 1.3, Listening and Speaking 1.1

### Lesson Summary

On pages 757–813 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Keep from Giving Up?
- **Literary Elements:** Act and Scene
- **Reading Skill:** Analyze Plot
- **Vocabulary Skill:** Academic Vocabulary
- **Writing/Grammar Skill:** Commas to Prevent Misreading or Confusion
- **Listening, Speaking, and Viewing Skill:** Performance

### Lesson Duration

Eight 45–50 minute sessions

### Readability Scores

Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A

### Focus

**SE / TE** pp. 758–759  
- Daily Language Practice Transparencies 152–159  
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher  
- Literature Launchers Teachers Guide

### Teach

**SE / TE** pp. 760–811  
- Interactive Read and Write SE/TE, pp. 293–318  
- Unit 6 Teaching Resources, Literary Element, p. 26; Reading Skill, p. 27; Selection Vocabulary Practice, p. 28; Vocabulary Strategy, p. 29; Grammar Practice, p. 30  
- Read Aloud, Think Aloud Transparencies 31–34  
- Literary Elements Transparency 1  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE / TE** pp. 812–813  
- Unit 6 Teaching Resources, Selection Quick Check, p. 31  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 32  
- Assessment Resources, Selection Test, pp. 147–148  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE**  
- Interactive Read and Write (EL) SE/TE, pp. 293–318  
- Unit 6 Teaching Resources, English Language Coach, p. 19  
- Unit 6 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 20–25  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 32
### Universal Access: English Learners (continued)
- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD

### Universal Access: Approaching Level
- **TE** Strategic Activity, pp. 757, 760, 763, 773, 775, 781, 785, 787, 791, 809, 813
- **TE** Vocabulary Preteaching, p. 758
- **TE** Benchmark Activity, pp. 760, 793, 795, 797, 799, 805, 807, 811
- **TE** Reading Skill: Analyze Plot, pp. 763, 773, 782, 794, 800, 803, 809, 810
- Interactive Read and Write, (Approaching) SE/TE, pp. 293–318
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners
- **TE** Critical Thinking, p. 769; Musical Score, p. 779; Analyze Poetry, p. 783; Reading Skill: Analyze Plot, pp. 787, 790, 800; Big Question: How Do You Keep From Giving Up?, p. 788
- Novel Companion SE, pp. 227–270; TG, pp. 59–68
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension
- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE SE/TAE

### Daily Writing
- **SE/TE** p. 813

### Cross-Curricular Connections
- **TE** View the Photograph, pp. 760, 763, 768, 771, 775, 792, 799, 811; Political History: Resistance to Hitler, p. 768; Political History: Yellow Star of David Badge, p. 772; Cultural History: Westertoren Carillon, p. 774; Cultural History: The Waltz, p. 778; Political History: WWII Serial Bombing, p. 781; Political History: Arbeiteinsatz, p. 784; Language History: Scapegoat, p. 786; Political History: Prisoners at Mauthausen, p. 791; Literary History: Cissy Van Marxveldt, p. 795; Language History: Nightmare, p. 797; Language History: Pronouns, p. 802; Cultural History: Ascot, p. 805; Political History: Gestapo, p. 808; Political History: Betraying the Franks, p. 811
- glencoe.com

### Independent Reading
- BackPack Reader; Glencoe Literature Library; *inTIME* magazine
- BookLink K–12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources
- **Planning and Instruction:**
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u6T)

- **Students Tools:**
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](http://glencoe.com)
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u6)

### PROGRAM 2

#### Expressions: A Team Decision
**Lesson Duration:** 2–5 class periods
- **SE** pp. 311–320
- **TE** pp. 311–320d
- Expressions Practice Book, pp. 136–139
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
# Genre Focus: Drama  (pp. 814–815)

**Lesson Plan and Resource Manager**

**UNIT SIX**  How Do You Keep from Giving Up? Part 1: Finding Strength from Within

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<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.2</th>
<th>TE: Reading 3.2</th>
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**Lesson Summary**

On pages **814–815** of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Keep from Giving Up?
- **Literary Elements:** Plot, Characters, Setting, Theme, Act, Stage Directions

**Lesson Duration**

One 45–50 minute session

**Readability Scores**

Dale-Chall: N/A  DRP: N/A  Lexile: N/A

**Focus**

SE / TE  p. 814

- Daily Language Practice Transparency 160

**Teach**

SE / TE  pp. 814–815

- Unit 6 Teaching Resources, Genre Focus: Drama, pp. 33–34
- Literary Elements Transparencies 50, 11, 56, 70, 1, 63
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

**Assess**

- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

**Universal Access:**

**English Learners**

- English Language Coach
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

**Approaching Level**

TE  Strategic Activity, p. 815
TE  Benchmark Activity, p. 815

- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Advanced Learners**

- Novel Companion SE, pp. 227–270
- Novel Companion TG, pp. 59–68
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

**Extension**

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

**Daily Writing**

SE / TE  p. 815
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|                              | Students Tools: |
|                              | StudentWorks Plus CD-ROM or DVD-ROM |
|                              | Online Student Edition at glencoe.com |
|                              | Literature Online at glencoe.com (QuickPass Code: GL36258u6) |
### The Diary of Anne Frank, Act Two (pp. 816–852)

**Lesson Plan and Resource Manager**

**UNIT SIX** How Do You Keep from Giving Up? Part 1: Finding Strength from Within

| California ELA Standards | SE: Reading 3.5, Writing 1.1, Writing 2.4  
TE: Reading 3.6, Reading 3.4, Writing 1.4, Reading 3.2 |
|--------------------------|---------------------------------------------------|
| **Lesson Summary**       | On pages 816–852 of the Student Edition, students will be introduced to the following:  
- **Big Question:** How Do You Keep from Giving Up?  
- **Literary Element:** Stage Directions  
- **Reading Skill:** Make Generalizations About Theme  
- **Vocabulary Skills:** Synonyms, Academic Vocabulary  
- **Writing:** Respond Through Writing: Review |
| **Lesson Duration**      | Six 45–50 minute sessions |
| **Readability Scores**   | Dale-Chall: N/A  
DRP: N/A  
Lexile: N/A |
| **Focus**                | SE/TE pp. 816–817  
Daily Language Practice Transparencies 161–166 |
| **Teach**                | SE/TE pp. 818–849  
- Unit 6 Teaching Resources, Literary Element, p. 41  
- Unit 6 Teaching Resources, Reading Strategy, p. 42  
- Unit 6 Teaching Resources, Selection Vocabulary Practice, p. 43  
- Unit 6 Teaching Resources, Vocabulary Strategy, p. 44  
- Unit 6 Teaching Resources, Grammar Practice, p. 45  
- Read Aloud, Think Aloud Transparencies 31–34  
- Literary Elements Transparency 63  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM |
| **Assess**               | SE/TE pp. 850–852  
- Unit 6 Teaching Resources, Selection Quick Check, p. 46  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 47  
- Assessment Resources, Selection Test, pp. 149–150  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment |
| **Universal Access:**    | TE Vocabulary Preteaching, p. 816  
TE Beginning/Early Intermediate Activity, pp. 817, 821, 825, 829, 833, 837, 847  
TE Early Advanced Activity, pp. 817, 821, 825, 829, 833, 835, 837  
TE Intermediate Activity, pp. 821, 825, 826, 829, 833, 835, 837  
- Unit 6 Teaching Resources, Selection Summaries: English, Spanish, Vietnamese, Tagalog, Cantonese, and Hmong, pp. 35–40  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 47  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities |
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<td>TE Vocabulary Preteaching, p. 816</td>
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<td>TE Reading Skill: Make Generalizations About Theme, p. 842</td>
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**Extension**

- Grammar and Language Workbook SE/TAE
- Revising with Style
- Spelling Power SE/TAE

**Daily Writing**

SE/TE p. 850

**Cross-Curricular Connections**

SE/TE View the Photograph, pp. 819, 849

TE Cultural History: Antiwar Sentiment, p. 821; Political History: Collaboration with the Nazis, p. 824; Cultural History: Resistance in Ghettos and Camps, p. 826; Literary History: Carpe Diem, p. 834; Literary History: Anne’s Diary Becomes a Play, p. 837; Cultural History: Forms of Resistance and Dissent, p. 838; Political History: The Gestapo, p. 839; Political History: Sir Winston Churchill, p. 840; View the Art, p. 841; Political History: Efforts to Escape, p. 842; Cultural History: Conditions in Nazi Camps, p. 844; Cultural History: Monuments/Memorials to the Holocaust, p. 847

[glencoe.com](http://glencoe.com)

**Independent Reading**

- BackPack Reader; Glencoe Literature Library; *inTIME* magazine
- BookLink K–12 CD-ROM
- Glencoe Literature Library Teacher Resources CD-ROM
- Literature Classics, Middle School CD-ROM

**Technology and Additional Resources**

- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u6T)

- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at [glencoe.com](http://glencoe.com)
  - Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL38258u6)
**Lesson Plan and Resource Manager**

**UNIT SIX**

**How Do You Keep from Giving Up? Part 1: Finding Strength from Within**

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<th>TE: Reading 1.3, Language Conventions 1.5, Listening and Speaking 1.8</th>
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**Lesson Summary**

On pages 853–864 of the Student Edition, students will be introduced to the following:
- **Big Question:** How Do You Keep from Giving Up?
- **Literary Element:** Voice
- **Reading Strategy:** Question
- **Writing:** Write a Journal Entry

**Lesson Duration**

2 Sessions (1 session runs 45–50 minutes)

**Readability Scores**

Dale-Chall: 5.5  
DRP: 47  
Lexile: 1160

**Focus**

**SE/TE** pp. 853–854  
Daily Language Practice Transparencies 167, 168

**Teach**

**SE/TE** p. 855–863  
- Unit 6 Teaching Resources, Literary Element, p. 54  
- Unit 6 Teaching Resources, Reading Strategy, p. 55  
- Unit 6 Teaching Resources, Selection Vocabulary Practice, p. 56  
- Unit 6 Teaching Resources, Vocabulary Strategy, p. 57  
- Unit 6 Teaching Resources, Grammar Practice, p. 58  
- Literary Elements Transparency 73  
- Classroom Presentation Toolkit CD-ROM  
- Listening Library CD, Selection Audio  
- TeacherWorks Plus CD-ROM  
- Vocabulary PuzzleMaker CD-ROM

**Assess**

**SE/TE** p. 864  
- Unit 6 Teaching Resources, Selection Quick Check, p. 59  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 60  
- Assessment Resources, Selection Test, pp. 151–152  
- ExamView Assessment Suite CD-ROM  
- Progress Reporter Online Assessment

**Universal Access:**

**English Learners**

**TE** Vocabulary Preteaching, p. 853  
**TE** Beginning/Early Intermediate Activity, pp. 855, 859  
**TE** Intermediate Activity, pp. 855, 861  
**TE** Early Advanced Activity, pp. 855, 863  
- Unit 6 Teaching Resources, Selection Summary: English and Spanish, p. 48  
- Unit 6 Teaching Resources, Selection Summary: Vietnamese, p. 49  
- Unit 6 Teaching Resources, Selection Summary: Tagalog, p. 50  
- Unit 6 Teaching Resources, Selection Summary: Cantonese, p. 51  
- Unit 6 Teaching Resources, Selection Summary: Hmong, p. 53  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 60  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities
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<td>SE/TE p. 864</td>
<td>TE Cultural History: European Schools, p. 857</td>
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**Technology and Additional Resources**
- Planning and Instruction:
  - TeacherWorks Plus CD-ROM
  - Classroom Presentation Toolkit CD-ROM
  - Literature Online at glencoe.com (QuickPass Code: GL36289u6T)
- Students Tools:
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u6)
**Historical Perspective: from Sky** *(pp. 865–870)*

**Lesson Plan and Resource Manager**

**UNIT SIX**  
How Do You Keep from Giving Up? Part 1: Finding Strength from Within

### California ELA Standards

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### Lesson Summary

On pages **865–870** of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Keep from Giving Up?
- **Reading Strategy:** Draw Conclusions About Author’s Perspective

### Lesson Duration

One 45–50 minute session

### Readability Scores

Dale-Chall: 5.9  
DRP: 57  
Lexile: 950

### Focus

**SE/TE** pp. 865
- Daily Language Practice Transparency 169

### Teach

**SE/TE** p. 865–869
- Unit 6 Teaching Resources, Reading Skill, p. 67
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

### Assess

**SE/TE** p. 870
- Unit 6 Teaching Resources, Selection Quick Check, p. 68
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 69
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

### Universal Access: English Learners

**TE** Vocabulary Preteaching, p. 865
- Unit 6 Teaching Resources, Selection Summary: English and Spanish, p. 61
- Unit 6 Teaching Resources, Selection Summary: Vietnamese, p. 62
- Unit 6 Teaching Resources, Selection Summary: Tagalog, p. 63
- Unit 6 Teaching Resources, Selection Summary: Cantonese, p. 64
- Unit 6 Teaching Resources, Selection Summary: Hmong, p. 66
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 69
- English Language Coach
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities

### Universal Access: Approaching Level

**TE** Vocabulary Preteaching, p. 865
- Strategic Activity, pp. 867, 869
- Benchmark Activity, p. 869
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Listening Library Sourcebook: Strategies and Activities
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM
| **Universal Access:** Advanced Learners | TE  | Reading Strategy: Draw Conclusions About Author’s Perspective, p. 866  
| | TE  | Respond Through Writing, p. 867  
| | | Novel Companion SE, pp. 227–270  
| | | Novel Companion TG, pp. 59–68  
| | | Literature Classics, Middle School CD-ROM  
| | | Skill Level Up! A Skills-Based Language Arts Game CD-ROM  
| **Extension** | | Grammar and Language Workbook SE  
| | | Grammar and Language Workbook TAE  
| | | Revising with Style  
| | | Spelling Power SE  
| | | Spelling Power TAE  
| **Daily Writing** | SE/TE | p. 870  
| **Cross-Curricular Connections** | TE | Political History: World War II and the Netherlands, p. 865  
| | SE/TE | View the Photograph, pp. 865, 867, 869  
| | TE | Literary History: Hanneke Ippsich, p. 866  
| | TE | Political History: Friesland, p. 867  
| | TE | Cultural History: Queen Wilhelmina, p. 869  
| | glencoe.com |  
| **Independent Reading** | | BackPack Reader  
| | | BookLink K–12 CD-ROM  
| | | Glencoe Literature Library  
| | | Glencoe Literature Library Teacher Resources CD-ROM  
| | | inTIME magazine  
| | | Literature Classics, Middle School CD-ROM  
| **Technology and Additional Resources** | Planning and Instruction:  
| | | TeacherWorks Plus CD-ROM  
| | | Classroom Presentation Toolkit CD-ROM  
| | | Literature Online at glencoe.com (QuickPass Code: GL36289u6T)  
| Students Tools:  
| | | StudentWorks Plus CD-ROM or DVD-ROM  
| | | Online Student Edition at glencoe.com  
| | | Literature Online at glencoe.com (QuickPass Code: GL36258u6)  

### TIME: *Standing Tall* and Vocabulary Workshop  (pp. 871–875)

#### Lesson Plan and Resource Manager

**UNIT SIX** How Do You Keep from Giving Up? Part 1: Finding Strength from Within

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<td>• <strong>Reading Skill:</strong> Analyze Text Features</td>
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<td>One to five 45–50 minute sessions</td>
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<td><strong>SE/TE</strong> pp. 874, 875</td>
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<tr>
<td>Unit 6 Teaching Resources, Selection Quick Check, p. 77</td>
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<td>Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 78</td>
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<th>Universal Access: English Learners</th>
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<tr>
<td><strong>TE</strong> Vocabulary Preteaching, p. 871</td>
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<tr>
<td><strong>TE</strong> Beginning/Early Intermediate Activity, p. 873</td>
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<td><strong>TE</strong> Early Advanced Activity, p. 873</td>
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<td>Interactive Read and Write (EL) SE, pp. 319–328</td>
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<td>Interactive Read and Write (EL) TE, pp. 319–328</td>
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<td>Unit 6 Teaching Resources, Selection Summary: English and Spanish, p. 70</td>
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<td>Unit 6 Teaching Resources, Selection Summary: Vietnamese, p. 71</td>
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<td>Unit 6 Teaching Resources, Selection Summary: Tagalog, p. 72</td>
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<td>Unit 6 Teaching Resources, Selection Summary: Cantonese, p. 73</td>
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<tr>
<td>Unit 6 Teaching Resources, Selection Summary: Hmong, p. 75</td>
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<td>Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 78</td>
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### Universal Access: Approaching Level

- **TE** Vocabulary Preteaching, p. 871
- **TE** Strategic Activity, pp. 873, 875
- **TE** Benchmark Activity, p. 875
  - Interactive Read and Write (Approaching) SE, pp. 319–328
  - Interactive Read and Write (Approaching) TE, pp. 319–328
  - Glencoe Interactive Vocabulary CD-ROM
  - Listening Library Audio CD
  - Listening Library Sourcebook: Strategies and Activities
  - Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Universal Access: Advanced Learners

- Novel Companion SE, pp. 227–270
- Novel Companion TG, pp. 59–68
- Literature Classics, Middle School CD-ROM
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM

### Extension

- Grammar and Language Workbook SE
- Grammar and Language Workbook TAE
- Revising with Style
- Spelling Power SE
- Spelling Power TAE

### Daily Writing

**SE/TE** p. 874

### Cross-Curricular Connections

- **TE** Cultural History: September 11, 2001, p. 872
- **TE** Cultural History: Skyscrapers, p. 873
- [glencoe.com](http://glencoe.com)

### Independent Reading

- BackPack Reader
- BookLink K–12 CD-ROM
- Glencoe Literature Library
- Glencoe Literature Library Teacher Resources CD-ROM
- *inTIME* magazine
- Literature Classics, Middle School CD-ROM

### Technology and Additional Resources

**Planning and Instruction:**

- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36289u6T)

**Students Tools:**

- StudentWorks Plus CD-ROM or DVD-ROM
- Online Student Edition at [glencoe.com](http://glencoe.com)
- Literature Online at [glencoe.com](http://glencoe.com) (QuickPass Code: GL36258u6)

### PROGRAM 2

**Expressions: New Plans for Skyscrapers**

- **SE** pp. 321–328
- **TE** pp. 321–328d
- Expressions Practice Book, pp. 140–145
- Reading Fluency: p. R12
- Listening Library Audio CD
- Glencoe Interactive Vocabulary CD-ROM
### Comparing Literature: *Mother to Son* and *Speech to the Young* *(pp. 876–879)*

#### Lesson Plan and Resource Manager

**UNIT SIX** How Do You Keep from Giving Up? Part 1: Finding Strength from Within

<table>
<thead>
<tr>
<th>California ELA Standards</th>
<th>SE: Reading 3.6</th>
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<tr>
<td></td>
<td>TE: Listening and Speaking 2.5</td>
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</table>

#### Lesson Summary

On pages 876–879 of the Student Edition, students will be introduced to the following:

- **Big Question:** How Do You Keep from Giving Up?
- **Literary Element:** Speaker
- **Reading Skill:** Compare and Contrast
- **Writing:** Write to Compare

#### Lesson Duration

One to five 45–50 minute sessions

#### Readability Scores

Dale-Chall: N/A   DRP: N/A   Lexile: N/A

#### Focus

**SE / TE** pp. 876–877, 878

- Selection Focus Transparency 22
- Daily Language Practice Transparency 171
- Literature Launchers: Pre-Reading Videos DVD, Selection Launcher
- Literature Launchers Teacher Guide

#### Teach

**SE / TE** p. 877

- Interactive Read and Write SE, pp. 329–334
- Interactive Read and Write ATE, pp. 329–334
- Unit 6 Teaching Resources, Literary Element, p. 86
- Unit 6 Teaching Resources, Grammar Practice, p. 87
- Read Aloud, Think Aloud Transparency 30
- Literary Elements Transparency 62
- Classroom Presentation Toolkit CD-ROM
- Listening Library CD, Selection Audio
- TeacherWorks Plus CD-ROM
- Vocabulary PuzzleMaker CD-ROM

#### Assess

**SE / TE** p. 879

- Unit 6 Teaching Resources, Selection Quick Check, p. 88
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 89
- Assessment Resources, Selection Test, pp. 153–154
- ExamView Assessment Suite CD-ROM
- Progress Reporter Online Assessment

#### Universal Access: English Learners

**TE** Vocabulary Preteaching, pp. 876, 878

**TE** Beginning/Early Intermediate Activity, p. 877

**TE** Early Advanced Activity, p. 877

- Interactive Read and Write (EL) SE, pp. 329–334
- Interactive Read and Write (EL) TE, pp. 329–334
- Unit 6 Teaching Resources, Selection Summary: English and Spanish, p. 80
- Unit 6 Teaching Resources, Selection Summary: Vietnamese, p. 81
- Unit 6 Teaching Resources, Selection Summary: Tagalog, p. 82
- Unit 6 Teaching Resources, Selection Summary: Cantonese, p. 83
| Universal Access: English Learners (continued) | - Unit 6 Teaching Resources, Selection Summary: Hmong, p. 85  
- Unit 6 Teaching Resources, Selection Quick Check (Spanish), p. 89  
- English Language Coach  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities |
| Universal Access: Approaching Level | - TE Vocabulary Preteaching, pp. 876, 878  
- TE Strategic Activity, p. 879  
- Interactive Read and Write (Approaching) SE/TE, pp. 329–334  
- Glencoe Interactive Vocabulary CD-ROM  
- Listening Library Audio CD  
- Listening Library Sourcebook: Strategies and Activities  
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
- Literature Classics, Middle School CD-ROM  
- Skill Level Up! A Skills-Based Language Arts Game CD-ROM |
| Extension | - Grammar and Language Workbook SE/TAE  
- Revising with Style  
- Spelling Power SE/TAE |
| Daily Writing | - SE/TE p. 879 |
| Cross-Curricular Connections | - SE/TE View the Art, pp. 877, 878  
- glencoe.com |
| Independent Reading | - BackPack Reader; Glencoe Literature Library; *inTIME* magazine  
- BookLink K–12 CD-ROM  
- Glencoe Literature Library Teacher Resources CD-ROM  
- Literature Classics, Middle School CD-ROM |
| Technology and Additional Resources | Planning and Instruction:  
- TeacherWorks Plus CD-ROM  
- Classroom Presentation Toolkit CD-ROM  
- Literature Online at [glencoe.com](http://www.glencoe.com) (QuickPass Code: GL36289u6T)  
- Students Tools:  
- StudentWorks Plus CD-ROM or DVD-ROM  
- Online Student Edition at [glencoe.com](http://www.glencoe.com)  
- Literature Online at [glencoe.com](http://www.glencoe.com) (QuickPass Code: GL36258u6) |

**PROGRAM 2**

| Expressions: nikki-rosa | - Lesson Duration: 2–5 class periods  
- SE pp. 329–334  
- TE pp. 329–334d  
- Expressions Practice Book, pp. 146–150  
- Listening Library Audio CD  
- Glencoe Interactive Vocabulary CD-ROM |
| Expressions: A Letter to China and Women Who Came Before Us | - Lesson Duration: 2–5 class periods  
- SE pp. 336–342  
- TE pp. 336–342d  
- Expressions Practice Book, pp. 151–157  
- Listening Library Audio CD  
- Glencoe Interactive Vocabulary CD-ROM |
# Writing Workshop: Expository Essay

**(pp. 880–885)**

**Lesson Plan and Resource Manager**

**UNIT SIX** How Do You Keep from Giving Up? Part 1: Finding Strength from Within

| California ELA Standards | **SE:** Writing 1.1  
<table>
<thead>
<tr>
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<th><strong>TE:</strong> Writing 1.6</th>
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<tr>
<td><strong>Lesson Duration</strong></td>
<td>Two to five 45–50 minute sessions</td>
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<td><strong>Writing Prompt</strong></td>
<td>An expository essay informs or explains or does both. Write an expository essay informing your readers about what teenagers can do to find strength to keep going when times are tough. The audience, those reading your essay, should be your classmates and teacher.</td>
</tr>
</tbody>
</table>
| **Focus**                | **SE/TE** p. 880  
|                         | Daily Language Practice Transparencies 172, 173 |
| **Teach**                | **SE/TE** pp. 880–885  
|                         | Writing Resources: Writing Process Strategies 1–22  
|                         | Writing Resources: Expository Writing 1–16  
|                         | Writing Workshop Transparencies 31–35  
|                         | Unit 6 Teaching Resources, Writing Workshop Graphic Organizer, p. 91  
|                         | Unit 6 Teaching Resources, Writing Workshop Rubric, p. 92  
|                         | Unit 6 Teaching Resources, Writing Workshop Checklists, p. 93 |
| **Assess**               | **SE/TE** p. 885  
|                         | Rubrics for Assessing Writing, Listening, and Speaking, Middle School  
|                         | Glencoe Online Essay Grader at glencoewriting.com |
| **Universal Access:**    | **TE** Early Advanced Activity, p. 883  
| English Learners         | **TE** Intermediate Activity, p. 883 |
| **Universal Access:**    | **TE** Strategic Activity, pp. 881, 885  
| Approaching Level        | **TE** Benchmark Activity, pp. 881, 885  
|                         | **TE** Draft, pp. 881, 882, 883  
|                         | **TE** Revise, p. 884 |
| **Universal Access:**    | **TE** Draft, p. 883 |
| Advanced Learners        | **Extension** Grammar and Language Workbook SE  
|                         | Grammar and Language Workbook TAE  
|                         | Revising with Style  
|                         | Spelling Power SE  
<p>|                         | Spelling Power TAE |
| <strong>Daily Writing</strong>        | <strong>TE</strong> pp. 881, 884 |
| <strong>Cross-Curricular</strong>     | <strong>Connections</strong> glencoe.com |</p>
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<th>Technology and Additional Resources</th>
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<td>❇️ Grammar and Language Workbook</td>
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<td>❇️ Success in Writing: Research and Reports</td>
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<td>❇️ StudentWorks Plus CD-ROM or DVD-ROM</td>
<td>❇️ Online Student Edition at glencoe.com</td>
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<td>❇️ Glencoe Online Essay Grader at glencoewriting.com</td>
<td>❇️ Literature Online at glencoe.com (QuickPass Code: GL36258u6)</td>
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**PROGRAM 2**

**Expressions:**
**Expository Essay**
**Lesson Duration:** 2–5 class periods

| SE/TE | pp. 343–347 |
## Speaking, Listening, and Viewing: Active Listening and Note-Taking  (p. 886)

### Lesson Plan and Resource Manager

<table>
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<th>California ELA Standards</th>
<th>SE: Listening and Speaking 1.2</th>
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<td>Assess</td>
<td>Unit 6 Teaching Resources, SLV Rubric, p. 96</td>
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<td>Cross-Curricular Connections</td>
<td>glencoe.com</td>
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### Technology and Additional Resources

**Planning and Instruction:**
- TeacherWorks Plus CD-ROM
- Classroom Presentation Toolkit CD-ROM
- Literature Online at glencoe.com (QuickPass Code: GL36289u6T)
- **Students Tools:**
  - Student Presentation Builder on StudentWorks Plus CD-ROM or DVD-ROM and Online Student Edition
  - StudentWorks Plus CD-ROM or DVD-ROM
  - Online Student Edition at glencoe.com
  - Glencoe Online Essay Grader at glencoewriting.com
  - Literature Online at glencoe.com (QuickPass Code: GL36258u6)

### PROGRAM 2

**Expressions:**
- Active Listening and Note-Taking
- Lesson Duration: 1 class period

| SE/TE p. 349 |
Unit 6 Wrap-Up Lesson Plan  (pp. 887–895)

Lesson Plan and Resource Manager

<table>
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<th>California ELA Standards</th>
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<td>• Complete the end of unit assessment</td>
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<td>• Read independently</td>
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| Focus | SE/TE Unit Challenge, p. 887; Independent Reading, p. 888 |
| Teach | SE/TE Unit Challenge, p. 887; Independent Reading, pp. 888–889 |

| Assess | SE/TE Assessment, pp. 890–895 |
|        | Assessment Resources, Unit 6 Summative Assessment, pp. 167–168 |
|        | California Standards Practice SE/ATE, pp. 126–150 |
|        | ExamView Assessment Suite CD-ROM |
|        | Progress Reporter Online Assessment |

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<th>Universal Access: English Learners</th>
<th>TE Early Advanced Activity, p. 887</th>
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| Universal Access: Approaching Level | TE Benchmark Activity, pp. 887, 889 |
|                                     | TE Strategic Activity, p. 889 |

|                                     | Literature Classics, Middle School CD-ROM |

| Extension | Grammar and Language Workbook SE/TAE |
|           | Revising with Style |
|           | Spelling Power SE/TAE |

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<th>Daily Writing</th>
<th>TE pp. 887, 889, 894, 895</th>
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| Cross-Curricular Connections | TE Literary History: Cynthia Rylant, p. 888; Cultural History: The History of Cinderella, p. 889 |
|                            | glencoe.com |

| Independent Reading | SE pp. 888–889 |
|                     | BackPack Reader; Glencoe Literature Library; inTIME magazine |
|                     | BookLink K–12 CD-ROM |
|                     | Glencoe Literature Library Teacher Resources CD-ROM |
|                     | Literature Classics, Middle School CD-ROM |

| Technology and Additional Resources | Planning and Instruction: |
|                                     | TeacherWorks Plus CD-ROM |
|                                     | Classroom Presentation Toolkit CD-ROM |
|                                     | Literature Online at glencoe.com (QuickPass Code: GL36289u6T) |

| Students Tools | StudentWorks Plus CD-ROM or DVD-ROM |
|               | Online Student Edition at glencoe.com |
|               | Glencoe Online Essay Grader at glencoewriting.com |
|               | Literature Online at glencoe.com (QuickPass Code: GL36258u6) |
Notes
Notes