collections

Standards Trace

Grades 6–12
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<tr>
<th>Collection 1: Facing Fear</th>
<th>Collection 2: Animal Intelligence</th>
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<tr>
<td><strong>Critical Analysis</strong></td>
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<td>(primary instructional CCSS)</td>
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<tr>
<td><strong>Performance Task</strong></td>
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<td><strong>Critical Vocabulary Words / Vocabulary Strategy</strong></td>
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<tr>
<td><strong>Collection 1: Facing Fear</strong></td>
<td><strong>Collection 2: Animal Intelligence</strong></td>
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<tr>
<td><strong>Collection 2: Academic Vocabulary:</strong> evident, factor, indicate, similar, specific</td>
<td><strong>Collection 2: Academic Vocabulary:</strong> benefit, district, environment, illustrate, respond</td>
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</table>

**Standards Trace**

- Grade 6

**ANCOR TEXT SHORT STORY**

- **The Ravine** by Graham Salisbury
  - Describe Stories: Character and Setting RI.3
  - Make Inferences RL.1

**ANOTHER TEXT SHORT STORY**

- **Fine?** by Margaret Peterson Haddix
  - Describe Stories: Plot and Suspense SL.2, SL.3
  - Explain Point of View RL.6

**POEM**

- **Gnarly** by Maya Angelou
  - Analyze Structure RI.4, RI.5
  - Determine Details RI.2, RI.3

**ANCHOR TEXT**

- **The Mixer** by P.G. Wodehouse
  - Describe Characters’ Responses RL.3
  - Explain Point of View RL.6

**INFORMATIONAL TEXT**

- **In the Spotlight** from Stuff That Scares Your Pants Off! by Glenn Murphy
  - Determine Central Ideas RI.2, RI.3
  - Determine Details RI.2, RI.3

**INFORMATIONAL TEXT**

- **Online Science Exhibit Wired for Fear** by The California Science Center
  - Interpret Information RI.4, SL.2

**ANCOR TEXT PERFORMANCE TASKS:**

- Write a Short Story (SL.2, SL.3, SL.4, SL.5)
- Write an Expository Essay (W.2a–f, W.4, W.5, W.6)
- Write a Literary Analysis (W.2a–f, W.4, W.5, W.9a–b, W.10)
- Write an Expository Essay (W.2a–f, W.4, W.5, W.7, W.8, W.9a–b, W.10)

**Collection 2: Animal Intelligence**

**ANCOR TEXT SHORT STORY**

- **The Mix** by F.G. Windegrade
  - Determine Characters’ Responses RI.3
  - Explain Point of View RL.6

**ANCOR TEXT SCIENCE WRITING**

- **How Smart Are Animals?** by Dorothy Hinshaw Patent
  - Summarize Text RI.2
  - Determine Author’s Purpose RI.6

**INFORMATIONAL TEXT**

- **Animal Snoops: The Wondrous World of Wildlife Spies** by Peter Christie
  - Analyze Text: Anecdote RI.3
  - Integrate Information RI.5, RI.7

**ANCOR TEXT PERFORMANCE TASKS:**

- Write a Literary Analysis (W.2a–f, W.4, W.5, W.9a–b, W.10)
- Write an Expository Essay (W.2a–f, W.4, W.5, W.7, W.8, W.9a–b, W.10)
- Write a Literary Analysis (W.2a–f, W.4, W.5, W.9a–b, W.10)
- Write an Expository Essay (W.2a–f, W.4, W.5, W.7, W.8, W.9a–b, W.10)
**Collection 3: Dealing with Disaster**  
**Collection 3 Academic Vocabulary:** circumstance, constraint, impact, injure, significant  

**Selection / Feature Title** | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language Conventions  
---|---|---|---|---  
**ANCHOR TEXT** | Informational Text | Mammoth Shakes and Monster Waves, Destruction in 12 Countries by Brenda Z. Guiberson | Analyze Structure R, SL 5 | none  
**COMPARISON TEXTS** | | | Writing Activity: Poem W 3d | none  
**SHORT STORY** | | | Writing Activity: Description W 3d | Capitalization L 2  
**ANCHOR TEXT HISTORY WRITING** | from Allegra de Remember by Walter Lord | Analyze Text: Narrative Nonfiction RI 3 | Writing Activity: Research W 7 | Consistency in Style and Tone L 3b  
**MEDIA ANALYSIS DOCUMENTARY** | from Tales of 100 Mystery Solved by James Cameron | Interpret Diverse Media RI 7, SL 2 | Media Activity: Multimedia Presentation W 7, R 4, W 2, SL 5 | none  

**COLLECTION PERFORMANCE TASKS:**  
A Create a Multimedia Presentation W 6, SL 4, SL 5, SL 6  
B Write a Narrative Nonfiction W 3a–w, W 6, W 6, W 6  

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**Collection 4: Making Your Voice Heard**  
**Collection 4 Academic Vocabulary:** appropriate, authority, consequence, justify, legal  

**Selection / Feature Title** | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language Conventions  
---|---|---|---|---  
**SHORT STORY** | My Wonder Horse by Sabine R. Ulibarrí | Writing Activity: Essay W 2, W 7 | none | none  
**SHORT STORY** | Eleven by Sandra Cisneros | Writing Activity: Essay W 3d | none | none  
**POEMS** | A Voice by Pat Mora | Writing Activity: Essay W 3d | none | none  
**ANALOGIES** | | none | none | none  

**COLLECTION PERFORMANCE TASKS:**  
A Present an Argument in a Speech W 1a–e, W 5, W 7, W 8, W 9, W 10  
B Write an Expository Essay W 3a–w, W 6, W 6, W 6, W 6, W 6, W 6, W 6  

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** Grade 6**
### Collection 5: Decisions That Matter

#### Collection 5 Academic Vocabulary:
- achieve
- individual
- instance
- outcome
- principle

#### CCSS in Collection 5:
- RL 2, RL 3, RL 4, RL 5, SL 7, RL 2, RL 3, RI 5, RI 7, RI 9
- RI 2a, RI 2b, RI 3a, RI 3b, RI 5, RI 7, RI 9
- W 1a, W 1b, W 2, W 4, W 5, W 8, W 9
- L 1, SL 1a, SL 1b, SL 2, SL 3, SL 4, SL 5
- L 2, L 3a, L 3b, L 4a, L 4c, L 5b, L 6

#### Selection / Feature Title

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<td><strong>COMPARE ANCHOR TEXTS</strong></td>
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<tr>
<td>MEMOR&lt;br&gt;from It Worked for Me: In Life and Leadership by Colin Powell</td>
<td>Analysis Test: Biography RL 3, RL 5</td>
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<tr>
<td>BIOGRAPHY&lt;br&gt;from Colin Powell: Military Leader by Warren Brown</td>
<td>Analysis Tests Sources RL 3</td>
<td>Speaking Activity: Speech W 1b, SL 4, SL 6</td>
<td>clausrophobic, precarious, prestigious, priority, allure, perseverance Analogy 1a, L 1b, L 6 Correct Vague Pronouns L 1d</td>
</tr>
<tr>
<td><strong>SHORT STORY</strong>&lt;br&gt;The First Day of School by R. V. Cassill</td>
<td>Determine Meanings of Words and Phrases RL 4</td>
<td>Writing Activity: Essay W 2a, W 2b, W 2c, W 9a, W 10</td>
<td>resentment, lament, stealthily, linger, serene, poised Using a Thesaurus L 4a, L 4c, L 6 Varying Sentence Patterns L 3a</td>
</tr>
<tr>
<td>POEM&lt;br&gt;The Road Not Taken by Robert Frost</td>
<td>Determine Themes RL 2, RL 4</td>
<td>Descriptive Writing: Flashback RL 3, RL 5</td>
<td>none none</td>
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<tr>
<td><strong>ANCHOR TEXT</strong>&lt;br&gt;Poem Paul Revere’s Ride by Henry Wadsworth Longfellow</td>
<td>Analysis Structure RL 5</td>
<td>Speaking Activity: Discussion SL 1a, SL 1b, SL 1d</td>
<td>none none</td>
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<td>AUDIO VERSION&lt;br&gt;Paul Revere’s Ride narrated by C. David Cottrell</td>
<td>Analysis Structure RL 5</td>
<td>Writing Activity: Analysis W 2a, W 2b, W 2c, W 5, W 10</td>
<td>none none</td>
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<td><strong>COMPARE MEDIA</strong>:&lt;br&gt;Covering News Events</td>
<td>Analysis Structure RI 2, RI 3, RI 5, RI 7</td>
<td>Interpret Information SL 2</td>
<td>none</td>
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<tr>
<td>NEWS ARTICLE&lt;br&gt;On Doomed Flight, Passengers Vowed to Perish Fighting by Joel Wergin and Edward Wong</td>
<td>RI 2, RI 3, RI 5</td>
<td>Media Activity: Commentary W 6, W 8, SL 1, SL 2, SL 4, SL 5</td>
<td>n/a</td>
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<tr>
<td>TV NEWSCAST&lt;br&gt;Memorial Is Unveiled for Heroes of Flight 93 by CBS News</td>
<td>RI 2, RI 3, RI 5</td>
<td>Media Activity: Commentary W 6, W 8, SL 1, SL 2, SL 4, SL 5</td>
<td>n/a</td>
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</table>

#### Collection 5 Performance Tasks:
- **A** Write a Personal Narrative W 3a–e, W 4, W 5, W 10
- **B** Write an Opinion Essay W 1a–e, W 4, W 5, W 8c, W 9b, W 10

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**Grade 6**

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**Grade 6**

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**Collection 6: What Tales Tell**

**Collection 6 Academic Vocabulary:** emphasize, occur, period, relevant, tradition

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<tr>
<td>GREEK MYTH</td>
<td>Describe Stories: Myth RL 3</td>
<td>Writing Activity: Analysis W 2a–b, W 9a, W 10</td>
<td>weary, burdens, conceal, de-</td>
<td>Spell Words Correctly L.2b</td>
</tr>
<tr>
<td>from Blood Ships Before Troy: The Story of the Trojans by Rosemary Sutcliff</td>
<td>Determine Theme RL 2</td>
<td></td>
<td>spade, providence, brood</td>
<td></td>
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<tr>
<td>POEM</td>
<td>Determine the Meanings of Words and Phrases RL 4</td>
<td>Speaking Activity: Speech SL 4, SL 6</td>
<td>none</td>
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<tr>
<td>The Apple of Discord / by Kate Hovey</td>
<td>Describe Stories: Folktale RL 3, RL 5</td>
<td>Speaking Activity: Narrative W 3a–e</td>
<td>collapse, banquet, glint, entrance, unsainted, timid</td>
<td>Spell Words Correctly L.2b</td>
</tr>
<tr>
<td>CHINESE FOLK TALE</td>
<td>Describe Stories: Chinese Folktales RL 3, RL 5</td>
<td>Speaking Activity: Dramatic Reading RL 7, SL 1, SL 4, SL 6</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>from China: A Cinderella Story from China by Ai-Ling Louie</td>
<td>Describe-Desire RL 3, RL 5</td>
<td>Speaking Activity: Discussion SL 1a–d</td>
<td>revolutionary, dialect, immor-</td>
<td>Parentheses L.2a</td>
</tr>
<tr>
<td>DRAMA</td>
<td>Analyze Structure RI 5</td>
<td></td>
<td>tual, monumental, isolate</td>
<td></td>
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<tr>
<td>The Prince and the Pauper by Mark Twain, dramatized by Joellen Bland</td>
<td>Cite Evidence RI 1</td>
<td>Speaking Activity: Discussion SL 1a–d</td>
<td>Latin Roots L.4a, L.4b, L.6</td>
<td></td>
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</tbody>
</table>

**COLLECTION 6 PERFORMANCE TASKS:**

- Write a Literary Analysis RL 1, W 2a–f, W 4, W 5, W 9a, W 10
- Write a Play RL 7, W 3a–e, W 4, W 5, SL 6

**STUDENT RESOURCES**

**READING INFORMATIONAL TEXTS**

RI 2, RL 3, RI 5

- Main Ideas and Supporting Details
- Chronological Order
- Cause-Effect Organization

**WRITING INFORMATIONAL TEXTS**

RI 2, RI 4, RI 5, RI 6, RI 8

- Analyzing an Argument
- Recognizing Persuasive Techniques
- Evaluating Persuasive Texts

**GRAMMAR**

L 1a–e, L 2a, L 3a

- Quick Reference:
  - Parts of Speech
  - The Sentence and Its Parts
  - The Structure of Sentences
  - Writing Complete Sentences

**Grammar Handbook:**

- Nouns
- Verbs
- Subjects
- Predicates
- Verbs
- Nouns
- Subjects
- Verbs
- Objects
- Pronouns
- Nouns
- Verbs
- Pronouns
- Nouns
- Subjects
- Verbs
- Objects
- Syntactical Errors

**VOCABULARY AND SPELLING**

L.2a, L.4e–c, L.5a–e, L.6

- Using Context Clues
- Analyzing Word Structure
- Understanding Word Origins
- Synonyms and Antonyms
- Denotation and Connotation
- Analogies

- Using Reference Sources
- Spelling Rules
- Commonly Confused Words

**COLLECTION 6: What Tales Tell**

- From Blood Ships Before Troy: The Story of the Trojans by Rosemary Sutcliff
- The Apple of Discord / by Kate Hovey
- From China: A Cinderella Story from China by Ai-Ling Louie
- The Prince and the Pauper by Mark Twain, dramatized by Joellen Bland
- Grammatically incomplete: Greek Mythology by Simone Parente

**CCSS IN Collection 6:**

- RL 1, RL 2, RL 3, RL 4, SL 6, SL 7, RL 8, RL 9, RL 10
- W 2a–f, W 9a–e, W 4, W 5, W 9a, W 10
- L.1a–e, L.4e–c, L.5a–e, L.6

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Collection 1: Bold Actions

Collection 1 Academic Vocabulary: aspect, cultural, evaluate, resource, text

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<td><strong>ANCHOR TEXT</strong></td>
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<tr>
<td><strong>SHORT STORY</strong></td>
<td>Analyze Story Elements: Plot and Setting RL 1</td>
<td>Writing Activity: Movie Outline W 3, SL 4</td>
<td>swit, deck, navigation, submerge, port-hole Latin Roots L 4a-c</td>
<td>Sentence Structure L 1b</td>
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<tr>
<td><strong>COMPARABLE MEDIA</strong></td>
<td>Analyze Structure RL 2, RI 5, SL 2</td>
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<td><strong>ONLINE NEWSPAPER ARTICLE</strong></td>
<td>Parents of Rescued Teenage Sailor Abby Sunderland Accused of Risking Her Life</td>
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<td><strong>EDITORIAL</strong></td>
<td>Trace and Evaluate an Argument RL 1, RI 5, RI 8</td>
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<td><strong>TV NEWS INTERVIEW</strong></td>
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<td><strong>COMPARABLE MEDIA</strong></td>
<td>Analyze Ideas in Diverse Media RI 2, RI 3, RI 4, RI 5, RI 7, SL 2</td>
<td>none</td>
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<tr>
<td><strong>ANCHOR TEXT</strong></td>
<td>Analyze Story Elements: Determine Theme RL 3</td>
<td>Writing Activity: Graphic Comic W 3, W 7</td>
<td>moderate, process, frantic, anxiety Noun Suffixes -ty and -ity</td>
<td>Commas and Coordinate Adjectives L 2a</td>
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CCSS in Collection 1:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 1, RL 2, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8, W 1a-e, W 2, W 3, W 3a-e, W 4, W 5, W 6, W 7, W 8, W 9, W 10, RI 2, RI 4, RI 5, RI 6, L 1a-b, L 2a, L 3, L 4a-c, L 5c

Collection 1 continued

POEM
Analyze Form: Poetry RI 5

INFORMATIONAL WRITING
Women in Aviation Patrice and Frederick McKissack
Determine Author’s Purpose RI 6
Cite Evidence and Draw Conclusions RI 1

INFORMATIONAL WRITING
Women in Aviation Patrice and Frederick McKissack
Determine Author’s Purpose RI 6
Cite Evidence and Draw Conclusions RI 1

COLLECTION 1 PERFORMANCE TASKS:
A Write a Short Story: W 3a-e, W 4, W 5, W 10
B Present an Oral Commentary: W 1a-e, W 2, W 3, W 4, W 5, W 10, SL 4, SL 5, SL 6, L 3

Collection 1 continued

POEM
Analyze Form: Poetry RI 5

INFORMATIONAL WRITING
Women in Aviation Patrice and Frederick McKissack
Determine Author’s Purpose RI 6
Cite Evidence and Draw Conclusions RI 1

INFORMATIONAL WRITING
Women in Aviation Patrice and Frederick McKissack
Determine Author’s Purpose RI 6
Cite Evidence and Draw Conclusions RI 1

COLLECTION 1 PERFORMANCE TASKS:
A Write a Short Story: W 3a-e, W 4, W 5, W 10
B Present an Oral Commentary: W 1a-e, W 2, W 3, W 4, W 5, W 10, SL 4, SL 5, SL 6, L 3

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary words / Vocabulary Strategy | Language Conventions |
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<td><strong>COLLECTION 1 PERFORMANCE TASKS:</strong></td>
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## Grade 7

### Collection 2: Perception and Reality

#### Collection 2 Academic Vocabulary:
- abnormal, feature, focus, perceive, task

#### CCSS in Collection 2:
- RL 1, RL 2, RL 3, RL 4, RL 5, RL 10, RI 1, RI 2, RI 4, RI 5
- W 1a–e, W 2a–e, W 4, W 8, W 9, W 10, W 11–12, W 13, W 15, W 20, W 28, W 30
- L 1a, L 1b, L 1d–e

### Selection / Feature Title

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<tr>
<td><strong>FOOL TALE</strong></td>
<td>The People Could Fly by Virginia Hamilton</td>
<td>Analyze Story Elements: Folk Tales RL 3</td>
<td>Summarize Text RL 2</td>
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<td>Speaking Activity: Dramatic Reading RL 10, SL 6</td>
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<td><strong>COMPARISON TEXTS</strong></td>
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<td><strong>POEMS</strong></td>
<td>The Song of Wandering Aengus by W.B. Yeats: Sonnet 42 by William Shakespeare</td>
<td>Determine the Impact of Rhyme RL 4, RL 5</td>
<td>Analyze Sonnet RL 4, RL 5</td>
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<td>Speaking Activity: Discussion SL 1–e, SL 4, SL 6</td>
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<td><strong>COMPARISON TEXTS</strong></td>
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<td><strong>MAGAZINE ARTICLE</strong></td>
<td>Magic and the Brain by Susan Martinez-Conde and Stephen L. Macknik</td>
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<td>Analyze Structure: Text Features RI 4, RI 5</td>
<td>Summarize Text RI 2</td>
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<td>Speaking Activity: Demonstration W 7, SL 4</td>
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<td><strong>IMAGE COLLECTION</strong></td>
<td>Pavement Chalk Art by Julian Beever</td>
<td>Analyze Diverse Media SL 2</td>
<td>Media Activity: Poster SL 5, W 6</td>
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<tr>
<td><strong>SHORT STORY</strong></td>
<td>Another Place, Another Time by Gory Doreen</td>
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<td>Analyze Story Elements: Character RL 3</td>
<td>Determine Meaning of Words and Phrases RI 4</td>
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<td><strong>DRAMA</strong></td>
<td>Sorry, Wrong Number by Lucille Fletcher</td>
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<td>Analyze Form: Drama RL 3, RL 5</td>
<td>Writing Activity: Character Analysis RL 1, RI 1, RI 3, W 9e</td>
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<td><strong>FILM CLIP</strong></td>
<td>from Sorry, Wrong Number by Anatole Litvak</td>
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<td>Writing Activity: Character Analysis RL 3, RI 2, W 4, W 5, W 8, W 10</td>
<td>Speaking and Listening RL 7, SL 2</td>
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### COLLELECTION 2 PERFORMANCE TASKS:
- Write an Opinion Essay RL 1, W 1a–e, W 4, W 8, W 9, W 10
- Write an Expository Essay RI 1, W 2a–e, W 4, W 5, W 8, W 10

### Grade 7
## Collection 3: Nature at Work

**CCSS in Collection 3:**
- RL 1, RL 2, RL 4, RL 5, RI 2, RI 3, RI 4, RI 5
- W 1, W 2a–e, W 3, W 3a–e, W 4, W 5, W 7, W 9, W 10
- L 1, L 2, L 4, L 5, L 6
- L 1a, L 5a, L 4b–L 4c, L 5a, L 6

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<tr>
<td>MEMOIR</td>
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<tr>
<td>From Mississippi Soil by Edidy Harris</td>
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<td>SOLLOGU Y</td>
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<tr>
<td>From The Tempest by William Shakespeare</td>
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<tr>
<td>SHORT STORY</td>
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<tr>
<td>Allegheny-Green by Naemi Shidad Nye</td>
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<tr>
<td>EXPOSITORY ESSAY</td>
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<tr>
<td>Big Rocks Balancing Acts by Douglas Fox</td>
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<tr>
<td><strong>COMPARE ANCHOR TEXTS</strong></td>
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<tr>
<td>POEMS</td>
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<tr>
<td>Ode to enchanted light by Pablo Neruda</td>
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<tr>
<td>Sleeping in the Forest by Mary Oliver</td>
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<tr>
<td><strong>COLLECTION 3 PERFORMANCE TASKS:</strong></td>
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<tr>
<td>A John a Memoir W 3a–e, W 4, W 5, W 10</td>
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<tr>
<td>B Write a Poetry Analysis RL 1, RL 4, RL 5, W 2a–e, W 4, W 5, W 9, W 10</td>
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</tbody>
</table>

## Collection 4: Risk and Exploration

**CCSS in Collection 4:**
- RL 1, RL 2, RL 4, RI 3, RI 5
- W 1, W 1a–e, W 2, W 4, W 5, W 7, W 8, W 9, W 10
- L 1, L 2, L 4, L 5, L 6
- L 1a, L 4b–L 4c, L 5a, L 6

**Selection / Feature Title**

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<th>Critical Analysis (primary instructional CCSS)</th>
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<th>Critical Vocabulary Words / Vocabulary Strategy</th>
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<tr>
<td><strong>ANCHOR TEXT</strong></td>
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<tr>
<td>SPEECH</td>
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<tr>
<td>Remarks at the Dedication of the Aerospace Medical Health Center by John F. Kennedy</td>
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<tr>
<td>AUDIO VERSION</td>
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<tr>
<td>President John F. Kennedy’s Remarks in San Antonio, Texas, November 21, 1963</td>
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<td>COMMENTARY</td>
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<td>Why Exploring the Ocean is Mankind’s Next Giant Leap by Philippe Cousteau</td>
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<td>SCIENCE ARTICLE</td>
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<tr>
<td>Living in the Dark by Cheryl Bardoe</td>
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<td>POEM</td>
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<td>Your World by Georgia Douglas Johnson</td>
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<td><strong>COLLECTION 4 PERFORMANCE TASKS:</strong></td>
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<tr>
<td>Give a Persuasion Speech: W 1a–e, W 4, W 5, W 7, W 8, SL 4, SL 5, SL 6</td>
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</tbody>
</table>
## Grade 7

**Collection 5: The Stuff of Consumer Culture**

### Collection 5 Academic Vocabulary:
- attribute
- consume
- goal
- purchase
- technology

### CCSS in Collection 5:
- RL 2, RL 3, RL 4, RL 5, RL 6, RI 2, RI 3, RI 4, RI 5, RI 6
- W 2, W 2a–f, W 3, W 4, W 5, W 6, W 7, W 8, W 10
- SL 1, SL 4, SL 5, SL 6

### Selection / Feature Title

#### Critical Analysis (primary instructional CCSS)

<table>
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<tbody>
<tr>
<td><strong>ANCHOR TEXT</strong></td>
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<tr>
<td><em>Life at Home in the Twenty-First Century</em> by Jeanne E. Arnold</td>
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<td><strong>INFORMATIONAL TEXT</strong></td>
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<tr>
<td>Always Wanting More from <em>I Want That!</em> by Thomas Hine</td>
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<td><strong>COMPARE TEXTS</strong></td>
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<td><em>Poems</em></td>
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<td><em>How Things Work</em></td>
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<td><em>Short Story</em></td>
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<tr>
<td><em>Collection 5 Performance Task:</em></td>
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</tbody>
</table>

### Performance Task

- Write a Multimedia Presentation:

**Collection 6: Guided by a Cause**

### Collection 6 Academic Vocabulary:
- contrast
- despite
- error
- inadequate
- interact

### CCSS in Collection 6:
- RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 9
- W 1, W 2a–f, W 3, W 4, W 5, W 6, W 7, W 8, W 9, W 3a–e, W 10
- SL 2, SL 3, SL 4, SL 5, SL 6

### Selection / Feature Title

#### Critical Analysis (primary instructional CCSS)

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<td><em>History Writing</em></td>
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<td><em>Compare Anchor Texts</em></td>
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<td><strong>POEMS</strong></td>
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<td><em>Point of View</em></td>
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<td><em>Compare and Contrast</em></td>
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<tr>
<td><strong>SHORT STORY</strong></td>
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<tr>
<td><em>Film Clip</em></td>
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### Performance Task

- Write a New Chapter
  - W 3, W 4, W 5, W 9, W 10

### Critical Vocabulary Words / Strategy

- multiple meanings
- dangling modifiers
- Latin roots
- Phrases
- analogies
- media analysis
- film clip

**Transformation Lab**

### Collection 5 Performance Task:

- Create a Multimedia Presentation:
POEM
A Poem for My Librarian, Mrs. Long
by Nikki Giovanni

Determine Meaning: Style RL 4, RL 5
Write Activity: Poem W 3, W 4, W 10

SHORT STORY
Train Time
by W. Cowan McNickle

Analyze Storied: Character Development RL 2, RL 3
Analyze Stories: Flashback RL 2
Write Activity: Character Analysis RL 1, RL 3, RL 6, W 1, W 4, W 9a, W 10

COLLECTION 6 PERFORMANCE TASKS:
A Write an Expository Essay W 2a–4, W 4, W 5, W 6, W 7, W 8, W 10
B Write a Personal Essay W 2a–4, W 4, W 5, W 6, W 7, W 8, W 10
C Writing a Narrative W 3a–e, W 4
D Writing a Compare-and-Contrast Essay W 5, W 6
E Writing a Problem-Solution Essay W 7, W 8
F Writing a Proposal Essay W 9a, W 10

STUDENT RESOURCES

PERFORMANCE TASK REFERENCE GUIDE
Writing an Argument W 1a–e, W 4
Writing an Informative Text W 2a–4, W 4
Writing a Narrative W 3a–e, W 4
Conducting Research W 7, W 8
Participating in a Collaborative Discussion S 1a–d
Debating an Issue S 3, S 4

READING INFORMATIONAL TEXTS
RI 2, RI 3, RI 5

READING PERSUASIVE TEXTS
RI 2, RI 4, RI 5, RI 6, RI 8

GRAMMAR
L 1a–c, L 2a–b, L 3

VOCABULARY AND SPELLING
L 2b, L 4a–d, L 5a–c, L 6
Standards Trace
Grade 8

Collection 1: Culture and Belonging

Collection 1 Academic Vocabulary: contribute, immigrate, react, relocate, padding

CCSS in Collection 1:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RI 2, RI 3, RI 4, RI 5, RI 7
W 2, W 2a–e, W 3a–e, W 4, W 5, W 7, W 9, W 9a, W 10
L 1a–c, L 2, L 6–8, L 8

Selection / Feature Title
Critical Analysis (primary instructional CCSS)
Performance Task

ANCHOR TEXT
SHORT STORY
My Favorite Chaperone
by Jean Davies Okimoto
Analyze Stories: Plot RL 1, RL 3
Writing Activity: Summary RL 2, W 2, W 4, W 9a, W 10
spoken, dub, dispatcher, suffrager
Context Clues L 1c

PERSONAL ESSAY
Bonne Annee
by Jean-Pierre Benoit
Determine Central Idea and Details RI 2
Analyze Text: Personal Essay RL 3, W 5
Media Activity: Poster W 7, SL 1a
predominantly, oppress, persecution, dispossess, naturalize
Using a Glossary L 4c

RESEARCH STUDY
A Place to Call Home
by Scott Bittle and Jonathan Rochkind
Analyze Nonfiction Elements RL 3
Writing Activity: Explanation W 7, W 8
sumult, pernicious, telecommunications, perpetual
Using Greek Prefixes L 4b, L 6

ANCHOR TEXT
MEMOIR
From The Laos Homecomer
by Kao Kalia Yang
Analyze the Meanings of Words and Phrases RL 4
Writing Activity: Report W 2, W 7, W 8
requisite, resonate, nominal, reciprocate, chide, expidition, despondent
Using Latin Prefixes L 4b, L 4d, L 6

COLLECTION 1 PERFORMANCE TASKS:
A Write an Expository Essay W 2a–e, W 4, W 5, W 8
B Write a Personal Narrative W 3a–e, W 4, W 5, W 10

COLLECTION 1 PERFORMANCE TASKS:

Selection / Feature Title
Critical Analysis (primary instructional CCSS)
Performance Task

POEM
The Powwow at the End of the World
by Sherman Alexie
Determine Meaning of Words and Phrases RI 4, RI 9
Speaking Activity: Discussion RL 9, W 7, W 9

none
none

none
none

none
none
Grade 8

Collection 2: The Thrill of Horror

Collection 2 Academic Vocabulary: convention, predict, psychology, summary, symbolic

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language Conventions
--- | --- | --- | --- | ---
ANCHOR TEXT | SHORT STORY
The Tell-Tale Heart by Edgar Allan Poe
| Analyze Point of View RL 6 | Writing Activity: Profile W 2b, W 9a | convention, vice, stifle, crevice, virtuosity, vehemently, derision, hypothetical
| Analyze Suspense RL 6 | Using Dashes L 2a

ESSAY

Silly Faces by Jackie Torrence
| Determine Author’s Viewpoint RL 3 | Analyze the Meanings of Words and Phrases RL 4 | none | Subject-Verb Agreement L 1a, L 3a

SHORT STORY
The Monkey’s Paw by W.W. Jacobs
| Determine Themes RL 2, RL 3 | Analyze Stories: Foreshadowing RL 3 | peril, condole, grimace, fate, credulity, prosaic, compensation, resignation

MEDIA ANALYSIS

FILM CLIP
from The Monkey’s Paw Directed by Ricky Lewis Jr.
| Evaluate Media RL 7, RL 17, SL 2 | Writing Activity: Report W 2b, W 7, W 9a | Subjecrive Mood L 1a, L 3a

ANCHOR TEXT

LITERARY CRITICISM
What Is the Horror Genre? by Sharon A. Russell
| Analyze Text: Literary Criticism RL 2, RL 3, RL 16 | Writing Activity: Literary Analysis W 2b, W 9b | intensify, justify, parallel, quest

P O E M

O Captain! My Captain! by Walt Whitman
| Determine Meanings of Words and Phrases RL 4, RL 5 | Analysis of Metaphorical Meanings Rl 4, l 5c | secede, succumb, jubilation, reprieve, looter, provisions, throng, boon, vengeance

COLLECTION 2 PERFORMANCE TASKS:
A. Deliver a Persuasive Speech W 1a–e, W 4, W 5, W 8, SL 4, SL 5, SL 6
B. Write a Literary Analysis RL 1, W 2a–f, W 5, W 9a, W 10

CCS in Collection 2:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7
W 1a–e, W 2a–f, W 4, W 5, W 7, W 9, W 10
SL 1a, SL 3a, SL 4, SL 5, SL 6

Collection 3: The Move Toward Freedom

Collection 3 Academic Vocabulary: access, civil, demonstrate, document, symbolize

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language Conventions
--- | --- | --- | --- | ---
ANCHOR TEXT | AUTOBIOGRAPHY
from Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass
| Analyze Text: Autobiography RL 3, RL 5 | Writing Activity: Analyze W 2b, W 9b | commerce, apprehension, prudence, unsolicited, denunciation, denunciation

BIOGRAPHY
from Harriet Tubman: Conductor On the Underground Railroad by Ann Petry
| Analyze Text: Biography RL 3, RL 5 | Speaking Activity: Speech SL 1a, SL 4, W 7, W 9b | disheveled, instill, dispel, linger, sullen, eloquence, evoke, cajole

HISTORY WRITING
from Bloody Times: The Funeral of Abraham Lincoln and the Manhunt for Jefferson Davis by James L. Swanson
| Analyze Structure: Comparison and Contrast RI 3, RI 5 | Speaking Activity: Research W 7, W 9, SL 4 | secede, succumb, jubilation, reprieve, looter, provisions, throng, boon, vengeance

LITERARY CRITICISM
What is the Horror Genre? by Sharon A. Russell
| Analyze Connotative Meanings RL 4, RL 5c | Writing Activity: Character Speech W 8b | Gerunds L 1a

COLLECTION 3 PERFORMANCE TASKS:
A. Create a Visual Presentation W 4, W 6, W 7, SL 5
B. Write a Literary Analysis RL 1, W 2a–f, W 5, W 7, W 9a, SL 1a

CCS in Collection 3:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7
W 2a–4, W 4, W 5, W 7, W 9, W 10
SL 1a, SL 3a, SL 4, SL 5, SL 6

hmhco.com/collections
Collection 4: Approaching Adulthood

CCSS in Collection 4:
- RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RL 8, RL 9
- W 1a–e, W 2a–e, W 4, W 5, W 6, W 7, W 8, W 9a–e, W 10
- RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8, RI 9
- L 1, L 1a, L 1c, L 1d, L 2, L 4a, L 4b, L 4d, L 6, L 6

Selection / Feature Title |
| Critical Analysis (primary instructional CCSS) |
| Performance Task |
| Critical Vocabulary Words / Vocabulary Strategy |
| Language Conventions |

ANCHOR TEXT

SHORT STORY

Margaret by Eugene Collier

POEMS

Hanging Over by Andrae Lord

Teenagers by Pat Mora

ARGUMENT

When Do Kids Become Adults? by Laurence Steinberg, Jenny Diamond Cheng, James Lincoln Kiman, Barbara Huffer, Michael Thompson

COMPARE TEXTS

Analyze Stories: Characters’ Motivation RL 3

Writing Activity: Essay W 2, W 4, W 9a, W 10

Debate, deduce, license, sufficient, trend

Use Latin Suffixes L 4b, L 4d, L 5

Analyze Information in Texts RI 9

Writing Activity: Opinion W 1a, W 1b, W 4, W 8b, W 10

poignant, ostensible, retribution, stoicism, perverse, bravado, impotent, exuberance, degradation, squalor

none

Write a Literary Analysis RL 7, SL 3, SL 4, SL 5, SL 6

Shifts in Voice and Mood L 1d

Command

Analyze Information in Media SL 2

Driving Distracted

Determine Central Ideas and Details RI 1, RI 2, RI 3, RI 5

Greek Roots L 4b, L 4d

Determine Purpose of Writing RI 1

none

Evaluate Media RI 7, SL 2

Media Activity: Public Service Announcement W 1a, W 1b, W 7, SL 2, SL 5

notion, novice, bane, paradox, impetuous, anecdote

none

n/a

none

n/a

COLLECTION 4 PERFORMANCE TASKS:
- A: Write a Literary Analysis RI 1, RI 2, RI 3, RI 4, RI 7, RI 8
- B: Produce a Multimedia Campaign RI 1, W 1a–e, W 5, W 6, W 8b, SL 4, SL 5

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task / Speaking and Listening

Critical Vocabulary words / Vocabulary Strategy

Language Conventions
Collection 5: Anne Frank’s Legacy

Collection 5 Academic Vocabulary: communicate, draft, liberation, philosophy, publish

CCSS in Collection 5:
RL 1, RL 3, RL 4, RI 1, RI 3, RI 6
W 1a–e, W 2a–e, W 4, W 5, W 7, W 8, W 10–b, W 10
L 1, L 2
L 2a–b, L 4a–b, L 6b–c, L 15

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language Conventions

ANCHOR TEXT

DRAMA

from The Diary of Anne Frank by Frances Goodrich and Albert Hackett

Analyze Drama RL 1, RL 3

Writing Activity: Character Sketch

W 4, W 9a, W 10

none

Insult, reproach, mediate, splendid, conjecture

Correlation and Denomination L 1a, L 4b, L 5c

no

DIARY

from The Diary of a Young Girl by Anne Frank

Analyze Text: Elements of a Diary RI 3, RI 6

Make Inferences RI 1

Speaking Activity: Performance SL 1a, SL 1b

none

none

LITERARY CRITICISM

from Anne Frank: The Book, The Life, The Afterlife by Francine Prose

Determine Author’s Point of View RI 3, RI 6

Analyze the Meanings of Words and Phrases RI 4

Writing Activity: Analysis RI 3, RI 6, RI 8

Cite Evidence RI 1

Analyze the Meanings of Words and Phrases RI 4

Speech Activity: Presentation RI 2, SL 1a, SL 1b

SPEECH

from After Auschwitz by Elie Wiesel

Analyze Speech Choices RI 4

Speaking Activity: Discussion

W 7, W 8, W 9a, W 10

none

none

POEM

from There But for the Grace by Wisława Szymborska

Analyze Sound Devices RI 5

Writing Activity: Analysis

W 1a–e, W 4, W 9a, W 10

none

none

COLLECTION 5 PERFORMANCE TASKS:

Write an Expository Essay

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language Conventions

COLLECTION 6: The Value of Work

Collection 6 Academic Vocabulary: commentary, occupation, option, write

CCSS in Collection 6:
RL 1, RL 2, RL 4, RI 1, RI 2, RI 4, RI 6
W 1a–e, W 3a–e, W 4, W 5, W 7, W 8, W 9a–b, W 10
L 1, L 2
L 1a–b, L 4a–b, L 6b–c, L 8

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language Conventions

ANCHOR TEXT

NOVEL

from The Adventures of Tom Sawyer by Mark Twain

Analyze Point of View RL 4, RL 6

Delineate and Evaluate an Argument RI 5, RI 8

Writing Activity: Analysis of Point of View

W 4, W 9a, W 10

Write a Short Story

Speaking Activity: Oral Report

none

none

MEMOIR

from One Last Time by Gary Soto

Cite Evidence RI 1

Delineate and Evaluate an Argument RI 5

Speech Activity: Oral Report

W 7, SL 3, SL 5, SL 6

Using a Dictionary L 4c, L 4d

SPEECH

from Teens Need Jobs, Not Just Cash by Anna Chow

Teens at Work: From the Record Journal

Analyze Structure RL 5

Using Greek Suffixes L 4b, L 4d

none

none

COMPARE ANCHOR TEXTS

POEMS

from Chicago by Carl Sandburg

Find Work by Rhina P. Espaillat

My Mother Enters the Work Force by Rita Dove

Writing Activity: Compare and Contrast

W 4, W 9a, W 10

none

none

COLLECTION 6 PERFORMANCE TASKS:

Write an Expository Essay

Write an Argument

Write an Expository Essay

Writing Activity: Analysis

W 4, W 9a, W 10

Write an Argument

W 1, W 2a–e, W 4, W 5, W 8, W 9b, W 10

none

none

Grade 8
PERFORMANCE TASK REFERENCE GUIDE

Writing an Argument W 1a–e, W 4
Writing an Informative Text W 2a–f, W 4
Writing a Narrative W 3a–e, W 4
Conducting Research W 7, W 8
Participating in a Collaborative Discussion SL 1a–d
Debating an Issue SL 3, SL 4

READING INFORMATIONAL TEXTS

Main Ideas and Supporting Details
Chronological Order
Cause-Effect Organization

READING PERSUASIVE TEXTS

Recognizing Persuasive Techniques
Analyzing Logical Reasoning
Evaluating Persuasive Texts

Quick Reference:
Parts of Speech
Punctuation
Grammar Handbook:
Nouns
Verbs
Phrases
Prepositional Phrases
Pronouns
Verbs
Modifiers
The Sentence and Its Parts

VOCABULARY AND SPELLING

Using Context Clues
Analyzing Word Structure
Understanding Word Origins
Synonyms and Antonyms

COLLECTION 1 PERFORMANCE TASKS:
A Present a Speech SL 4, SL 6
B Write an Analytical Essay W 2a–f, W 4, W 5, W 9a–b

Collection 1: Finding Common Ground
Collection 1 Academic Vocabulary: enforce, entity, internal, pressure, resolve

Collection 1 - Assessing Vocabulary

Primary CCSS in Collection 1:
W 1, W 1a, W 1b, W 2a–f, W 3, W 4, W 5, W 9a–b
L 1b, L 1a, L 1b, L 2, L 3, L 4a, L 4b, L 4c, L 4d, L 4f

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

ANCHOR TEXT

ARGUMENT
A Quilt of a Country by Anna Quindlen

Analyzing Author's Choices: Text Structure
Support Inferences About Theme

Analyze Author's Claim

Writing Activity: Argument W 1a, W 1b
Analyze and Evaluate Author's Claim

Speaking Activity: Factory Take W 3

Debate an Issue

Speaking Activity: Discussion SL 5

Once Upon a Time by Nadine Gordimer

Analyze Author's Choices: Text Structure
Support Inferences About Theme

Evaluating Persuasive Texts

Speaking Activity: Factory Take W 3

Once Upon a Time by Kimberly M. Blaser

Delineate and Evaluate an Argument

Writing Activity: Argument W 1a, W 1b
Analyze Author's Claim

Speaking Activity: Discussion SL 5

Rituals of Memory by Kimberly M. Blaser

Determine Central Idea

Writing Activity: Discussion SL 5

Analyze Author's Purpose and Rhetoric

Speaking Activity: Presentation SL 1d, SL 6

The Gettysburg Address by Abraham Lincoln

Analyze Seminal U.S. Documents

Speaking Activity: Presentation SL 1d, SL 6

Analyze Author's Purpose and Rhetoric

Speaking Activity: Presentation SL 1d, SL 6

The Vietnam Wall by Alberto Ríos

Analyze Representations in Different mediums

Speaking Activity: Reflection BL 7

Media Activity: Reflection BL 7

Comparative and Media

Comparing and Contrasting

Commonly Confused Words

Noun Clauses L 1b

Prepositional Phrases L 1b, L 3

Parallel Structure L 1a

Grade 8
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<th>Language and Style</th>
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<tr>
<td>Compare Anchor Texts and Media</td>
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<tr>
<td>Speech (&quot;I Have a Dream&quot; by Martin Luther King)</td>
<td>Analyze Author’s Use of Rhetoric RI 6.6 Analyze Seminal U.S. Documents RI 6.2</td>
<td>Writing Activity: Analysis W 2</td>
<td>default, desolate, degenerate, inextricably, redemptive none</td>
<td>Repetition and Parallelism RI 4, L 1a</td>
</tr>
<tr>
<td>History Writing from Nobody Turn Us Around: A History of the 1963 March on Washington by Charles Euchner</td>
<td>Analyze ideas and Events RI 3</td>
<td>none</td>
<td>cadence, parallel, invocation, civic, revile, exile, expiate, invoke</td>
<td>none</td>
</tr>
<tr>
<td>Video America The Story of Us: March on Washington by History®</td>
<td>Analyze Accounts in Different Medias RI 3 Writing Activity: Account RI 3</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Diary from Cairo: My City, Our Revolution by Ahdaf Soueif</td>
<td>Analyze ideas and Events RI 3.5 Research Activity: Oral Report W 2b, W 7, W 9, L 4</td>
<td>opaque, reclaim, priam, intermittent, momentous Reference Sources: L 4c, L 4d, L 6</td>
<td>Noun Phrases L 1b</td>
<td></td>
</tr>
</tbody>
</table>

**Collection 2: The Struggle for Freedom**

**Primary CCSS covered in Collection 2:**
- RI 1, RI 5, RI 6, RI 8, RI 9, RI 10
- W 1a–e, W 2b, W 3, W 4, W 5, W 6, W 7, W 9, W 9a–b
- SL 4, L 1, L 1a, L 2a–b, L 3, L 4, L 6b, L 10, L 11

**Collection 2 Academic Vocabulary:** deceive, enable, impose, integrate, reveal

**Selection / Feature Title**

**Critical Analysis (primary instructional CCSS)**

**Performance Task**

**Critical Vocabulary Words / Vocabulary Strategy**

**Language and Style**

**COMPARE TEXT AND MEDIA**

**MEMOIR**
  - Determine Author’s Point of View RI 6
  - Analyze Accounts in Different Media RI 7

**GRAPHIC NOVEL**
- From Persepolis: The Story of a Return by Marjane Satrapi
  - Media Activity: Graphic Novel RI 7, W 6

**SHORT STORY**
- From The Censors by Luisa Valenzuela
  - Analyze Point of View: Cultural Background RI 6
  - Writing Activity: Letter RI 1, W 9, L 1

**COLLECTION 2 PERFORMANCE TASK:**
- Write an Argument W 1a–e, W 4, W 5, W 9a–b

**Rhetorical Questions L 3**

**Reference Sources**
- Suffixes That Form Nouns L 4b
- Complex and Semicolons L 2a–b
Collection 3: The Bonds Between Us

Collection 3 Academic Vocabulary: capacity, confer, emerge, generate, trace

Primary CCSS covered in Collection 3:
RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RI 1, RI 2, RL 3, RI 3, RI 4, RI 5, RI 6, RI 8
W 3, W 3a–e, W 4, W 5, W 9a–b
SL 1, SL 4a–d, SL 2, SL 3, SL 4, SL 5, SL 6
L 1b, L 2b, L 4a–d, L 5a

Selection / Feature Title Critical Analysis (primary instructional CCSS) Performance Task Critical Vocabulary Words / Vocabulary Strategy Language and Style

ANCHOR TEXT
SHORT STORY
When Mr. Pirzada Came to Dine by Pumita Sahni

Support Inferential About Theme
RI 1, RI 2
Analyze Character and Theme
RI 3

Writing Activity: Letters
W 3

autonomy, companion, consti-
tute, impeccably, impercepti-
ble, succession, assail, reitera-
tion, concede, commemorate

Patterns of Word Changes
L 4b

Adverbial Clauses
L 1b

Performance Task Critical Vocabulary Words / Vocabulary Strategy Language and Style

Selection / Feature Title Critical Analysis (primary instructional CCSS) Performance Task Critical Vocabulary words / Vocabulary Strategy Language and Style

POEM
At Dusk
by Natasha Trethewey

Interpret Figurative Language
RL 4, L 5a

MEDIA ANALYSIS
PUBLIC SERVICE ANNOUNCEMENT
Count on Us
by Corporation for National and Community Service

Analyze Purpose and Development of Ideas
RI 3, RI 6

COLLECTION 3 PERFORMANCE TASKS:
A Write a Fictional Narrative: W 3a–e, W 4, W 5, W 9a–b
B Create a Group Multimedia Presentation: W 6, SL 1a–d, SL 2, SL 4, SL 5, SL 6
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<th>Critical Vocabulary Words / Vocabulary Strategy</th>
<th>Language and Style</th>
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</thead>
<tbody>
<tr>
<td>ESSAY</td>
<td>Analyze Ideas: RI 3</td>
<td>Speaking Activity: Discussion W 10, SL 1</td>
<td>Intangible, increment, guise, supple, gradation</td>
<td>Participal Phrases L 1b</td>
</tr>
<tr>
<td></td>
<td>Determine Word Meanings: RL 4</td>
<td></td>
<td>Synonymy: L 4a, L 4c, L 4d</td>
<td></td>
</tr>
<tr>
<td>MEDIA-ANALYSIS</td>
<td>Analyze Source Material: Interpretations of Shakespeare: RL 9</td>
<td>Media Activity: Reflection RL 9</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>POEM AND VIDEO</td>
<td>My Shakespeare by Kate Tempest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANCHOR TEXT</td>
<td>Shakespearean Drama: [RL 3, RL 4, RL 5]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DRAMA</td>
<td>The Tragedy of Romeo and Juliet by William Shakespeare</td>
<td>[Act 1] Speaking Activity: Discussion SL 1</td>
<td>[Act 1] Speaking Activity: Discussion SL 1</td>
<td>Parallel Structure L 1a</td>
</tr>
</tbody>
</table>

**COLLECTION 4 PERFORMANCE TASK:**
Write an Analytical Essay: W 2a–f, W 4, W 5, W 9a–b
Grade 9

Collection 5: A Matter of Life or Death

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

ANCHOR TEXT

MEMOR

from Night by Elie Wiesel

Delineate and Evaluate an Argument

RI 8

Speaking Activity: Debate

SL 1a, SL 4

suavitate, contentus, benevolent, edit

Synonyms

L 4c

Indefinite Pronouns

L 3

SCIENCE WRITING

from Deep Survival by Laurence Gonzales

Determine Central Idea and Summarize the Text

RI 1, RI 2

Writing Activity: Argument

W 1

dissertation, abate, converse, destitutus, desmanor

Context Clues

L 4e

Relative Clauses

L 2a–b

SHORT STORY

The Leap by Louise Erdrich

Analyze Author’s Choices: Flashback and shoreline

RL 5

Support Inferences About Theme

RI 1, RI 2

Analyze Determination and Analysis

SL 1a

encroach, extricate, construe, complete, tentative

Prefixes

L 4c

ANCHOR TEXT

POEM

from the End of the Beginning by Wieslaw Szymborska

Determine Figurative Meanings and Connotations

RL 4, L 5a

Writing Activity: Reflection

W 2a, SL 1a, L 5a

none

none

COLLECTION 6 PERFORMANCE TASKS:

A Write an Argument

W 1, W 2a, W 4, W 5, W 6a–b

B Participate in a Panel Discussion

SL 1a–ed, SL 3, SL 4, SL 6

Collection 6: Heroes and Quests

Selection / Feature Title

Critical CCSS (Critical Analysis)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

ANCHOR TEXT

POEM

from the Odyssey, Part One by Homer

translated by Robert Fitzgerald

Analyze Character: Epic Hero

RL 3

harried, ponderous, profusion, adversity, foreboding, as-

prexes

L 4c

none

none

TRAVEL WRITING

from The Crueler Journey: 660 Miles to Timbuktu by Kira Salak

Analyze Ideas and Events

RI 3

Determining Central Idea and Cite Evi-

dence

RI 1, RI 2

Writing Activity: Analysis

W 2

circumcise, diaphanous, embark, integrity, magnify

Denotation and Connotation

L 5b

Sentence Length

L 3

Collection 5 Academic Vocabulary: dimension, external,สถิติ, sustain, utilize

Primary CCSS covered in Collection 5: RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 8

W 1, W 2a–e, W 4, W 5, W 6a–b

SL 1a–ed, SL 3, SL 4, SL 6

L 2a–b, L 3, L 4a–c, L 4d, L 5a

Collection 6 Academic Vocabulary: motivate, objective, pursue, subsequent, unavoidable

Primary CCSS in Collection 6: RI 1, RI 2, RI 3, RI 6

W 1, W 2, W 2a–f, W 3a, W 3d, W 4, W 5, W 7, W 8, W 9a–b

SL 1a

L 1b, L 3, L 4a–c, L 5a, L 5b

hmhcotor.com/collections
### Collection 6 continued

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<th>Critical Vocabulary Words / Vocabulary Strategy</th>
<th>Language Conventions</th>
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<tbody>
<tr>
<td><strong>ARGUMENT</strong>&lt;br&gt;The Real Reasons Why Explore Space by Michael Griffin</td>
<td>RI 8</td>
<td>Writing Activity: Editorial W 1</td>
<td>contemplate, intuitive, contention, imperative Synonyms and Antonyms L 4c</td>
<td>Transitions L 3</td>
</tr>
<tr>
<td><strong>POEM</strong>&lt;br&gt;The Journey by Mary Oliver</td>
<td>RL 4, L 5a</td>
<td>Speaking Activity: Discussion SL 1a</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

### COLLEGE 6 PERFORMANCE TASK:
Research and Write an Analytical Essay: W 2a–f, W 6, W 7, W 8, W 9a–b

### STUDENT RESOURCES
- **Performance Task Reference Guide**
  - Writing an Argument W 1a–e
  - Writing an Informative Text W 2a–f
  - Writing a Narrative W 3a–e
  - Conducting Research W 2a–f, W 7, W 8, L 3a
  - Participating in a Collaborative Discussion SI 1a–d
  - Debating an Issue SI 1a–d, SI 3, SI 4

- **Reading Arguments**
  - Identifying Faulty Reasoning III 3, III 6, III 8
  - Analyzing an Argument III 2, III 3
  - Recognizing Persuasive Techniques III 3
  - Analyzing Logic and Reasoning III 3
  - Evaluating Arguments III 3

- **Grammar**
  - Quick Reference: Parts of Speech
    - The Sentence and Its Parts Punctuation Capitalization
  - Nouns Phrases
  - Pronouns Verbal and Verbal Phrases
  - Verbs Close Punctuation
  - Modifiers The Structure of Sentences The Sentence and Its Parts
  - The Sentence and Its Parts Writing Complete Sentences Subject-Verb Agreement

- **Vocabulary and Spelling**
  - Using Context Clues Words with Multiple Meanings
  - Analyzing Word Structure Specialized Vocabulary
  - Understanding Word Origins Using Reference Sources
  - Synonyms and Antonyms Spelling Rules
  - Denotation and Connotation Commonly Confused Words
  - Analogies Analogy
  - Homonyms and Homophones
### Grade 10

**Collection 1: Ourselves and Others**

**Collection 1 Academic Vocabulary:** discriminate, diverse, inhibit, intervene, rational

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<tbody>
<tr>
<td><strong>ANCHOR TEXT</strong></td>
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</tbody>
</table>
| Short Story: What, of This Goldfish, Would You Wish? | by Etgar Keret | **Analyze Character: Motivations** RL 3 | **Speaking Activity: Discussion** SL 1.a | poignant, wistful, introspective |****English Language Arts** RL 4, L 1.3**
|                           |                                               |                  |                                               |                    |
| **MEDIANALYSIS**          |                                               |                  |                                               |                    |
| Documentary Trailer: My So-Called Enemy | by Lisa Gossels | **Analyze Order: Structure and Juxtaposition** RL 3 | **Speaking Activity: Argument** W 1, SL 4 | none | none |
|                           |                                               |                  |                                               |                    |
| **COMPARE ANCHOR TEXTS**  |                                               |                  |                                               |                    |
| Court Opinion: from Texas v. Johnson Majority Opinion | by William J. Brennan | **Analyze Seminal U.S. Documents** RL 3 | **Writing Activity: Comparison** W 2.b | compulsion, implicit, reaffirmation, resilience | none |
|                           |                                               |                  |                                               |                    |
| Newspaper Editorial: American Flag Stands for Tolerance | by Ronald J. Allen | **Cite Evidence** RL 3 | **Writing Activity: Analysis** W 3 | orthodoxy, sanctity, dogma | none |

**COLLECTION 1 PERFORMANCE TASKS:**
- A Present a Speech: SL 4, SL 5, SL 6
- B Write an Analytical Essay: W 2, W 9

### Grade 10

**Collection 2: The Natural World**

**Collection 2 Academic Vocabulary:** astonish, commensurate, contrast, definition, dubious, logical, veracity

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<td><strong>ANCHOR TEXT</strong></td>
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<tr>
<td>Short Story: The Lottery:</td>
<td>by Shirley Jackson</td>
<td><strong>Analyze Impact of Word Choice: Tone</strong> RL 4</td>
<td><strong>Writing Activity: Letter</strong> W 1</td>
<td>provocative, punctilious, deliberately</td>
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<tr>
<td><strong>MEDIANALYSIS</strong></td>
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<tr>
<td>Poem: Without Title</td>
<td>by Diane Glancy</td>
<td><strong>Support Inferences About Theme</strong> RL 1, RL 2</td>
<td><strong>Speaking Activity: Oral Narrative</strong> W 3.a-b, W 3.e, SL 5</td>
<td>none</td>
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<tr>
<td><strong>COMPARE ANCHOR TEXTS</strong></td>
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<tr>
<td>Court Opinion: The Lottery:</td>
<td>by William J. Brennan</td>
<td>**Analyze Impact of Word Choice: Com-</td>
<td><strong>Writing Activity: Comparison</strong> W 2</td>
<td>orthodoxy, sanctity, dogma</td>
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<td></td>
<td></td>
<td></td>
<td>pare Tone RL 4</td>
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**COLLECTION 2 PERFORMANCE TASKS:**
- A Present a Speech: SL 4, SL 5, SL 6
- B Write an Analytical Essay: W 2, W 9
Collection 2: The Natural World

Collection 2 Academic Vocabulary: advocate, discrete, domain, enhance, scope

Grade 10

Primary CCSS in Collection 2: RL.1, RL.2, RL.3, RL.4, RI.1, RI.2, RI.3, RI.4, RI.5, RI.6

W.2, W.4, W.7, W.8, W.9

SL.1, SL.2, SL.3, SL.4

L.1b, L.2b, L.4b, L.4c, L.5a, L.5b, L.6

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

ANCHOR TEXT

SCIENCE ESSAY

Called Out by Barbara Kingsolver

Determine Central Idea RI.2

Speaking Activity: Analysis RI.1, RI.4, SL.1, SL.4, SL.5b

botanical, clipeus, prognosticate, benefaction, ephemeral

Scientific Terms L.6

ANCHOR TEXT

SHORT STORY

My life as a Bat by Margaret Atwood

Determine Figurative Meanings RI.4, RI.5a

Speaking Activity: Research SL.2, SL.4

consensus, subtext, incendiary, denizen

Colors and Colors L.2b

POEM

Carry by Linda Hogan

Support References About Theme RL.1, RL.2, SL.4a

Speaking Activity: Discussion SL.1, W.4

COLLECTION 2 PERFORMANCE TASKS:

A Write a Research Report W.2, W.4, W.6, W.7, W.8, W.9, SL.2

B Participate in a Panel Discussion SL.1a-2

Collection 3: Responses to Change

Collection 3 Academic Vocabulary: abstract, evolve, explicit, facilitate, order

Primary CCSS in Collection 3: RL.1, RL.2, RL.3, RL.4, RI.4, RI.6

W.1a-e, W.2a, W.2c, W.2d, W.2e, W.4, W.9a-b

SL.1, SL.1a-d, SL.3, SL.5

L.1-4b, L.4c, L.5a

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

COMPARISON ANCHOR TEXTS

NOVELLA

from The Metamorphosis by Franz Kafka

Support Inferences RL.1

Writing Activity: Analysis RI.1, RI.4, RI.5, RI.6

vermin, subordinate, plaintively, enunciate

Writing Activity: Analysing Representations in Different Media SL.7

L.1, L.4d

SCIENCE WRITING

from Simplexity by Jeffrey Kluger

Determine Technical Meanings SL.4, SL.4a-4d

chaotically, reallocate, turbulence, proximity, propagate

Writing Activity: Analysis W.2, W.2a, W.2c, W.2d, W.4, W.9a-b

MEDIA ANALYSIS

DOCUMENTARY FILM

from Rivers and Tides by Thomas Riedelsheimer

Writing Activity: Argument W.1

Support References About Theme RL.1, RL.2

None

Noun Phrases and Verb Phrases L.1b

COLLECTION 3 PERFORMANCE TASKS:

A Participate in a Panel Discussion SL.1a-2, SL.1a-d, SL.3

B Write an Argument W.1a-e, W.3a-b
Collection 4: How We See Things

Collection 4 Academic Vocabulary: differentiate, incorporate, mode, orient, perspective

Primary CCSS in Collection 4:
- RL 1, RL 2, RL 3, RL 5
- W 2, W 3a–e, W 4, W 5, W 7, W 9, W 9a–b
- SL 1a, SL 4
- L 1a–b, L 2, L 4a–c

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language and Style
--- | --- | --- | --- | ---
**COMPARE ANCHOR TEXTS**
POEMS
- We grow accustomed to the Dark
- Before I got my eye put out by Emily Dickinson

ANCHOR TEXT
SCIENCE ESSAY
- Coming to Our Senses by Neil deGrasse Tyson

SHORT STORY
- The Night Face Up by Julio Cortázar

**COLLECTION 4 PERFORMANCE TASKS:**
- A: Present a Speech: W 9a–b, SL 4
- B: Write a Short Story: W 3a–e, W 4

Collection 4 continued

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary words / Vocabulary Strategy | Language and Style
--- | --- | --- | --- | ---
**MATH ESSAY**
from The Math Instinct by Keith Devlin

**COMPARE TEXT AND MEDIA**
POEM
- Musée des Beaux Arts by W.H. Auden

PAINTING
Landscape with the Fall of Icarus by Pieter Breughel the Elder

Write a Short Story
- W 3a–e, W 4
### Collection 5: Absolute Power

**Grade 10**

**Collection 5 Academic Vocabulary:** comprise, incidence, priority, thesis, ultimate

#### Primary CCSS in Collection 5:
- **RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RL 8, RL 9, RI 1, RI 3, RI 4, RI 6, RI 8**
- **W 1, W 2, W 2a–f, W 9a–b**
- **SL 1, SL 1a–d, SL 4, SL 6**

#### Selection / Feature Title

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</table>
| **ARGUMENT**
 from Why Read Shakespeare? by Michael Mack | Analyze Argument and Rhetoric RI 6, RI 8

Speaking Activity: Argument W 1, SL 4

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<th>Language and Style</th>
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</thead>
</table>
| **HISTORY**
 from Holinshed's Chronicles by Raphael Holinshed | Analyze Source Material RI 9, RI 1

Speaking Activity: Discussion RI 9, RI 1, SL 1

#### MEDIA ANALYSIS

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<th>Critical Vocabulary Words / Vocabulary Strategy</th>
<th>Language and Style</th>
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</thead>
</table>
| **POEM**
 5 p.m., Tuesday, August 23, 2005 by Patricia Smith | Support Inferences About Word Choice RL 3, RL 4, L 5a, L 5b

Speaking Activity: Poetry Reading RI 4, SL 6

#### COLLECTION 5 PERFORMANCE TASK:
- Write an Analytical Essay W 2a–f, W 9a–b

---

### Collection 5 continued
Grade 10

Selection / Feature Title | Critical Analyze (with Instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language and Style | Performance Task Reference Guide
--- | --- | --- | --- | --- | ---
**ANCHOR TEXT**
ARGUMENT  
(letter from Birmingham jail by Martin Luther King) | Analyze Argument in a Seminal Document RI 8, RI 9 | Writing Activity: Comparison RI 9, W 9b, W 10 | cognizant, mentorship, relativate, precipitate, complicity, manifest, mines, provocation | Repetition and Parallelism W 5, L 1a | None
MEMOIR  
(from Revolution 2.0 by Wael Ghonim) | Analyze Evidence and Author’s Ideas RI 1, RI 5 | Speaking Activity: Research W 7, W 9, SL 2, SL 4 | dissimulate, ideology, annul, disavow | Colons L 2b | None
**COMPARE TEXT AND MEDIA**
ARGUMENT  
(from Letter to Viceroy, Lord Irwin by Mohandas K. Gandhi) | Analyze Argument and Rhetoric RI 6, RI 8 | Writing Activity: Analysis W 2, W 9 | unpalatable, unadulterated, humility, iniquitous, peremptory | Denotations and Connotations RI 4, L 5b | None
MEMOIR  
(from Gandhi: The Rise to Fame by BBC) | Analyze Accounts in Different Mediums RI 7 | Speaking Activity: Debate SL 1.1 | none | none | None
**SHORT STORY**  
(The Briefcase by Rebecca Makkai) | Analyze Character and Theme RI 2, RI 3 | Writing Activity: Personal Letter RI 4, RI 5 | net, inverion, equidistant, transpire, flagrantly, hasonic | Semicolons L 2a | None
**POEM**  
(Cloudy Day by Jimmy Santiago Baca) | Analyze Theme and Tone RI 2, RI 4 | Writing Activity: Discussion SL 1a | none | Prepositional Phrases L 1b | None
**COLLECTION 6 PERFORMANCE TASK**  
Write an Argument W 1a-e, W 9a-b

**STUDENT RESOURCES**

**PERFORMANCE TASK REFERENCE GUIDE**

- Writing an Argument W 1a-e
- Writing an Informative Text W 2a-f
- Writing a Narrative W 3a-e
- Conducting Research W 2a-f, W 7, W 8, L 3a
- Participating in a Collaborative Discussion SL 1a-d

**GRAMMAR**

Quick Reference:  
Parts of Speech  
The Sentence and Its Parts  
Phrases  
Verbals and Verbal Phrases  
Clauses  
Writing Complete Sentences  
Subject-Verb Agreement

Quick Reference:  
Punctuation  
Capitalization  
Prepositional Phrases  
Modifier  
Using Context Clues  
Using Reference Sources  
Spelling Rules  
Commonly Confused Words

**VOCABULARY AND SPELLING**

- Words with Multiple Meanings  
- Specialized Vocabulary  
- Spelling Rules  
- Commonly Confused Words

- Identifying Faulty Reasoning  
- Evaluating Arguments  
- Recognizing Persuasive Techniques  
- Analyzing Logic and Reasoning

**PUBLIC SPEAKING**

- Pronunciation  
- Closeness  
- Clauses  
- The Sentence and Its Parts  
- Subject-Verb Agreement
### Grade 1

#### Collection 1: Coming to America

**Primary CCSS in Collection 1:**
- RI 1, RI 2, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8, RI 10
- W 1a–e, W 2, W 2b, W 3b, W 5c, W 6d, W 4, W 9
- L 1a, L 1b, L 2, L 3a, L 4a, L 4b, L 4c, L 4d, L 6

**Collection 1 opener:** Exploration and Settlement RI 3, RI 7, RI 10

<table>
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<th>Performance Task</th>
<th>Critical Vocabulary Words / Vocabulary Strategy</th>
<th>Language and Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANCHOR TEXT</td>
<td>Historical Account from Of Plymouth Plantation by William Bradford</td>
<td>Determine Central Ideas RI 2, RI 5</td>
<td>Writing Activity: Journal Entry and Letter W 3d</td>
<td>Active and Passive Voice L 3a</td>
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<td>Analyze Foundational Text: Historical Accounts RI 9</td>
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<td>HISTORICAL WRITING</td>
<td>Coming of Age in the Downloaded from <em>Of Plymouth Plantation</em> by William Bradford</td>
<td>Determine the Meaning of Words and Phrases RI 1, RI 4</td>
<td>Writing Activity: Argument W 1</td>
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<td>Determine Author’s Purpose RI 1, RI 6</td>
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<td>DRAMA</td>
<td>from The Tempest by William Shakespeare</td>
<td>Support Inferences: Draw Conclusions RL 1</td>
<td>Writing Activity: Essay W 2, W 2b</td>
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<td>Analyze Language BL 4</td>
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<td>COMPARE TEXT AND MEDIA: MEDIA Versions of The Tempest</td>
<td>from The Tempest by William Shakespeare</td>
<td>Analyze Interpretations of Drama BL 7</td>
<td>Writing Activity: Review W 4, W 2b</td>
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<td>Analyze Language BL 4</td>
<td>none</td>
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<td>FILM VERSION</td>
<td>The Tempest (1980) by BBC Shakespeare</td>
<td>Analyze Interpretations of Drama BL 7</td>
<td>Writing Activity: Captions W 4</td>
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<td>PRODUCTION IMAGES</td>
<td>The Tempest (1980)</td>
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#### Collection 1 continued

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<tr>
<td>SHORT STORY</td>
<td>Babasa by Sabina Murray</td>
<td>Determine Themes BL 2</td>
<td>Writing Activity: Dramatic Monologue W 3b</td>
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<td>Analyze Structure: Flashback and Flash Forward BL 1, BL 5</td>
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<td>ARGUMENT</td>
<td>“Blaxicans” and Other Reinvented Americans by Richard Rodriguez</td>
<td>Analyze and Evaluate Structure: Arguments BL 5</td>
<td>Writing Activity: Evaluation W 2b</td>
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<td>Determine Author’s Purpose: Irony BL 6</td>
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<td>POEM</td>
<td>New Orleans by Joy Harjo</td>
<td>Analyze Language: Free Verse BL 1, BL 4</td>
<td>Speaking Activity SL 4</td>
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<td>Determine Themes BL 1, BL 2</td>
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**COLLECTION 1 PERFORMANCE TASK:**
Write an Argument W 1a–e, W 9
Standards Trace

Grade 11

Collection 2: Building a Democracy

Collection 2 Academic Vocabulary: contrary, founder, ideological, publication, revolution

Primary CCSS in Collection 2:
RL 1, RL 3, RL 4, RL 5, RL 8, RL 10, RI 1, RI 2a, RI 3, RI 4, RI 5, RI 6, RI 7, RI 8, RI 9, RI 10
W 2, W 2a, W 2b, W 4, W 5, W 7, W 8, W 9a, W 9b, W 10
L 1, L 3a, L 4c, L 4d, L 5b, L 6

Collection 2 opener: A New American Nation

Selection / Feature Title

Critical Analysis
(primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

COMPARE ANCHOR TEXTS

PUBLIC DOCUMENT

The Declaration of Independence
by Thomas Jefferson

Analyze Structure: Style and Content RI L 1, L 3a

Speaking Activity
W 9, SL 6, L 3a

established, affected, invested, abdicated

Parallel Structure RI 9, L 3a

Domain-Specific Words L 4c, L 6

Collection 2 opener: A New American Nation

Selection / Feature Title

Critical Analysis
(primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

COMPARE ANCHOR TEXTS

PUBLIC DOCUMENT

from The United States Constitution: Preamble and Bill of Rights

Evaluate Seminal Texts: Constitutional Principles RI B

Analyze Foundational Documents RI 5, RI 9

Media Activity
W 2a, W 2b, W 7, W 8

posterity, infringed, prescribed, imposed

Formal and Informal Style L 3a

COMPARE ANCHOR TEXTS

ARGUMENT

The Federalist No. 10
by James Madison

Analyze Foundational Documents RI 9

Writing Activity: Essay W 2, W 5b

factor, aggregate, reciprocal, seize, apportionment, efficacy, comprised, pervade

Transitions L 3a

Evaluating Nuances in Meaning L 5b

COMPARE ANCHOR TEXTS

HISTORY ARTICLE

Thomas Jefferson: The Best of Enemies
by Ron Chernow

Analyze Ideas and Events: Sequence RI 3

Analyze Structure: Comparison and Contrast RI 5

Writing Task: Essay W 2

tepid, copious, cardinal, rudiments, facade, anomalous

Hyphenation L 2a

COLLECTION 2 PERFORMANCE TASK:

Intermediate Information Essay: W 5, W 6, W 8, SL 3

Selection / Feature Title

Critical Analysis
(primary instructional CCSS)

Performance Task

Critical Vocabulary words / Vocabulary Strategy

Language and Style

COMPARE TEXTS:

Colonial American Poetry

POEMS
To the Right Honorable William, Earl of Dartmouth; On Being Brought from Africa to America
by Phillis Wheatley

POEM
On the Emigration to America and Peopling the Western Country
by Phillis Wheatley

SHORT STORY
A Soldier for the Crown
by Charles Johnson

Analyze Structure: Suspense and Ambiguity RL 1, RL 5, RL 6

Analyze Point of View: Second Person RI, RL 6

Capacity, belatedly, unalienable, elusive

Point of View L 3a, W 5

MEDIA ANALYSIS

DOCUMENTARY

Patrick Henry: Voice of Liberty
by A&E

Analyze Foundational Documents RI 9

Media Activity: Presentation SL 4, SL 5

none

none
Collection 3: The Individual and Society

Collection 3 Academic Vocabulary: analogy, denote, quote, topic, unique

Primary CCSS in Collection 3:
- RL 1
- RL 2
- RL 3
- RL 4
- RL 5
- RL 6
- RL 7
- RL 8
- RL 9
- RL 10
- W 1
- W 2
- W 3a–e
- W 4
- W 5
- W 6–8
- SL 1a–d
- SL 2
- SL 3
- SL 4–6
- L 3a
- L 4–6
- L 5a–b

Collection 3 opener: A Distinctly American Voice RL 3, RL 4, RL 7, RL 10

Selection / Feature Title

- Critical Analysis (primary instructional CCSS)
- Performance Task
- Critical Vocabulary Words / Vocabulary Strategy
- Language and Style

ANCHOR TEXT

POEM
from Song of Myself by Walt Whitman

Analyze Structure: Free Verse RL 5
Determine Themes RL 2, L 1a

Speaking Task: Oral Defense SL 4, SL 6

none
Parallel Structure L 3a

ESSAY
Growing Up Asian in America by KeiAya E. Noda

Analyze Ideas and Events: Classification RL 3
Determine Author A Purpose RL 5

Speaking Task: Discussion SL 4, SL 1c

abandoned, invocation, timidity, subtlety
Varying Sentence Structure L 4b

none

POEMS
The Soul/Select her own Society / Because I could not stop for Death / Much Madness is divinest Sense / Tell all the Truth but tell it slant by Emily Dickinson

Determine Central Ideas: Summation RL 2

Writing Task: Essay W 1, W 4

unfathomed, parental, untenable, disabling, congenial, perturbation
Rhetorical Questions L 3a

none

ESSAY
from Walden by Henry David Thoreau

Determine Central Ideas: Style RL 6

Writing Task: Essay W 2

unfathomed, parental, untenable, disabling, congenial, perturbation
Rhetorical Questions L 3a

Contest Clauses L 4a

none

ANCHOR TEXT

ARGUMENT
Against nature by Joyce Carol Oates

Analyze and Evaluate Structure: Literary Criticism RL 1, W 5

Writing Task: Analysis W 2, W 7

resonance, autonomy, evidently, transcending, tangentially, harbingers
Parts of Speech L 4b

quotations L 3a

SUMMARY

Collection 3 continued

Collection 3 PERFORMANCE TASKS:
A Write a Narrative W 3a–e, W 4, W 5, W 6–8
B Debate an Issue W 1, W 2, W 3a–b, SL 1a–d, SL 2, SL 3, SL 4, SL 5

COLLECTION 3 PERFORMANCE TASKS

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary words / Vocabulary Strategy

Language and Style

SHORT STORY
The Minister’s Black Veil by Nathaniel Hawthorne

Determine Themes: Romanticism RL 2

Analyze Structure: Symbolism RL 5

Speaking Activity: Discussion SL 5

emblem, pathos, ostentatious, obstinacy, plausibility, mitigates
Nuances in Word Meanings L 5b

none

none

SHORT STORY
The Pit and the Pendulum by Edgar Allan Poe

Determine Themes: Romanticism RL 2

Analyze Structure: Atmosphere and Dramatic Tension RL 3, RL 5

Speaking Activity: Discussion SL 5

indeterminate, lived, tumultuous, suppression, impregnable, penitence, pertinacity, asserted

Using Context Clues L 4a, L 4d

None

COLLECTION 3 PERFORMANCE TASKS

Themes in American Romanticism RL 9

Writing Activity: Analysis W 9a

n/a

n/a

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<tr>
<td>ANCHOR TEXT</td>
<td>SPEECH</td>
<td>Evaluate Sentences: Texts, Promises, Purposes and Arguments RI 2, RI 8, RI 9</td>
<td>Speaking Activity: Discussion SL 1a, SL 1c</td>
<td>영향, venture, deprive, erring</td>
</tr>
<tr>
<td>SPEECH</td>
<td>What to the Slave in the Fourth of July?</td>
<td>Analyze Author’s Point of View: Speech RI 4, RI 6</td>
<td>Writing Activity: Outline and Summary W 4, SL 1</td>
<td>pale, chaste, reproach, quicken, license</td>
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<tr>
<td>PUBLIC DOCUMENT</td>
<td>Declaration of Sentiments by Elizabeth Cady Stanton</td>
<td>Analyze Author’s Purpose RI 5, RI 9</td>
<td>Writing Activity: Comparison W 2</td>
<td>transient, evince, delinquency, object</td>
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<tr>
<td>HISTORY WRITING</td>
<td>Building the Transcontinental Railroad by Iris Chang</td>
<td>Analyze ideas and Events: Sequence RI 3</td>
<td>Speaking Activity: Discussion W 7, SL 1a, SL 3</td>
<td>formidable, expedition, diligence, systematize</td>
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**Collection 4 opener: Civil War and Reconstruction RI 10, RI 3, RI 7, RI 9, RI 10**

**Primary CCSS in Collection 4:** RI 1, RI 4, RI 5, RI 10, RI 2, RI 3, RI 4, RI 6, RI 7, RI 8, RI 9, RI 10

W 1a–e, W 2, W 2b, W 4, W 7, W 9a–b

L 2, L 3a, L 4a, L 4a–d

**COLLECTION 4 PERFORMANCE TASKS:**

1. Present a Persuasive Speech: SL 4, W 1a–e, W 9a–b

**Collection 4 continued**

**Selection / Feature Title** | **Critical Analysis (primary instructional CCSS)** | **Performance Task** | **Critical Vocabulary Words / Vocabulary Strategy** | **Language and Style** |
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<td>MEDIA ANALYSIS</td>
<td>DOCUMENTARY</td>
<td>The 54th Massachusetts by HISTORY</td>
<td>Integrate and Evaluate Information RI 7</td>
<td>Writing Activity: Debate SL 1, W 2, SL 3</td>
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<td>POEM</td>
<td>Runagate Runagate by Robert Hayden</td>
<td>Analyze Language: Allusions RI 2, RI 4</td>
<td>Analyze Structure: Rhythm and Meaning RI 5</td>
<td>Writing Activity: Essay W 1b, W 9</td>
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**Grade 11**
Collection 5: An Age of Realism

Collection 5 Academic Vocabulary: ambiguous, clarify, implicit, revise, somewhat

Primary CCSS in Collection 5:
- RL 2, RL 3, RL 4, RL 5, RL 6, RL 10
- RI 2, RI 3, RI 4, RI 6, RI 7, RI 10
- W 2, W 4a–i, W 5, W 6a–f, W 7, W 8, W 9a–b
- L 2, L 3a, L 4a, L 6b, L 4c, L 5b

GRADE 1

Collection 5 opener: America Transformed RL 10, RI 7, RI 10

Selection / Feature Title

ANCHOR TEXT
SHORT STORY
To Build a Fire by Jack London

CRITICAL ANALYSIS
Writing Activity: Narrative W 3, W 5
Analyze Structure: Realism and Naturalism RL 2, RL 5

FUNCTIONAL LANGUAGE
intangible, apprehension, imperative, etymology L 4c

CONSISTENT TONE
Consciente Tone RL 4, L 3a

LANGUAGE AND STYLE

COMPARE TEXTS
NOVEL
from The Jungle by Upton Sinclair

ANALYZE AUTHOR’S PURPOSE
Writing Activity: News Articles W 2, W 4
Determine Author’s Purpose RL 6
Analyze Author’s Choices RL 3, RL 4

ANALYZE LANGUAGE: TECHNICAL TERMS
stem, volatile infinitesimal, catalyst, conjure L 4b, L 4c

COMPARE TEXTS
ESSAY
The Lowest Animal by Mark Twain

ANALYZE STRUCTURE: SYMBOL
Anaphora and Parallelism L 3a

ESSAY
The Fish by Elizabeth Bishop

ANALYZE STRUCTURE: SYMBOL
disposition, caliber, transition, circumlocution
Nuance in Word Meaning L 4c, L 5b

ESSAY
The Tale by Elizabeth Bishop

ANALYZE STRUCTURE: SYMBOL
n/a

COLLECTION 5 PERFORMANCE TASK:
Write an Analytical Essay W 2a–f, W 9a–b

Collection 5 continued

Selection / Feature Title

SHORT STORY
The Story of an Hour by Kate Chopin

ANALYZE AUTHOR’S POINT OF VIEW: IRONY
n/a

POEM
The Fish by Elizabeth Bishop

ANALYZE STRUCTURE: SYMBOL
n/a

COLLECTION 5 PERFORMANCE TASK:
Write an Analytical Essay W 2a–f, W 9a–b

Critical Analysis (primary instructional CCSS)

Primary CCSS in Collection 5:
- RL 2, RL 3, RL 4, RL 5, RL 6, RL 10
- RI 2, RI 3, RI 4, RI 6, RI 7, RI 10
- W 2, W 4a–i, W 5, W 6a–f, W 7, W 8, W 9a–b
- L 2, L 3a, L 4a, L 6b, L 4c, L 5b
Grade 11

Collection 6: The Modern World

Primary CCSS in Collection 6:
- RL 1, RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RL 8, RL 10
- W 1–6, W 2–10, W 5, W 7–8, W 13–6, W 10
- SL 1–6, SL 3, SL 4, SL 6
- L.1b, L.3a, L.4b, L.4c, L.5a, L.5b

Collection 6 opener: Life in a Global Society

Selection / Feature Title Critical Analysis (primary instructional CCSS)

**ANCHOR TEXT**

SHORT STORY
Winter Dreams by F. Scott Fitzgerald

Analysis Story Elements: Motivation RL 3, Support Inferences RL 1
Writing Activity: Letters W 3a

COMPARISONS:
- Demonstrate Knowledge of Flawed Work RL 4, RL 9
- Writing Activity: Essay W 2, W 10
- none

**POEMS**

Mending Wall
The Death of the Hired Man by Robert Frost

Analyze Language: Ambiguity RL 4, Analysis Structure RL 4, RL 5
Writing Activity: Interview Summary W 2

**ANCORTEXT**

DRAMA
The Crucible by Arthur Miller

Analysis Drama Elements RL 3, RL 5
[Act One] Speaking Activity Discussion SL 1a
[Act Two] Media Activity: Presentation W 7, W 8, SL 4
[Act Three] Writing Activity: Analysis W 2, W 4

The Ends of the World as We Know Them by Jared Diamond

Analysis Structure: Argument from Analogy RI 2, RI 5
Media Activity: Presentation W 2a, W 2b, W 7, SL 5

POEM
The Universe as a Primal Scream by Tracy K. Smith

Analysis Language RL 4, L 5a

Collection 6 Continued

Selection / Feature Title Critical Analysis (primary instructional CCSS)

**COMPARTE TEXT AND MEDIA**: Media Versions of The Crucible

- Analyze Interpretations of Drama RL 7
  - Speaking Activity: Readers’ Theater RI 7
  - Writing Activity: Diagram W 4

- none

**OPINION AND DISSENT**: Tinker v. Des Moines Independent Community School District by the Supreme Court of the United States

- Delineate and Evaluate an Argument RI 8
  - Speaking Activity: Debate SL 3, SL 4

- none

**SCIENCE ESSAY**

The Coming Merging of Mind and Machine by Ray Kurzweil

- Analyze Author’s Point of View RI 6
  - Writing Activity: Research Report W 7, W 8

- none

**SHORT STORY**

Reality Check by David Brin

- Analyze Story Elements: Science Fiction RL 1, RL 3
  - Writing Activity: Analysis RI 5

- Media Activity: Analysis SL 5

- Nuances in Word Meaning L 4c

- none

**POEM**

The Universe As a Primal Scream by Tracy K. Smith

- Writing Activity: Summary W 10

- none

Collection 6 PERFORMANCE TASKS:
A Write an Argument W 1a–e, W 4, W 5, W 7, W 8, W 3a–b
B Participate in a Panel Discussion SL 1a–d, SL 3, SL 4, SL 6

Grade 11
STUDENT RESOURCES

PERFORMANCE TASK REFERENCE GUIDE

Writing/Arguments W 1a–e, L 3a
Writing/Informative Texts W 2a–f
Writing/Narratives W 3a–h
Conducting Research W 2a–f, W 7, W 8
Participating in Collaborative Discussions SL 1a–d
Debating an Issue SL 1a–d, SL 3, SL 4

READING ARGUMENTS Ri 5, Ri 6
Main Ideas and Supporting Details Chronological Order Cause-Effect Organization

READING PERSUASIVE TEXTS Ri 1, Ri 2, Ri 6, Ri 8

GRADED L 1, L 2a, L 3, L 4a–d
Quick Reference: Parts of Speech The Sentence and Its Parts
Punctuation Capitalization
Grammar Handbook: Nouns The Sentence and Its Parts
Modifiers
Phrases
Verbals and Verbal Phrases

VOCABULARY AND SPELLING L 1a, L 1b, L 2b, L 4–L 5, L 6
Using Context Clues Analyzing Word Structure Understanding Word Origins Understanding the English Language Synonyms and Antonyms Denotation and Connotation Analogies
Homonyms and Homophones Words with Multiple Meanings Specialized Vocabulary Preferred and Contrasted
Usage Using Reference Sources Spelling Rules Commonly Confused Words

Collection 1: Chasing Success

Collection 1 Academic Vocabulary: accumulate, appreciation, counterfactual, perseverance, metaphor

Primary CCSS in Collection 1: RL 1, RL 2, RL 3, RL 4, RL 5, RL 7, RL 10, W 1, W 2, W 3a, W 4, W 5, W 6, SL 1a–d, SL 3, SL 4, SL 6, L 1, L 7, L 10, L 11, L 4a–e

Selection / Feature Title Critical Analysis (primary Instructional CCSS) Performance Task Critical Vocabulary Words / Vocabulary Strategy Language and Style

ANCHOR TEXT ESSAY
Essay: The Secret to Raising Smart Kids by Carol S. Dweck
Analysis of Structure: Argument RI 5, RI 10 Writing Activity: Examine W 4

MEDIA ANALYSIS
Graduation Speech Don’t Eat Peanut Butter by Michael Lewis

SCIENCE ARTICLE
Support Inferences RL 1
Writing Activity: Letter W 3d

ANCHOR TEXT NOVEL
A Walk to the Jetty from Annie John by Jamaica Kincaid
Support Inferences RL 1, RL 10
Writing Activity: Examine W 3d

DRAMA
by Eugene O’Neill
Analyze Drama Elements: Conflict RI 3
Speaking Activity W 4, SL 1a

COMPARE TEXT AND MEDIA:
Media Versions of Ile
Opera
A Media Activity: Set Design SL 4

COLLECTION 1 PERFORMANCE TASKS:
A Deliberate an Issue SL 1a–d, SL 3
B Write a Compare-Contrast Essay W 2, W 4, W 5, W 6, W 9

Grade 12
hmhco.com/collections

Grade 11
hmhco.com/collections
Standards Trace
Grade 12

Collection 2: Gender Roles

Collection 2 Academic Vocabulary: bias, complementary, exploit, inclinations, predominance

Selection / Feature Title

Critical Analysis (primary instructional CCSS)

Performance Task

Critical Vocabulary Words / Vocabulary Strategy

Language and Style

ANCHOR TEXT

NARRATIVE POEM
The Wife of Bath’s Tale
by Geoffrey Chaucer

Analyze Structure: Frame Story RL 2
Analyze Story Elements: Narrator RL 3

Writing Activity: Character Analysis W 4

preamble, sovereignty, rebuke, bequeath, virtue

Usage: L 1, L 1b

SHORT STORY
Modern Style
by Mohammed Naseehu Ali

Analyze Structure: Setting RL 3
Support Inference: Draw Conclusions RL 1

Writing Activity: Description W 3d, W 4, W 10, SL 1

paraphrasing, pugnacious, admonition, extricate, naive

Consult a Dictionary L 4c, L 4d

POEM
My Father’s Absence
by Shirley Geok-lin Lim

Determine Figurative Meanings RL 4, L 5a

Speaking Activity: Oral Interpretation SL 6

none

POLITICAL ARGUMENT
A Vindication of the Rights of Woman
by Mary Wollstonecraft

Analyze Structure: Counterarguments RI 2, RI 10
Analyze Style: Rhetorical Devices RI 6

Speaking Activity: Oral Presentation SL 6

vindication, abrogate, susceptibility, congenial, dissimulation

Multiple Meanings L 4c, L 4d

ESSAY
The Lowest Animal
by Mark Twain

Author’s Purpose: Satire RL 2, RI 6

Speaking Activity: Lecture SL 2, SL 6

disposition, caliber, transition, atrocious

Nonsense in Word Meaning L 4c, L 5b

Anaphora and Paradox L 3a

COMPARE MEDIA:
News Coverage of a Women’s Rights Campaign

ONLINE ARTICLE
In a Scattered Protest, Saudi Women Take the Wheel
by Neil MacFarquhar and Dian Salih Emer

Summarize the Text RI 2
none

NEWS VIDEO
Saudi Women defy Driving Ban
Analyze Ideas and Events RI 3
none

ANCHOR TEXT
ESSAY
The Men We Carry in Our Minds
by Scott Russell Sanders

Determine Author’s Point of View RI 6
Determine Central Ideas RI 2

Speaking Activity: Debate W 1, SL 3, SL 4

discredited, acrid, marginal, savvy

Context Clues L 4a

COLLECTION 2 PERFORMANCE TASKS:

- English Information Essay RI 3, W 4, W 10
- Participate in a Group Discussion SL 1a–d

Collection 2 continued

Primary CCSS in Collection 2:

- RL 1, RL 2, RL 4, RL 5, RI 2, RI 3, RI 5, RI 6, RI 7, RI 10
- W 2, W 4d, W 9, W 10
- SL 1a–d, SL 2, SL 3, SL 4, SL 5, SL 6
- L 1, L 1a, L 1d, L 3a, L 4b, L 4c, L 4d, L 5a

Grade 12
Collection 3: Voices of Protest

Collection 3 Academic Vocabulary: controversy, convince, ethics, radical, tension

Grade 12

Selection / Feature Title | Critical Analysis (primary instructional CCSS) | Performance Task | Critical Vocabulary Words / Vocabulary Strategy | Language and Style
--- | --- | --- | --- | ---
**ANCHOR TEXT**
**SPEECH**
Speech on the Vietnam War, 1967 by Martin Luther King Jr.
Delineate and Evaluate an Argument: Inductive Reasoning II 8
Writing Activity: Review W 9b
facile, evasinate, mendacious, existential, insurgency, separatist, moderate, adamantine
Suffix L 4b
Imperative Mood
L 3

**COMPARE TEXTS**
ESSAY
from The Crisis by Thomas Paine
Analyze Foundational Documents RI 9
Writing Activity: Letter W 4
tyranny, revolution, calamity, signify, acclaim
Clarity Precise Meaning L 4c

ESSAY
from Civil Disobedience by Henry David Thoreau
Delineate and Evaluate an Argument RI 8
Research Activity: Report W 9

ESSAY
The Clan of One-Breasted Women by Terry Tempest Williams
Analyze Foundational Documents RI 9
Support Inferences RI 1
Analyze Ideas and Events: Cause and Effect RI 3
Speaking Activity: Role Play W 2b, SL 1a
anomaly, stic, rampant, appertain
Gerunds and Gerund Phrases L 1, L 3

ESSAY
The Crisis of One-Breasted Women by Terry Tempest Williams
Analyze Foundational Documents RI 9
Support Inferences RI 1
Analyze Ideas and Events: Cause and Effect RI 3
Speaking Activity: Role Play W 2b, SL 1a
anomaly, stic, rampant, appertain
Gerunds and Gerund Phrases L 1, L 3

**COLLECTION 3 PERFORMANCE TASKS:**
A Participate in a Group Discussion: SL 1a–d, SL 4
B Write a Satire: W 1, W 4, W 5, W 9
### Grade 12

**Collection 4 Academic Vocabulary:** drama, integrity, mediate, restrain, trigger

#### Collection 4: Seeking Justice, Seeking Peace

**Primary CCSS in Collection 4:**
- RL 2, RL 3, RL 4, RL 5, RL 6, RL 7, RI 1, RI 2, RI 3, RI 5,
- W 1, W 2a-e, W 2a-7, W 3d, W 4, W 5, W 8a-b, W 10
- L 1, L 1a, L 1b, L 5, L 6, L 12, L 3, L 1a, L 1b, L 6

**Collection 4 continued**

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<td>COMPARE TEXT AND MEDIA: Film Versions of <strong>Hamlet</strong></td>
<td>Analyze Interpretations of Drama RL 2</td>
<td>Media Activity: Trailer SL 5</td>
<td>none</td>
<td>none</td>
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<tr>
<td>LITERARY CRITICISM Hamlet’s Dull Revenge by René Girard</td>
<td>Analyze Structure: Argument RL 5</td>
<td>Writing Activity: Argument W 1</td>
<td>genre, double entendre, entail, emulation, hierarchy Domain-Specific Words and Phrases L 0</td>
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**SHORT STORY** **Tell Them Not to Kill Me!** by Juan Rulfo

- Analyze Structure RL 5
- Analyze Point of View: Irony RL 6

**ANCHOR TEXT FEATURE ARTICLE** Blocking the Transmission of Violence by Alex Kotlowitz

- Analyze Ideas and Events: IR 3
- Support Inferences: Draw Conclusions RI 1

**POEM** **Hatred** by Wisława Szymborska

- Determine Figurative Meanings: Personification RL 4, L 1a

**COLLECTION 4 PERFORMANCE TASKS:**
- Write an Analytical Essay: W 2a-e, W 4, W 5, W 8a-b
- Write an Argumentative Essay: W 1a, W 4, W 5, W 8a-b

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<tr>
<td><strong>Collection 5 Academic Vocabulary:</strong></td>
<td><strong>Primary CCSS in Collection 5:</strong></td>
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<tr>
<td>assurance, concise, collapse, devote, vision</td>
<td>RL 1, RL 3, RL 4, RL 5, RI 2, RI 6, RI 8</td>
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<td>W 1, W 2, W 3a–b, L 1, L 2, L 3, L 4a, L 5b, L 6</td>
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<td><strong>Collection 6 Academic Vocabulary:</strong></td>
<td><strong>Primary CCSS in Collection 6:</strong></td>
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<td>encounter, intensity, restore, theme,</td>
<td>RL 1, RL 3, RL 5, RL 9, RI 1, RI 4, RI 6, RI 7, RI 10</td>
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<td>W 2, W 3a–e, W 4, W 5, W 3a–b, L 1, L 2, L 3, L 4a–c, L 5a, L 1b, L 6</td>
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<th>Performance Task</th>
<th>Critical Vocabulary Words / Vocabulary Strategy</th>
<th>Language and Style</th>
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<td><strong>ANCHOR TEXT</strong></td>
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<td>EPIC POEM</td>
<td>Analyze Story Elements: Characteristics of an Epic RL 3</td>
<td>Writing Activity: Comparison W 2</td>
<td>attention, purgatory, threat, pilgrimage, lievithome</td>
<td>Mood L 3</td>
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<td>from Beowulf</td>
<td>Language: Old English Poetry RL 4</td>
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<td>Homophones L 4a</td>
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<td>SPEECH</td>
<td>Evaluate and Evaluate an Argument RI 8</td>
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<td>Exploration of the Space Shuttle Challenger</td>
<td>Address to the Nation</td>
<td>by Ronald Reagan</td>
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<td>SHORT STORY</td>
<td>Determine Themes RL 2</td>
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<td>The Deep</td>
<td>Language: Storytelling RL 3</td>
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<td>SCIENCE ARTICLE</td>
<td>Summarize the Text RI 2</td>
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<td>The Mosquito Solution</td>
<td>Support Inferences: Draw Conclusions RI 1</td>
<td>Written Activity: Argument W 1</td>
<td>Initial, antagonistic, pancreas, progeny, ancillary, benign</td>
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<td><strong>COLLECTION 5 PERFORMANCE TASK:</strong></td>
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<td>Present a Speech</td>
<td>W 3a–b, RL 4</td>
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<td>ESSAY</td>
<td>Analyze Style RI 6</td>
<td>Writing Activity: Essay W 3a, W 3e</td>
<td>supposition, talon, inexplicably, ignobly</td>
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<td>Living Like Weasels</td>
<td>Determining Figurative Meanings RL 4, L 5a</td>
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<td>Domain-Specific Words L 6</td>
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<td>by Annie Dillard</td>
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<td>POEM</td>
<td>Demonstrate Knowledge of Foundational Works RL 9</td>
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<td>Wild Pheasants</td>
<td>Analysis Structure RL 5</td>
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<td>Integrative and Evaluative Information RL 7</td>
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<td>Media Activity: Art Analysis SL 5</td>
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<td>Being Here: The Art of Dan Horgan</td>
<td>Integribale and Evaluative Information RL 10</td>
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<td>directed by Russ Spencer</td>
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<td>The Hermit's Story</td>
<td>Determine Themes RL 2, RL 10</td>
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<td>fabricate, tutelage, tentatively, subterranean, insipid</td>
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<tr>
<td>by Rick Bass</td>
<td>Analyze Structure: Frame Story RL 5</td>
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<td>Cornell's Thesaurus L 4a, L 5b</td>
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<td><strong>COLLECTION 6 PERFORMANCE TASK:</strong></td>
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<td>Write a Personal Narrative</td>
<td>W 3a–e, W 4, W 5, W 5a–b</td>
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### Student Resources

#### Performance Task Reference Guide

| Writing Arguments                  | W 1a-e, L 3a |
| Writing Informative Texts          | W 2a-f     |
| Writing Narrative                  | W 3a-n     |
| Conducting Research                | W 2a-f, W 7, W 8 |
| Participating in Collaborative Discussions | SL 1a-d |
| Debating an Issue                  | SL 1a-d, SL 3, SL 4 |

#### Reading Arguments

- Analyzing an Argument
- Recognizing Persuasive Techniques
- Analyzing Logic and Reasoning
- Identifying Fallacious Reasoning
- Evaluating Persuasive Tests
- Strategies for Evaluating Evidence
- Strategies for Evaluating an Argument

#### Grammar

- Quick Reference:
  - Parts of Speech: Nouns, Pronouns, Verbs, Modifiers, Prepositions, Conjunctions, and Interjections, The Sentence and Its Parts
  - Punctuation: Capitalization
  - The Sentence and Its Parts

- Grammar Handbook:
  - Phrases: Verbals and Verbal Phrases, Subjects and Verbs Agreement
  - Clauses: Subject Verb Agreement

#### Vocabulary and Spelling

- Using Context Clues
- Analyzing Word Structure
- Understanding Word Origins
- Understanding the English
- Language: Homonyms and Homophones, Words with Multiple Meanings, Specialized Vocabulary, Preferred and Contested
- Usage: Using Reference Sources, Spelling Rules, Commonly Confused Words
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