

Correlation of Materials to Louisiana Comprehensive Curriculum

Language of Literature	Writers INC Handbook	Reader’s Handbook	Supplementary Materials
<p>Vocabulary Log (ongoing) Building a Stronger Vocabulary: 126 Interpreting Analogies: 254 Analyzing Word Parts: 444, 1130 Using Word Origins to Learn New Words: 550 Comprehending Words with Multiple Meanings: 630 Recognizing Denotations and Connotations: 908</p> <p>Grammar/Usage Mini-lessons (ongoing)</p> <p>Ongoing Writing Prompts to Make Real-Life Connections and to Assess Understanding</p>	<p>Improving vocabulary: 277-284, P. G. Diction: 234, W. I.; 51, P. G. Related forms of words: 371, W. I., 280, P. G.</p> <p>Analogous sentences: 431, W. I.</p> <p>Writing to Learn: 397, W. I. Personal Responses to Literature: 215, W. I.</p>	<p>Improving Vocabulary: 657 Word Families: 676 Word Roots: 762</p> <p>Connect to Reading: 41</p>	<p>This standards-based lesson site contains useful resources and ideas for teaching vocabulary: http://www.readwritethink.org/lessons/lesson_view.asp?id=20 (Using a Word Journal to Create a Personal Dictionary)</p>
<p>1 The Civil War Period “Conflict and Expansion,” 556 Writing a Research Report, 983 Evaluating Sources, 1296 <i>Reading and Critical Thinking Transparencies</i> Cause-Effect: 1 Interaction Chart: 53 Inquiry and Research: 26-45 Events and Consequences: 57 <i>Communications Transparencies and Copymasters</i> Formal Presentations: 10</p>	<p>Cause and Effect: 363, W. I. Cause-Effect Organizer: 708, P. G. Researching on the Net: 332, W. I. Keeping Track of Your Sources: 230, P. G.</p>	<p>Looking for Cause-Effect: 716 Evaluating Sources: 706 The Basics of Research: 692</p>	<p>Numerous Web-related activities to support the work of this unit are available at: www.classzone.com Teacher and student keys are listed on the inside cover of the teacher’s edition of <i>The Language of Literature</i>. http://sunsite.utk.edu/civil-war/warweb.html http://www.cwc.lsu.edu/ http://civilwarmini.com/ http://civilwar.si.edu/</p>
<p>2 Journals and Letters from Civil War Experience “Voices from the Times,” 559 “Letter to Sarah Ballou,” 590 Robert E. Lee: “Letters to his Family: To his Wife, To his Son,” Electronic Library Author’s Purpose: 1245 Mood: 1257</p>		<p>Tone and Mood: 385 Reading with Purpose: 194, 200 Questioning the Author: 724 Style: 307</p>	<p>http://www.civil-war.net/</p>

<p>2 Journals and Letters from Civil War Experience (continued) Tone: 1266 <i>Literary Analysis Transparencies</i> Historical Narrative: 1 Tone: 19 Style, Voice: 23 <i>Reading and Critical Thinking Transparencies</i> Making Inferences: 7 Determining Author’s Purpose and Audience: 19 Author’s Bias: 22</p>			
<p>3 Analyzing “The Gettysburg Address” “The Gettysburg Address,” 605 <i>Unit 4 Resource Book: 21-25</i> <i>Communications Transparencies and Copymasters</i> Listening Process: 1 <i>Literary Analysis Transparencies</i> Tone: 19 Style, Voice: 23 <i>Writing Transparencies and Copymasters</i> Levels of Language: 12 Effective Language: 13 <i>Reading and Critical Thinking Transparencies</i> Organizational Chart: 51, 52</p>	<p>Speech Skills: A Closer Look at Style: 431, W. I.</p>	<p>Focus on Speeches: 239 Evaluating the Speech: 244</p>	<p>http://www.nps.gov/gett/getttour/main-ms.htm http://www.authentichistory.com/ Standards-based resources and ideas are available at: http://www.readwritethink.org/lessons/lesson_view.asp?id=885 (Myth and Truth: “The Gettysburg Address”)</p>
<p>5 Novel or Short Story Analysis “An Occurrence at Owl Creek Bridge,” 580 <i>Unit 4 Resource Book: 11-15</i> “A Mystery of Heroism,” 593 <i>Unit 4 Resource Book: 16-20</i> <i>Reading and Critical Thinking Transparencies</i> Noting Details: 9 Evaluating Story Elements: 6 Analyzing Text Structure: 17 <i>Writing Transparencies and Copymasters</i></p>	<p>Writing a Literary Analysis: 227, W. I. Limited Literary Analysis: 209, P. G. Multi-media Reports: 432, W. I.</p>	<p>Reading a Short Story: 237 Elements of Fiction: 366</p>	<p><i>Jubilee</i> is available from McDougall Littell as part of the Literature Connections series. <i>Killer Angels</i> is available from Random House/Ballantine Books for \$7.99. ISBN: 0345348109</p>

<p>5 Novel or Short Story Analysis (continued) Eyewitness Report: 25 Literary Interpretation: 30</p>			
<p>6 Spirituals “Go Down, Moses” “Swing Low, Sweet Chariot,” Electronic Library <i>Literary Analysis Transparencies</i> Literary Devices: 12 Social Conflict Issues: 14 Literary Interpretation: 30</p>	<p>Limited Literary Analysis: 209, P. G.</p>		<p>http://xroads.virginia.edu/~HYPER/TWH/TWH_front.html http://www.pbs.org/wgbh/amex/singers/sfeature/songs.html http://www.negrospirituals.com/song.htm</p>
<p>7 Analyzing the Autobiography of Frederick Douglass <i>Narrative of the Life of Frederick Douglass</i>, 562 <i>Unit 4 Resource Book</i>: 4-8 Diction: 1249 Style: 1265 <i>Reading and Critical Thinking Transparencies</i> Notetaking: 40 Analyzing Emotional Appeals: 18 Determining Author’s Purpose and Audience: 19 Evaluating Argumentation: 20, 21 Compare and Contrast: 15 Comparing Author’s Views: 23 <i>Literary Analysis Transparencies</i> Theme in Nonfiction: 22</p>	<p>Diction: 234, W. I. Essay of Comparison: 202, W. I.</p>	<p>Style: 307 Reading a Memoir: 210 Using Graphic Organizers: 361</p>	<p>www.pbs.org/wgbh/aia/part4/4p1539.html http://memory.loc.gov/ammem/doughtml/doughome.html http://www.nps.gov/frdo/freddoug.html</p>
<p>8 The Poetry of Walt Whitman “I Hear America Singing” “I Sit and Look Out,” 596 “O Captain! My Captain!” “A Noiseless Patient Spider,” Electronic Library <i>Unit 3 Resource Book</i>: 26-27 <i>Literary Analysis Transparencies</i> Form in Poetry: 11 Poetic Devices: 12 <i>Reading and Critical Thinking Transparencies</i> Making Generalizations: 14 Figurative Language and Sound Devices: 15</p>	<p>Reading Poetry: 366, W. I.</p>	<p>Reading Poetry: 387</p>	<p>http://memory.loc.gov/ammem/collections/whitman/index.html http://www.wsu.edu/~campbelld/amlit/whitman.htm www.waltwhitman.org/</p>

<p>8 The Poetry of Walt Whitman (continued) Reading for Details: 16 Analyzing Text Structure: 17 Literary Interpretation: 30</p>			
<p>9 The Poetry of Emily Dickinson Various poems, 746 “I taste a liquor never brewed,” Electronic Library <i>Unit 5 Resource Book:</i> 4-5 Imagery: 1253 Figurative Language: 1251 Theme: 1266 <i>Reading and Critical Thinking</i> <i>Transparencies</i> Notetaking: 40 <i>Literary Analysis Transparencies</i> Form in Poetry: 11 Poetic Devices: 12 <i>Communications Transparencies and Copymasters</i> Appreciative Listening: 2 Evaluating Roles in Groups: 8 Formal Presentations: 10</p>	<p>Limited Literary Analysis: 209, P. G.</p>	<p>Reading Poetry: 387 Elements of Poetry: 423</p>	<p>www.gonzaga.edu/faculty/campbell/enl311/dickinson.htm www.emilydickinsonmuseum.org/ http://www-unix.oit.umass.edu/~emilypg/index1.html</p>