

## Correlation of Materials to Louisiana Comprehensive Curriculum

Language of Literature	Writers INC Handbook	Reader’s Handbook	Supplementary Materials
<p><b>Vocabulary log</b> (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><b>Grammar/Usage Mini-Lessons</b> (ongoing)            Split Infinitives: 1340</p> <p><b>Ongoing Writing Prompts to Make Real-Life Connections and to Assess Understanding</b></p>	<p>Diction: 234, W. I.; 51, P. G.            Related forms of words: 371, W. I., 280, P. G.            Analogous sentences: 431, W. I.</p> <p>Quotation Marks for Secondary Quotations: 469, W. I.; 341-344, 507, P. G.            Parentheses: 471, W. I.; 356, P. G.            Internal Capitalization: 475-477, W. I.; 357-362, 510, P. G.            Subjunctive Mood: 512.1, 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:  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=20">http://www.readwritethink.org/lessons/lesson_view.asp?id=20</a> (Using a Word Journal to Create a Personal Dictionary)</p>
<p><b>1 Researching the National Period</b>  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>            Noting Details: 9            Making Generalizations: 14            Inquiry and Research: 26-45  <i>Communications Transparencies and Copymasters</i>            Formal Presentations: 10</p>	<p>Note-taking Skills: 392, 394 W. I.            Researching on the Internet: 332, W. I.            Writing a Summary: 403, W. I.            Graphic Organizers: 48, 359, W. I. 708, P. G.</p>	<p>The Basics of Research: 692</p>	<p>Numerous Web-related activities to support the work of this unit are available at:  <a href="http://www.classzone.com">www.classzone.com</a>            Teacher and student keys are listed on the inside cover of the teacher’s edition of <i>The Language of Literature</i>.  <a href="http://vlib.iue.it/history/USA/ERAS/national.html">http://vlib.iue.it/history/USA/ERAS/national.html</a>  <a href="http://www.monticello.org/library/links/earlynat.html">http://www.monticello.org/library/links/earlynat.html</a>  <a href="http://wilderness.nps.gov/idea3.cfm">http://wilderness.nps.gov/idea3.cfm</a>  <a href="http://americanart.si.edu/search/search_artworks.cfm">http://americanart.si.edu/search/search_artworks.cfm</a></p>
<p><b>2 Washington Irving</b>            “The Devil and Tom Walker,” 349  <i>Unit 3 Resource Book: 6-10</i>  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>            Notetaking: 4            Story Elements: 6</p>	<p>Write About Literature—            Transformation: 705, P. G.            Story Writing: 168, W. I.</p>	<p>Reading Fiction: 266            Fiction Organizers: 278</p>	<p><a href="http://www.hudsonvalley.org/education/Background/abt_irving/abt_irving.html">http://www.hudsonvalley.org/education/Background/abt_irving/abt_irving.html</a>  <a href="http://www.glencoe.com/sec/literature/course/course1/unit/folktale.shtml">http://www.glencoe.com/sec/literature/course/course1/unit/folktale.shtml</a></p>

<p><b>2 Washington Irving</b> (continued)  <i>Literary Analysis Transparencies</i>  Characterization: 6  Character: 7  Setting: 13  Multiple Conflicts (adapt for assignment): 15  Legends, Myths, Folktales: 24  <i>Writing Transparencies and Copymasters</i>  Short Story: 29</p>			
<p><b>3 William Cullen Bryant’s “Thanatopsis”</b>  “Thanatopsis,” Electronic Library  Elegy: 1249  Blank Verse: 1246  <i>Reading and Critical Thinking Transparencies</i>  Reading for Details: 16  <i>Writing Transparencies and Copymasters</i>  Literary Interpretation: 30</p>	<p>Reading Poetry: 366, W. I.  Poetry Terms: 242, W. I.  Latching on to Key Words: 287, P. G.  Paraphrasing: 217, P. G.</p>	<p>Reading Poetry: 388  Paraphrasing: 722</p>	<p><a href="http://www.vcu.edu/engweb/webtexts/Bryant/thanatopsis.html">http://www.vcu.edu/engweb/webtexts/Bryant/thanatopsis.html</a>  <a href="http://www.wvu.edu/~lawfac/jelkins/lp-2001/bryant.html">http://www.wvu.edu/~lawfac/jelkins/lp-2001/bryant.html</a></p>
<p><b>4 Transcendentalism</b>  Celebrations of the Self: 340  <i>Reading and Critical Thinking Transparencies</i>  Inquiry and Research: 26-45  <i>Writing Transparencies and Copymasters</i>  Topic Sentences and Thesis Statements: 6  Achieving Unity: 7  Achieving Coherence: 8  Transitional Words: 9</p>	<p>Paraphrasing: 217, P. G.  Revising: 59, W. I.  Parallel Structure: 486, P. G.  Editing and Proofreading: 75, W. I.</p>	<p>Paraphrasing: 722</p>	<p><a href="http://www.vcu.edu/engweb/transcendentalism">www.vcu.edu/engweb/transcendentalism</a>  Standards-based resources and ideas are available at :  <a href="http://www.readwritethink.org/lessons/lessonview.asp?id=320">http://www.readwritethink.org/lessons/lessonview.asp?id=320</a> (Exploring Transcendentalism Through Popular Culture)</p>
<p><b>5 Emerson and Transcendentalism</b>  Poems by Emerson, Electronic Library from <i>Self Reliance</i>: 363  <i>Unit 3 Resource Book</i>: 11-15  <i>Reading and Critical Thinking Transparencies</i>  Determining Author’s Purpose and Audience: 19  Determining Author’s Bias: 22</p>	<p>Using a Note-taking Guide: 394, W. I.  Comparison/Contrast: 361, W. I.  Venn Diagram: 712, P. G.  Personal Response to Literature—Dialogue: 218, W. I.</p>	<p>Venn Diagram: 756  Cornell Notes: 81</p>	<p><a href="http://emerson.thefreelibrary.com/">http://emerson.thefreelibrary.com/</a></p>

<p><b>5 Emerson and Transcendentalism</b> (continued) <i>Writing Transparencies and Copymasters</i> Compare-Contrast: 31, 32 Dialogue: 24</p>			
<p><b>6 Thoreau and Walden Pond</b> from <i>Walden</i>: 381 <i>Unit 3 Resource Book</i>: 21-25 <i>Reading and Critical Thinking Transparencies</i> Notetaking: 40 <i>Writing Transparencies and Copymasters</i> Generating Ideas: 1 Identifying Writing Variables: 2 Strategies for Proofreading: 4</p>	<p>Note-taking Charts: 719, P. G. Limited Literary Analysis: 212, P. G. Writing a Literary Analysis: 227, W. I.</p>	<p>Double-entry Journal: 174</p>	<p><a href="http://thoreau.eserver.org/thoreau.html">http://thoreau.eserver.org/thoreau.html</a> <a href="http://loper.org/~george/interests/housing/thoreau.html">http://loper.org/~george/interests/housing/thoreau.html</a></p>
<p><b>7 Thoreau’s “Of Civil Disobedience”</b> from “Of Civil Disobedience”: 369 <i>Unit 3 Resource Book</i>: 16-20 <i>Reading and Critical Thinking Transparencies</i> Using an Outline: 43 Sequence Chain: 49 Evaluating Argumentation: 20, 21</p>	<p>Thinking Through an Argument: 118, W. I. Writing a Summary: 403, W. I.</p>	<p>Argument Chart: 739 Reading Critically: 229</p>	<p><a href="http://texaspolitics.laits.utexas.edu/html/ig/features/0607_01/slide3.html">http://texaspolitics.laits.utexas.edu/html/ig/features/0607_01/slide3.html</a> <a href="http://www.nobelprizes.com/nobel/peace/MLK-jail.html">www.nobelprizes.com/nobel/peace/MLK-jail.html</a></p>
<p><b>8 Hawthorne’s Short Stories</b> “The Minister’s Black Veil,” Electronic Library Allegory: 1244 <i>Reading and Critical Thinking Transparencies</i> Evaluating Story Elements: 6 <i>Literary Analysis Transparencies</i> Characterization: 6 Character: 7 Setting: 13 Conflicts/Themes: 15</p>	<p>Evaluation Collection Grid: 711 P. G.</p>	<p>Reading a Short Story: 267 Fiction Organizers: 278</p>	<p><a href="http://guweb2.gonzaga.edu/faculty/campbell/n1311/hawthor.htm">http://guweb2.gonzaga.edu/faculty/campbell/n1311/hawthor.htm</a> <a href="http://www.ibiblio.org/eldritch/nh/hawthorne.html">http://www.ibiblio.org/eldritch/nh/hawthorne.html</a></p>
<p><b>9 Hawthorne’s <i>The Scarlet Letter</i></b></p>	<p>Academic Writing: 200, W. I. Process, Comparison, Cause-Effect, Definition, and Problem-Solution essays Writing a Literary Analysis, 227, W. I.</p>		<p><i>The Scarlet Letter</i> is available from McDougall Littell as a part of the Literature Connections series. Standards-based resources and ideas for responding to <i>The Scarlet Letter</i> are available at: <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=320">http://www.readwritethink.org/lessons/lesson_view.asp?id=320</a> (Become a Character: Adjectives, Character Traits, and Perspective)</p>

<p><b>9 Hawthorne's <i>The Scarlet Letter</i></b> (continued)</p>			<p>and  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=320">http://www.readwritethink.org/lessons/lesson_view.asp?id=320</a> (Graffiti Wall: Discussing and Responding to Literature Using Graphics)</p>
<p><b>10 Poetry of Edgar Allan Poe</b>  "The Raven": 466  <i>Unit 3 Resource Book: 56-60</i>  <i>Literary Analysis Transparencies</i>  Mood: 18  Tone: 19  <i>Writing Transparencies and Copymasters</i>  Literary Interpretation: 30</p>	<p>Reading Poetry: 366, W. I.</p>	<p>Reading Strategies for Poetry: 392</p>	<p><a href="http://www.columbia.edu/acis/textarchive/rare/76.html">http://www.columbia.edu/acis/textarchive/rare/76.html</a>  <a href="http://www.poemuseum.org/">http://www.poemuseum.org/</a>  A standards-based lesson on Poe's use of sound is available at:  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=909">http://www.readwritethink.org/lessons/lesson_view.asp?id=909</a> (Onomatopoeia: A Figurative Language Mini-lesson)</p>
<p><b>11 Poe and the Gothic Tradition</b>  "The Masque of the Red Death," 454  <i>Unit 3 Resource Book: 51-55</i>  "The Fall of the House of Usher," 473  <i>Unit 3 Resource Book: 61-65</i>  American Gothic: 446  Imagery: 1253  Figurative language: 1251  <i>Reading and Critical Thinking Transparencies</i>  Evaluating Story Elements: 6  <i>Writing Transparencies and Copymasters</i>  Figurative Language and Sound Devices: 15</p>	<p>Reading Fiction: 365, W. I.</p>	<p>Using Graphic Organizers for Theme: 347</p>	