

### Correlation of Materials to Louisiana Comprehensive Curriculum

Language of Literature	Writers INC Handbook	Reader's Handbook	Supplementary Materials
<p><b>Vocabulary Log</b> (ongoing)</p> <p>Building a Stronger Vocabulary: 126</p> <p>Interpreting Analogies: 254</p> <p>Analyzing Word Parts: 444, 1130</p> <p>Using Word Origins to Learn New Words: 550</p> <p>Comprehending Words with Multiple Meanings: 630</p> <p>Recognizing Denotations and Connotations: 908</p> <p><b>Grammar/Usage Mini-Lessons</b> (ongoing)</p> <p><b>Ongoing Writing Prompts to Make Real-Life Connections and to Assess Understanding</b></p>	<p>Improving vocabulary, 277-284, P. G.</p> <p>Diction: 234, W. I.; 51, P. G.</p> <p>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.</p> <p>Personal Responses to Literature: 215, W. I.</p>	<p>Improving vocabulary: 657</p> <p>Word Families: 676</p> <p>Word Roots: 762</p> <p>Connect to Reading: 41</p>	<p>This standards-based lesson site contains useful resources and ideas for teaching vocabulary:</p> <p><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 Reconstruction and the Rise of Realism and Naturalism</b></p> <p>Setting in Regional Literature: 636</p> <p>Multimedia author study example: 939</p> <p>Making Multimedia Presentations: 1304</p> <p><i>Reading and Critical Thinking</i></p> <p><i>Transparencies</i></p> <p>Determining Author's Purpose and Audience: 19</p> <p>Determining Author's Bias: 22</p> <p>Inquiry and Research: 26-45</p> <p><i>Communications Transparencies and Copymasters</i></p> <p>Formal Presentations: 10</p>	<p>Researching on the Internet: 332, W. I.</p> <p>Keeping Track of Your Sources: 230, P. G.</p> <p>Multimedia Reports: 433, W. I.</p> <p>Research Report Writing: 215, P. G.</p>	<p>Doing Research: 691</p> <p>Documentation: 710</p>	<p>Numerous Web-related activities to support the work of this unit are available at:</p> <p><a href="http://www.classzone.com">www.classzone.com</a></p> <p>Teacher and student keys are listed on the inside cover of the teacher's edition of <i>The Language of Literature</i>.</p> <p><a href="http://www.ncteamericancollection.org/amer_realism.htm">www.ncteamericancollection.org/amer_realism.htm</a></p> <p><a href="http://faculty.pittstate.edu/~knichols/realist.html">http://faculty.pittstate.edu/~knichols/realist.html</a></p>
<p><b>2 Edgar Lee Masters: Spoon River Anthology</b></p> <p>Preparing to Read: 824</p> <p>"Lucinda Matlock": 827</p>			<p>Texts of other poems available at:</p> <p><a href="http://www.bartleby.com/84/index1.html">http://www.bartleby.com/84/index1.html</a></p>

<p><b>3 Kate Chopin</b>  “The Story of an Hour,” 783  Characteristics of Local Color: 636  Social Themes in Fiction: 763  Writing Workshop—Short Story: 544  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>  Notetaking: 40  Evaluating Story Elements: 6  Noting Details: 9  Analyzing Text Structure: 17  Organizational Chart: 51, 52  Spider Map: 47  <i>Literary Analysis Transparencies</i>  Social Conflict/Issues: 14  <i>Communications Transparencies and Copymasters</i>  Storyboard Template—Television (can be adapted): 38  Scene Location and Time Chart: 39  <i>Writing Transparencies and Copymasters</i>  Short Story: 29  <i>Literary Analysis Transparencies</i>  Setting: 13</p>	<p>Story Writing: 168, W. I.  Fictionalized Imitation: 164, P. G.</p>	<p>Close Reading for Setting: 325  Reading a Short Story: 267  Time Line: 755  Focus on Theme: 345</p>	<p><a href="http://guweb2.gonzaga.edu/faculty/campbell/enl311/chopin.htm">http://guweb2.gonzaga.edu/faculty/campbell/enl311/chopin.htm</a>  <a href="http://www.pbs.org/katechopin/">www.pbs.org/katechopin/</a></p>
<p><b>5 The Short Stories of Mark Twain</b>  Author study begins on page 654. See Integrated Technology and other lesson resources on page 658.  “The Notorious Jumping Frog of Calaveras County”: 679  “Life on the Mississippi”: 669</p>			<p>Standards-based resources on teaching Twain available at:  <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=327">http://edsitement.neh.gov/view_lesson_plan.asp?id=327</a> (Mark Twain and American Humor)  <a href="http://etext.lib.virginia.edu/railton/index2.html">http://etext.lib.virginia.edu/railton/index2.html</a></p>
<p><b>7 Mark Twain and <i>The Adventures of Huckleberry Finn</i></b>  <i>This novel is available as part of the Literature Connections series.</i></p>			
<p><b>8 Character Analysis of Huckleberry Finn</b>  <i>Literary Analysis Transparencies</i>  Characterization: 6</p>	<p>Limited Literary Analysis: 209, P. G.</p>		<p>The activities, resources, and ideas in this standards-based lesson plan can be adapted for <i>Huckleberry Finn</i>:  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=168">http://www.readwritethink.org/lessons/lesson_view.asp?id=168</a> (Become a Character: Adjectives, Character Traits, and Perspective)  and</p>

<p><b>8 Character Analysis of Huckleberry Finn</b> (continued)</p>			<p><a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=208">http://www.readwritethink.org/lessons/lesson_view.asp?id=208</a> (Graffiti Wall: Discussing and Responding to Literature Using Graphics)</p>
<p><b>9 The Use of Realism and Naturalism in the Short Stories or Poetry of Stephen Crane or Jack London</b>          “The Open Boat,” Electronic Library  <i>“A Mystery of Heroism”</i>: 593  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>          Evaluating Story Elements: 6          Notetaking: 40          Open-Ended Question Frame: 59</p>	<p>Setting Up Your Notes: 719, P. G.          5 W’s Chart: 713, P. G.          Eyewitness Account: 158, W. I.</p>	<p>Organization of News Stories: 188          Fiction Organizer: 278</p>	<p>Crane’s poems are available online at:  <a href="http://www.americanpoems.com/poets/stephen_crane/">http://www.americanpoems.com/poets/stephen_crane/</a>            “To Build a Fire” is available online from:  <a href="http://www.pagebypagebooks.com/Jack_London/To_Build_a_Fire/">http://www.pagebypagebooks.com/Jack_London/To_Build_a_Fire/</a></p>
<p><b>10 Poetry of Paul Laurence Dunbar</b>          “We Wear the Mask,” 835  <i>Unit 5 Resource Book</i>: 32-33  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>          Noting Details: 9  <i>Literary Analysis Transparencies</i>          Form in Poetry: 11          Poetic Devices: 12          Style and Voice: 23</p>	<p>Reading Poetry: 366, W. I.</p>	<p>Reading Strategies for Poetry: 392</p>	<p>Standards-based resources and ideas for teaching “We Wear the Mask” are available at:  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=395">http://www.readwritethink.org/lessons/lesson_view.asp?id=395</a> (Behind the Mask: Exploring Culture and Self Through Art and Poetry)  <a href="http://www.dunbarsite.org/">http://www.dunbarsite.org/</a></p>
<p><b>11 Edward Arlington Robinson</b>          “Richard Cory,” 830  <i>Unit 5 Resource Book</i>: 30-31  <i>Reading and Critical Thinking</i>  <i>Transparencies</i>          Notetaking: 40  <i>Literary Analysis Transparencies</i>          Compare/Contrast Conflicts and Themes: 16  <i>Writing Transparencies and Copymasters</i>          Compare and Contrast: 31, 32</p>	<p>Writing About Literature: 215, W. I.</p>	<p>Irony: 376          Reading Strategies for Poetry: 392</p>	<p><a href="http://www.pbs.org/wnet/ihas/poet/robinson.html">http://www.pbs.org/wnet/ihas/poet/robinson.html</a>            “Richard Cory” by Simon and Garfunkel is available on <i>Sounds of Silence</i>, Sony</p>