



# COMMON CORE Skills Navigator Overview

Unit	Scholarship and Commentary	Focus on Literary Forms	Contemporary Connection	Informational Materials
<b>1. From Legend to History: The Old English and Medieval Periods (A.D. 449–1485)</b>	Burton Raffel, “England’s Green, Fertile Land” pp. 14–15; Burton Raffel Introduces <i>Beowulf</i> pp. 36–37; Seamus Heaney Discusses <i>Beowulf</i> pp. 68–69	Defining Epics pp. 34–35	<i>Beowulf</i> : From Ancient Epic to Graphic Novel pp. 76–80	Reading for Information pp. 70–75; Primary Sources pp. 198–213
<b>2. Celebrating Humanity: The English Renaissance Period (1485–1625)</b>	Sir Frank Kermode, “Life in Elizabethan and Jacobean England” pp. 248–249; Sir Frank Kermode Introduces <i>Macbeth</i> pp. 314–315	Defining Drama pp. 308–309	Connecting Elizabeth I, Past and Present pp. 292–295	Primary Sources pp. 282–291; Reading for Information pp. 436–441
<b>3. A Turbulent Time: The Seventeenth and Eighteenth Centuries (1625–1798)</b>	Richard Rodriguez Talks About the Time Period pp. 476–477; Richard Rodriguez Introduces <i>Days of Obligation</i> pp. 689–693	Defining the Essay pp. 678–679	London: Past and Present pp. 582–587	Primary Sources pp. 568–581; Reading for Information pp. 598–603
<b>4. Rebels and Dreamers: The Romantic Period (1798–1832)</b>	Elizabeth McCracken Talks About the Time Period pp. 728–729; Elizabeth McCracken Introduces <i>Frankenstein</i> pp. 756–757	Defining Lyric Poetry pp. 774–775	Frankenstein: Past and Present pp. 768–772	Reading for Information pp. 810–817; Primary Sources pp. 896–909
<b>5. Progress and Decline: The Victorian Period (1833–1901)</b>	James Berry, “Growing up in Colonial Jamaica” pp. 954–955; James Berry Introduces, “From Lucy: Englan’ Lady,” “Time Removed,” and “Freedom” pp. 1052–1059	Defining the Novel pp. 990–991	Connecting Victorian Themes pp. 1060–1061	Reading for Information pp. 1022–1027; Primary Sources pp. 1062–1070
<b>6. A Time of Rapid Change: The Modern and Postmodern Periods (1901–Present)</b>	Anita Desai, “The English Language Takes Root in India” pp. 1134–1135; Anita Desai Introduces “A Devoted Son” pp. 1416–1417	Defining the Contemporary Short Story pp. 1216–1217	Connecting War Writings Past and Present pp. 1280–1283	Primary Sources pp. 1284–1295; Reading for Information pp. 1454–1459

© Common Core State Standards appear in red throughout the Skills Navigator.

Writing Workshop	Speaking and Listening	Language Study	Text Set Workshop	Test-Taking Practice
<b>Narration: Autobiographical Narrative</b> pp. 214–221	<b>Evaluate Persuasive Speech</b> pp. 222–223	<b>Using Dictionaries and Other Resources</b> p. 224	<b>Writing: Argumentative Essay</b> p. 226a <b>Writing: Writing to Sources</b> p. 226a <b>Research: Multimedia Storytelling Event</b> p. 226b <b>Listening and Speaking: Code of Chivalry Panel</b> p. 226b	<b>Reading Test: Natural Science Passage</b> pp. 226–229 <b>Performance Tasks</b> pp. 230–231  
<b>Argumentation: Argumentative Essay</b> pp. 442–449	<b>Deliver a Persuasive Speech</b> pp. 450–451	<b>Words from Mythology</b> p. 452	<b>Writing: Argumentative Essay</b> p. 454a <b>Research: Royal Portfolios</b> p. 454b <b>Listening and Speaking: Roundtable Discussion</b> p. 454b	<b>Critical Reading: Paired Passages</b> pp. 454–457 <b>Performance Tasks</b> pp. 458–459  
<b>Informative Text: Reflective Essay</b> pp. 694–700	<b>Oral Interpretation of a Literary Work</b> pp. 702–703	<b>Etymology: Political Science/History Terms</b> p. 704	<b>Writing: Argumentative Essay</b> p. 706a <b>Writing: Writing to Sources</b> p. 706a <b>Research: Annotated Editions</b> p. 706b <b>Listening and Speaking: Oral Reports</b> p. 706b	<b>Reading Test: Humanities Passage</b> pp. 706–709 <b>Performance Tasks</b> pp. 710–711  
<b>Argumentation: Multimedia Presentation of an Argument</b> pp. 920–927	<b>Analyze a Non-Print Political Advertisement</b> pp. 928–929	<b>Etymology of Scientific, Medical, and Mathematical Terms</b> p. 930	<b>Writing: Argumentative Essay</b> p. 932a <b>Research: Slide Show/Poster Series</b> p. 932b <b>Listening and Speaking: Oral Report</b> p. 932b	<b>Reading Test: Long Reading Passages</b> pp. 932–935 <b>Performance Tasks</b> pp. 936–937  
<b>Research: Historical Investigation Report</b> pp. 1096–1107	<b>Analyze and Evaluate Entertainment Media</b> pp. 1108–1109	<b>Idioms</b> p. 1110	<b>Writing: Argumentative Essay</b> p. 1112a <b>Writing: Writing to Sources</b> p. 1112a <b>Research: Historical Introduction</b> p. 1112b <b>Listening and Speaking: Dialogue</b> p. 1112b	<b>Reading Test: Prose Fiction</b> pp. 1112–1115 <b>Performance Tasks</b> pp. 1116–1117  
<b>Narration: Short Story</b> pp. 1468–1475	<b>Compare Media Coverage of Same Event</b> pp. 1476–1477	<b>Cognates and Borrowed Words</b> p. 1478	<b>Writing: Argumentative Essay</b> p. 1480a <b>Writing: Writing to Sources</b> p. 1480a <b>Research: Documentary on a Contested Space</b> p. 1480b <b>Listening and Speaking: An Award Speech</b> p. 1480b	<b>Critical Reading: Short Reading Passage</b> pp. 1480–1483 <b>Performance Tasks</b> pp. 1484–1485  



# Unit 1: From Legend to History

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
<b>PART 1</b>	"The Seafarer," translated by Burton Raffel, p. 21; <b>A</b> "The Wanderer," translated by Charles W. Kennedy, p. 27; "The Wife's Lament," translated by Ann Stanford, p. 30	Understand the Historical Context, p. 18	Anglo-Saxon Lyric Poetry, p. 18 <b>RL.5</b>
<b>PART 2</b>	From <i>Beowulf</i> , translated by Burton Raffel, p. 40 <b>A</b>	Determine the Main Idea or Essential Message, p. 38	Epic and Epic Hero, p. 38 <b>RL.3</b>
	Online Encyclopedia Article; Wikipedia Article, p. 70	Evaluate Its Validity and Reliability, p. 70 <b>RI.7</b>	Online Encyclopedia Article and Wikipedia Article, p. 70
<b>PART 3</b>	from <i>A History of the English Church and People</i> , Bede, translated by Leo Sherley-Price, p. 84	Analyze the Clarity of Meaning, p. 82 <b>RI.5</b>	Historical Writing, p. 82
	from <i>The Canterbury Tales</i> : "The Prologue," Geoffrey Chaucer, translated by Nevill Coghill, p. 96 ©	Questioning, p. 95	Characterization and Social Commentary, p. 95 <b>RL.1, RL.3</b> <b>Spiral Review</b> , p. 105
	from <i>The Canterbury Tales</i> : "The Pardoner's Tale," Geoffrey Chaucer, translated by Nevill Coghill, p. 124 ©	Reread, p. 123	Allegories and Archetypal Narrative Elements, p. 123 <b>RL.5</b>
	from <i>The Canterbury Tales</i> : "The Wife of Bath's Tale," Geoffrey Chaucer, translated by Nevill Coghill, p. 138 <b>A</b> ©	Checking Context Clues, p. 137	Frame Story, p. 137 <b>RL.3</b>
	from the <i>Decameron</i> by Giovanni Boccaccio, translated by G. H. McWilliam, p. 158	Comparing Frame Stories Across Cultures, p. 156 <b>RL.10</b>	
<b>PART 4</b>	from <i>Sir Gawain and the Green Knight</i> , translated by Marie Borroff, p. 171; from <i>Morte d'Arthur</i> , Sir Thomas Malory, p. 185 <b>A</b>	Determine the Main Idea, or Essential Message, p. 168 <b>RL.2</b>	Medieval Romances and Legends, p. 168
	Letters of Margaret Paston, Margaret Paston, p. 201; "Twa Corbies," p. 205; "Lord Randall," p. 206; "Get Up and Bar the Door," p. 207; "Barbara Allan," p. 209	Analyzing, Evaluating, and Applying Information from Text Features, p. 198 <b>RI.7</b>	Letters and Ballads, p. 198

Key: **A**: Indicates an Anchor Text

© Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<b>Vocabulary</b> , p. 18: admonish, sentinel, fervent, rancor, compassionate, rapture; <b>Categorize Vocabulary</b> , p. 32 <b>L.5.a</b>	<b>Writing: Editorial</b> , p. 32 <b>W.1</b>	<b>Critical Reading</b> , pp. 25, 29, 31; <b>Selection Test</b>
<b>Vocabulary</b> , p. 38: reparation, solace, purge, writhing, massive, loathsome; <b>Word Analysis: Latin Word Root -sol-</b> , p. 66; <b>Vocabulary: Analogies</b> , p. 66 <b>L.3.a, L.5</b>	<b>Coordinating Conjunctions</b> , p. 67; <b>Writing and Speaking Conventions</b> , p. 67; <b>Writing to Sources: Job Application</b> , p. 66 <b>W.1, W.1.d</b>	<b>Critical Reading</b> , pp. 37, 64, 69; <b>Selection Test</b>
<b>Cross-Curricular Vocabulary</b> , p. 70: manuscripts, didactic, fragmentary, forefront, siege <b>L.4.d</b>	<b>Timed Writing: Explanatory Text</b> , p. 75 <b>W.2, W.2.c</b>	<b>Critical Reading</b> , p. 80
<b>Vocabulary</b> , p. 82: promontories, cultivated, innumerable, migrated; <b>Categorize Vocabulary</b> , p. 89 <b>L.5</b>	<b>Writing to Sources: Business Memo</b> , p. 89 <b>W.1</b>	<b>Critical Reading</b> , p. 88; <b>Selection Test</b>
<b>Vocabulary</b> , p. 95: solicitous, garnished, absolution, commission, sanguine, prevarication; <b>Word Analysis: Latin Suffix -tion</b> , p. 121; <b>Context Clues</b> , p. 121 <b>L.4.a</b>	<b>Writing to Sources: Pilgrimage Blog</b> , p. 121 <b>W.5</b>	<b>Critical Reading</b> , p. 119; <b>Selection Test</b>
<b>Vocabulary</b> , p. 123: pallor, hoary, tarry, apothecary, deftly, sauntered; <b>Word Analysis: Greek Prefix apo-</b> , p. 136; <b>Relate New to Familiar Words</b> , p. 136 <b>L.6</b>	<b>Writing to Sources: Persuasive Sermon on Greed</b> , p. 136 <b>W.1.a</b>	<b>Critical Reading</b> , p. 134; <b>Selection Test</b>
<b>Vocabulary</b> , p. 137: implored, relates, contemptuous, bequeath, prowess, esteemed, rebuke; <b>Word Analysis: Multiple-Meaning Words in Context</b> , p. 152; <b>Vocabulary: Logical or Illogical?</b> , p. 152; <b>Using Resources to Build Vocabulary</b> , p. 152 <b>L.3, L.4</b>	<b>Correlative Conjunctions</b> , p. 154; <b>Combining: Correlative Conjunctions</b> , p. 154; <b>Writing and Speaking Conventions</b> , p. 154; <b>Writing: Argumentative Essay</b> , p. 153 <b>W.1.a, W.1.e</b>	<b>Critical Reading</b> , p. 150; <b>Selection Test</b>
<b>Vocabulary</b> , p. 156: courtly, frugally, deference, affably, impertinence, despondent <b>L.4.a, L.4.c</b>	<b>Timed Writing: Argumentative Essay</b> , p. 166 <b>W.1, W.10</b>	<b>Critical Reading</b> , p. 165; <b>Selection Test</b>
<b>Vocabulary</b> , p. 168: adjure, adroitly, largesse, entreated, peril, interred; <b>Word Analysis: The Word Root -droit-</b> , p. 197; <b>Vocabulary: True or False?</b> p. 197 <b>L.4.a</b>	<b>Writing to Sources: Interior Monologue</b> , p. 197 <b>W.3, W.3.d</b>	<b>Critical Reading</b> , pp. 183, 195; <b>Selection Test</b>
<b>Vocabulary</b> , p. 199: aldermen, succor, certify, remnant, ransacked, asunder, assault, bar, measure, melody <b>L.6</b>	<b>Research Task: Report on the Manor in Medieval England</b> p. 213 <b>W.7, W.8</b>	<b>Critical Reading</b> , pp. 204, 206, 208, 210; <b>Selection Test</b>



# Unit 2: Celebrating Humanity

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	from <i>Spenser's Sonnets</i> , Edmund Spenser, p. 254; <b>A</b> from <i>Sidney's Sonnets</i> , Sir Philip Sidney, p. 259 <b>A</b>	Determine the Main Idea or Essential Message, p. 252	Sonnet, p. 252 <b>RL.5</b>
	"The Passionate Shepherd to His Love," Christopher Marlowe, p. 266; "The Nymph's Reply to the Shepherd," Sir Walter Raleigh, p. 268	Analyze Similar Themes, p. 264 <b>RL.2</b>	Pastoral, p. 264
	Sonnet 29, William Shakespeare, p. 275; Sonnet 106, William Shakespeare, p. 275; Sonnet 116, William Shakespeare, p. 276; Sonnet 130, William Shakespeare, p. 278	Analyze Text Structures, p. 272 <b>RL.5</b> Spiral Review, p. 278	Shakespearean Sonnet and Syntax, p. 272
PART 2	"Speech Before Her Troops," Queen Elizabeth I, p. 285; <b>A</b> "Examination of Don Luis de Córdoba," p. 288	Summarizing, p. 282 <b>RI.2</b>	Speech and Eyewitness Account, p. 282
	from <i>The King James Bible</i> , p. 298	Determine the Main Idea, p. 296 <b>RL.1</b>	Psalms, Sermons, Parables, p. 296 <b>RL.4</b>
PART 3	<i>The Tragedy of Macbeth</i> , Act I, William Shakespeare, p. 322 <b>A</b>	Analyzing Information from Text Features, p. 321	Elizabethan Drama, Tragedy, and Soliloquy, p. 321 <b>RL.3</b>
	<i>The Tragedy of Macbeth</i> , Act II, William Shakespeare, p. 343	Analyzing Clarity of Meaning, pp. 342, 358	Blank Verse, p. 342 <b>RL.5</b> Spiral Review, p. 345, 351
	<i>The Tragedy of Macbeth</i> , Act III, William Shakespeare, p. 361	Identify Cause-and-Effect Relationships, p. 360	Conflict, Climax, and Dramatic Irony, p. 360 <b>RL.3</b>
	<i>The Tragedy of Macbeth</i> , Act IV, William Shakespeare, p. 379	Analyze Text Structures, p. 378	Imagery, p. 378 <b>RL.3</b>
	<i>The Tragedy of Macbeth</i> , Act V, William Shakespeare, p. 401	Relate the Work to the Major Themes and Issues of Its Period, p. 400	Shakespearean Tragedy, p. 400 <b>RL.3</b>
	from <i>Oedipus the King</i> , Sophocles, translated by David Grene, p. 423; from <i>Faust</i> , Wolfgang von Goethe, translated by Louis MacNeice, p. 430	Comparing Tragedy Past and Present, p. 421 <b>RL.10</b>	

Key: **A:** Indicates an Anchor Text

Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , p. 252: deign, assay, devise, wan, languished, balm; <b>Word Analysis: Patterns of Word Changes</b> , p. 262; <b>Vocabulary: Context Clues</b> , p. 262 <b>L.4.a, L.4.b</b>	<b>Conventions and Style: Subordinating Conjunctions</b> , p. 263; <b>Writing to Sources: Manual for a Sonnet</b> , p. 262; <b>Writing and Speaking Conventions</b> , p. 263 <b>W.2, W.4</b>	<b>Critical Reading</b> , pp. 256, 260; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 264: melodious, madrigals, reckoning, gall, wither; <b>Word Analysis: Word Origins</b> <i>gall</i> , p. 271; <b>Vocabulary: Context Clues</b> , p. 271 <b>L.4.a</b>	<b>Writing to Sources: Compare-and-Contrast Essay</b> , p. 271 <b>W.2.c</b>	<b>Critical Reading</b> , p. 269; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 272: scope, sullen, chronicle, prefiguring, impediments, alters; <b>Word Analysis: Greek Root -chron-</b> , p. 280; <b>Vocabulary: Analogies</b> , p. 280 <b>L.5</b>	<b>Writing to Sources: Analysis of a Sonnet's Imagery</b> , p. 280 <b>W.2.b</b>	<b>Critical Reading</b> , pp. 276, 278; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 283: treachery, tyrants, realms, stead, obedience, concord, valor, galleons <b>L.6</b>	<b>Research Task: Report on the Defeat of the Spanish Armada</b> , p. 291 <b>W.7, W.8</b>	<b>Critical Reading</b> , pp. 287, 289; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 296: righteousness, stature, prodigal, entreated, transgressed; <b>Word Analysis: Latin Root -stat-</b> , p. 306; <b>Vocabulary: Synonyms</b> , p. 306 <b>L.1.a</b>	<b>Writing to Sources: Parable</b> , p. 306 <b>W.3, W.3.d</b>	<b>Critical Reading</b> , pp. 300, 301, 304; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 321: valor, treasons, imperial, surmise, sovereign; <b>Word Analysis: Denotations and Connotations of Political Words</b> , p. 341; <b>Vocabulary: Context Clues</b> , p. 341 <b>L.4.a, L.5</b>	<b>Writing to Sources: Speaker Introduction</b> , p. 341 <b>W.3, W.3.d</b>	<b>Critical Reading</b> , pp. 315, 339; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 342: augment, palpable, stealthy, multitudinous, equivocate, predominance; <b>Word Analysis: Latin Word Root -voc-</b> , p. 359; <b>Vocabulary: Antonyms</b> , p. 359	<b>Writing to Sources: Argumentative Essay</b> , p. 359 <b>W.1, W.1.a</b>	<b>Critical Reading</b> , p. 355; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 360: indissoluble, dauntless, predominant, infirmity, malevolence; <b>Word Analysis: Latin Prefix mal-</b> , p. 377; <b>Vocabulary: Context Clues</b> , p. 377 <b>L.4.a</b>	<b>Writing to Sources: Soliloquy</b> , p. 377 <b>W.3, W.3.d, W.5</b>	<b>Critical Reading</b> , p. 375; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 378: pernicious, judicious, sundry, intemperance, avarice, credulous; <b>Word Analysis: Latin Root -cred-</b> , p. 398; <b>Vocabulary: Analogies</b> , p. 398 <b>L.4.d</b>	<b>Writing to Sources: Analysis of Archetypal Images</b> , p. 398 <b>W.2.b, W.2.f, W.5</b>	<b>Critical Reading</b> , p. 396; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 400: perturbation, recoil, antidote, pristine, clamorous, harbingers, vulnerable; <b>Word Analysis: Latin Root -turb-</b> , p. 417; <b>Descriptive Adjectives: Words Relating to Tragedy</b> , p. 417; <b>Vocabulary: Sentence Completion</b> , p. 417 <b>L.1, L.4.c</b>	<b>Conventions and Style: Adjective and Adverb Clauses</b> , p. 419; <b>Writing to Sources: Response to Literature</b> , p. 418; <b>Writing and Speaking Conventions</b> , p. 419 <b>W.1.a, W.5</b>	<b>Critical Reading</b> , p. 415; <b>Selection Test</b>
	<b>Vocabulary</b> , pp. 424–434: reverence, rites, infamy, tenacity, insatiableness <b>L.6</b>	<b>Timed Writing: Explanatory Essay</b> , p. 435 <b>W.2, W.10</b>	<b>Critical Reading</b> , pp. 428, 434; <b>Selection Test</b>



# Unit 3: A Turbulent Time

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	Works of John Donne, John Donne, p. 482 <b>A</b> <b>©</b>	Analyze the Author's Perspective and How It Affects the Meaning, p. 480 <b>RL.4</b>	Metaphysical Poetry, Conceit, and Paradox, p. 480
	"On My First Son," Ben Jonson, p. 496; "Still to Be Neat," Ben Jonson, p. 498; "Song: To Celia," Ben Jonson, p. 500	Comparing and Contrasting Elements, p. 494 <b>RL.4</b>	Lyric and Epigram, p. 494
	"To His Coy Mistress," Andrew Marvell, p. 506; "To the Virgins, to Make Much of Time," Robert Herrick, p. 510; "Song," Sir John Suckling, p. 513	Analyze and Evaluate Similar Themes, p. 504	<i>Carpe Diem</i> Theme, p. 504 <b>RL.2</b> <b>Spiral Review</b> , p. 507
PART 2	Poetry of John Milton, p. 522	Using a Graphic Organizer, p. 521	The Italian Sonnet and Epic, p. 521 <b>RL.5</b> <b>Spiral Review</b> , p. 532
	from the <i>Divine Comedy: Inferno</i> , Dante Alighieri, p. 543 <b>A</b>	Comparing Epics Around the World, p. 541 <b>RL.3</b>	
	from <i>The Pilgrim's Progress</i> , John Bunyan, p. 554	Analyzing the Text Structure, p. 552	Allegory, p. 552 <b>RL.2</b>
	from <i>Eve's Apology in Defense of Women</i> , Amelia Lanier, p. 560; "To Lucasta, on Going to the Wars," Richard Lovelace, p. 563; "To Althea, from Prison," Richard Lovelace, p. 564	Relate [a Work] to the Major Themes and Issues of Its Historical Period, p. 558	Tradition and Reform, p. 558 <b>RL.4</b>
	from <i>The Diary</i> Samuel Pepys, p. 571	Verify and Clarify Facts, p. 568 <b>RI.1, RI.3</b>	Diary and Policy Statement, p. 568
PART 3	from <i>A Journal of the Plague Year</i> , Daniel Defoe, p. 590	Asking Questions, p. 588	First-person Point of View, p. 588 <b>RL.3</b>
	from <i>Gulliver's Travels</i> , Jonathan Swift, p. 606; <b>A</b> "A Modest Proposal," Jonathan Swift, 617	Analyzing and Evaluating Information from Text Features, p. 604	Satire, p. 604 <b>RL.6</b> <b>Spiral Review</b> , p. 608

Key: **A**: Indicates an Anchor Text

**©** Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , p. 480: profanation, laity, trepidation, contention, piety, covetousness; <b>Word Analysis: Latin Prefix <i>con-</i></b> , p. 492; <b>Vocabulary: Analogies</b> , p. 492 <b>L.1, L.1.b, L.5</b>	<b>Comparative and Superlative Adjectives and Adverbs</b> , p. 493; <b>Writing and Speaking Conventions</b> , p. 493; <b>Writing to Sources: Plan for a Biographical Narrative</b> , p. 492 <b>W.3, W.5</b>	<b>Critical Reading</b> , pp. 483, 485, 487, 490; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 494: fate, lament, presumed, sound, divine, wreath; <b>Multiple-Meaning Words</b> , p. 502; <b>Vocabulary: Synonyms</b> , p. 502 <b>L.1, L.4</b>	<b>Participles, Gerunds, and Infinitives</b> , p. 503; <b>Writing and Speaking Conventions</b> , p. 503; <b>Writing to Sources: Argumentative Text</b> , p. 502 <b>W.1</b>	<b>Critical Reading</b> , pp. 497, 498, 500; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 504: coyness, amorous, languish, prime, wan, prevail; <b>Vocabulary: Context</b> , p. 514	<b>Writing to Sources: Public Service Announcement</b> , p. 514 <b>W.1</b>	<b>Critical Reading</b> , pp. 508, 510, 513; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 521: semblance, illumine, transgress, guile, obdurate, tempestuous, transcendent, ignominy; <b>Word Analysis: Latin Root <i>-lum-</i></b> , p. 537; <b>Vocabulary: Synonyms</b> , p. 537; <b>Using Resources to Build Vocabulary</b> , p. 537 <b>L.4.c, L.6</b>	<b>Misplaced and Dangling Modifiers</b> , p. 539; <b>Writing and Speaking Conventions</b> , p. 539; <b>Writing to Sources: Response to Literature</b> , p. 538 <b>W.2.b, W.2.f</b>	<b>Critical Reading</b> , pp. 522, 523, 534, 550; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 541: cowered, awe, writhes, shrill, nimble; <b>Vocabulary: Synonyms</b> , p. 551 <b>L.6</b>	<b>Timed Writing: Comparison-and-Contrast Essay</b> , p. 551 <b>W.2, W.10</b>	<b>Critical Reading</b> , p. 550; <b>Selection test</b>
	<b>Vocabulary</b> , p. 552: heedless, wallowed, burden, endeavored, dominions, substantial	<b>Writing to Sources: Casting Memo</b> , p. 557 <b>W.2.b</b>	<b>Critical Reading</b> , p. 555; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 558: breach, discretion, reprove, inconstancy	<b>Writing to Sources: Dramatic Scene</b> , p. 566 <b>W.3.b</b>	<b>Critical Reading</b> , pp. 561, 565; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 569: apprehensions, abated, lamentable, combustible, malicious, accounts, pernicious, magistrate, eminent, notorious, deliberation <b>L.6</b>	<b>Research Task: Report on the Great Fire of London</b> , p. 581	<b>Critical Reading</b> , pp. 577, 579; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 588: lamentations, distemper, delirious, resolution, importuning, prodigious; <b>Word Analysis: Latin Prefix <i>dis-</i></b> , p. 597; <b>Vocabulary: Context Clues</b> , p. 597 <b>L.4</b>	<b>Writing to Sources: Reflective Essay</b> , p. 597 <b>W.3</b>	<b>Critical Reading</b> , p. 595; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 604: conjecture, schism, expedient, sustenance, commodity, censure <b>L.5</b>	<b>Writing to Sources: Plan for a Multimedia Presentation</b> , p. 627 <b>W.2.a</b>	<b>Critical Reading</b> , pp. 616, 625; <b>Selection Test</b>





## Unit 3: A Turbulent Time (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3 ( <i>continued</i> )	from <i>An Essay on Man</i> , Alexander Pope, p. 628; from <i>The Rape of the Lock</i> , Alexander Pope, p. 632	Analyze How an Author's Purpose Affects the Meaning of a Work, p. 628 <b>RL.6, RL.9; RI.9</b> <b>Spiral Review</b> , p. 642	Parody and Epic Similes, p. 628
	from <i>A Dictionary of the English Language</i> , Samuel Johnson, p. 648; from <i>The Life of Samuel Johnson</i> , James Boswell, p. 655	Analyzing the Author's Purpose, p. 646 <b>RI.3, RI.4, RI.9</b>	Dictionary and Biography, p. 646
	"Elegy Written in a Country Churchyard," Thomas Gray, p. 666; "A Nocturnal Reverie," Anne Finch, Countess of Winchilsea, p. 673	Determine the Essential Message, p. 664	Pre-Romantic Poetry, p. 664 <b>RL.2</b>
PART 4	<i>The Aims of The Spectator</i> , Joseph Addison, p. 682 <b>A</b> ; from <i>Days of Obligation</i> : from "In Athens Once," Richard Rodriguez, p. 689	Analyze the Author's Implicit Philosophical Assumptions, p. 680; Explicit Assumptions, p. 680 <b>RL.1</b>	Essay and Historical Period, p. 680

## Unit 4: Rebels and Dreamers

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	"To a Mouse," Robert Burns, p. 734; "To a Louse," Robert Burns, p. 737; "Woo'd and Married and A'," Joanna Baillie, p. 741	Analyze Information from Text Features, p. 732	Dialect, p. 732 <b>RL.4</b> <b>Spiral Review</b> , p. 735
	"The Lamb," William Blake, p. 748; "The Tyger," William Blake, p. 749; "The Chimney Sweeper," William Blake, p. 751; "Infant Sorrow," William Blake, p. 752	Applying Critical Perspectives, p. 746	Archetypes and Social Commentary, p. 746 <b>RL.2</b>
	Introduction to <i>Frankenstein</i> , Mary Wollstonecraft Shelley, p. 760 <b>A</b>	Make Predictions, p. 758	Gothic Literature and the Romantic Movement, p. 758 <b>RI.3</b>
PART 2	"Lines Composed a Few Miles Above Tintern Abbey," William Wordsworth, p. 780; from "The Prelude," William Wordsworth, p. 786; "The World Is Too Much With Us," William Wordsworth, p. 790; "London, 1802," William Wordsworth, p. 791	Evaluating the Influence of the Historical Period, p. 779	Romanticism, Lyric, and Diction, p. 779 <b>RL.4</b> <b>Spiral Review</b> , p. 784

Key: **A**: Indicates an Anchor Text

Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<b>Vocabulary</b> , p. 628: stoic, disabused, obliquely, plebeian, destitute, assignations; <b>Word Analysis: Words from Political Science</b> , p. 645; <b>Vocabulary: Synonyms</b> , p. 645 <b>L.4.a</b>	<b>Writing to Sources: Essay</b> , p. 645	<b>Critical Reading</b> , pp. 631, 643; <b>Selection Test</b>
<b>Vocabulary</b> , p. 646: caprices, adulterations, risible, abasement, credulity, malignity; <b>Word Analysis: Latin Root -dict-</b> , p. 663; <b>Vocabulary: Cognates</b> , p. 663 <b>L.4.c</b>	<b>Writing to Sources: Essay</b> , p. 663 <b>W.9.b</b>	<b>Critical Reading</b> , pp. 653, 661; <b>Selection Test</b>
<b>Vocabulary</b> , p. 664: penury, circumscribed, ingenuous, nocturnal, temperate, venerable; <b>Vocabulary Acquisition and Use</b> , p. 676	<b>Writing to Sources: Directions for Reciting a Poem</b> , p. 676 <b>W.2</b>	<b>Critical Reading</b> , pp. 671, 675; <b>Selection Test</b>
<b>Vocabulary</b> , p. 680: transient, assiduous, affluence, contentious, trifles, embellishments	<b>Writing to Sources: Letter to the Editor</b> , p. 685 <b>W.1.a</b>	<b>Critical Reading</b> , pp. 684, 688, 693; <b>Selection Test</b>

Vocabulary	Grammar/Writing	Assessment
<b>Vocabulary</b> , p. 732: dominion, impudence, winsome, discretion, inconstantly; <b>Word Analysis: Anglo-Saxon Suffix -some</b> , p. 745; <b>Vocabulary: Synonyms</b> , p. 745 <b>L.5.b</b>	<b>Writing to Sources: Editorial Speech on the Use of Dialect</b> , p. 745 <b>W.1.b</b>	<b>Critical Reading</b> , pp. 736, 739, 743; <b>Selection Test</b>
<b>Vocabulary</b> , p. 746: vales, immortal, symmetry, aspire, sinews, sulk; <b>Word Analysis: Latin Root -spir-</b> , p. 754; <b>Vocabulary: Context Clues</b> , p. 754 <b>L.3.a, L.4.a</b>	<b>Writing to Sources: Explanatory Essay</b> , p. 754; <b>Conventions and Style: Using Introductory Phrases and Clauses</b> , p. 755; <b>Writing and Speaking Conventions</b> , p. 755 <b>W.2.a</b>	<b>Critical Reading</b> , p. 752; <b>Selection Test</b>
<b>Vocabulary</b> , p. 758: appendage, ungenial, acceded, platitude, phantasm, incitement; <b>Word Analysis: Relate New Words to Familiar Vocabulary</b> , p. 766; <b>Vocabulary: Synonyms</b> , p. 766 <b>L.4.d</b>	<b>Writing to Sources: Autobiography of a Monster</b> , p. 766; <b>Conventions and Style: Subject-Verb Agreement Problems</b> , p. 767; <b>Writing and Speaking Conventions</b> , p. 767 <b>W.3, W.3.b</b>	<b>Critical Reading</b> , pp. 757, 764, 772; <b>Selection Test</b>
<b>Vocabulary</b> , p. 779: recompense, roused, presumption, anatomize, sordid, stagnant; <b>Word Analysis: Forms of anatomize</b> , p. 793; <b>Vocabulary: Synonyms</b> , p. 793 <b>L.4.b, L.5.a, L.5.b</b>	<b>Writing to Sources: Assessing an Analysis of Wordsworth</b> , p. 794; <b>Conventions and Style: Pronoun-Antecedent Agreement Problems</b> , p. 795; <b>Writing and Speaking Conventions</b> , p. 795 <b>W.1.a, W.1.e, W.9.a</b>	<b>Critical Reading</b> , pp. 785, 788, 791; <b>Selection Test</b>



## Unit 4: Rebels and Dreamers (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 2 ( <i>continued</i> )	"I Have Visited Again," Alexander Pushkin, translated by D. M. Thomas, p. 799; "Invitation to the Voyage," Charles Baudelaire, translated by Richard Wilbur, p. 802; from <i>The Book of Songs</i> , "Thick Grow the Rush Leaves," translated by Arthur Waley, p. 805; "Jade Flower Palace," Tu Fu, translated by Kenneth Rexroth, p. 806; Tanka by Priest Jakuren, and Ki Tsurayuki, translated by Geoffrey Bownas, p. 807; Tanka by Ono Komachi, translated by Geoffrey Bownas, p. 808		Comparing Lyric Poetry from Around the World, p. 797 <b>RL.5</b>
	"The Rime of the Ancient Mariner," Samuel Taylor Coleridge, p. 820; "Kubla Khan," Samuel Taylor Coleridge, p. 846	Comparing and Contrasting Sound Devices, p. 818	Narrative Poetry and Poetic Sound Devices, p. 818 <b>Spiral Review</b> , p. 832
	"She Walks in Beauty," George Gordon, Lord Byron, p. 854; from "Childe Harold's Pilgrimage: Apostrophe to the Ocean," George Gordon, Lord Byron, p. 856; from <i>Don Juan</i> , George Gordon, Lord Byron, p. 860 <b>A</b>	Question, p. 852	Figurative Language, p. 852 <b>RL.4</b>
	"Ozymandias," Percy Bysshe Shelley, p. 868; "Ode to the West Wind," Percy Bysshe Shelley, p. 870; "To a Skylark," Percy Bysshe Shelley, p. 873 ©	Comparing and Contrasting Elements, p. 866	Imagery and Romantic Philosophy, p. 866 <b>RL.1</b> <b>Spiral Review</b> , p. 874
	Poetry of John Keats, pp. 882–892 Pablo Neruda's Odes, p. 888 "Ode on a Grecian Urn," p. 890 ©	Determine the Main Idea, p. 880	Ode, p. 880 <b>RL.5</b>
PART 3	"Speech in Favor of Reform," Lord John Russell, p. 899; "Speech Against Reform," Sir Robert Peel, p. 902; "On the Passing of the Reform Bill," Thomas Babington Macaulay, p. 904	Analyzing Rhetorical Devices, p. 896 <b>RI.6</b>	Debate and Letter, p. 896
	"On Making an Agreeable Marriage," Jane Austen, p. 912; <b>A</b> from <i>A Vindication of the Rights of Woman</i> , Mary Wollstonecraft, p. 916 <b>A</b>	Analyze the Author's Purpose, p. 910	Social Commentary and Persuasive Techniques, p. 910 <b>RI.6</b>

Key: **A**: Indicates an Anchor Text

© Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , pp. 800–806: ancestral, morose, proffering, scurry, pathos, imperceptibly	<b>Timed Writing: Explanatory Essay</b> , p. 809 <b>W.2, W.10</b>	<b>Critical Reading</b> , pp. 801, 803, 808; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 818: averred, sojourn, expiated, reverence, sinuous, tumult; <b>Word Analysis: Latin Root: -journ-</b> , p. 851; <b>Vocabulary: Antonyms</b> , p. 851	<b>Writing to Sources: Comparing Poetic Symbols</b> , p. 851 <b>W.2.b, W.2.d, W.9.a</b>	<b>Critical Reading</b> , pp. 845, 849; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 852: arbiter, torrid, retort, credulous, copious, avarice; <b>Word Analysis: Latin Suffix -ous</b> , p. 865; <b>Vocabulary: Context</b> , p. 865 <b>L.4.a</b>	<b>Writing to Sources: Interior Monologue of a Modern Byronic Hero</b> , p. 865 <b>W.3.c, W.3.d</b>	<b>Critical Reading</b> , pp. 855, 859, 863; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 866: verge, sepulcher, impulse, blithe, profuse, satiety; <b>Word Analysis: Latin Root -puls-</b> , p. 879; <b>Vocabulary: Analogies</b> , p. 879 <b>L.4.d, L.5.a</b>	<b>Writing to Sources: Develop a Research Plan for a Report</b> , p. 879 <b>W.7, W.8</b>	<b>Critical Reading</b> , pp. 869, 872, 876; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 880: ken, surmise, gleaned, teeming, vintage, requiem; <b>Word Analysis: Multiple Meanings</b> , p. 894; <b>Vocabulary: Sentence Completion</b> , p. 894 <b>L.5</b>	<b>Writing to Sources: Essay</b> , p. 894 <b>W.9.a</b>	<b>Critical Reading</b> , pp. 885, 889, 892; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 897: measure, grievances, electors, constituency, extravagant, reverence, inauspicious, orthodox <b>L.4.a</b>	<b>Research Task: Debate on the Reform Bill</b> , p. 909 <b>W.7, W.9</b>	<b>Critical Reading</b> , p. 907; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 910: amiable, vindication, fastidious, specious, fortitude, gravity; <b>Vocabulary: Synonyms and Antonyms</b> , p. 919 <b>L.1.a</b>	<b>Writing to Sources: E-mail on Marriage</b> , p. 919	<b>Critical Reading</b> , pp. 915, 918; <b>Selection Test</b>



# Unit 5: Progress and Decline

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	from <i>In Memoriam, A.H.H.</i> , Alfred, Lord Tennyson, p. 960; "The Lady of Shalott," Alfred, Lord Tennyson, p. 963; "Tears, Idle Tears," Alfred, Lord Tennyson, p. 969; "Ulysses," Alfred, Lord Tennyson, p. 970	Analyzing an Author's Philosophical Assumptions and Beliefs, p. 958 <b>RL.1</b>	Speaker, p. 958
	"My Last Duchess," Robert Browning, p. 979; "Life in a Love," Robert Browning, p. 981; "Porphyria's Lover," Robert Browning, p. 982; <b>A</b> "Sonnet 43," Elizabeth Barrett Browning, p. 986 <b>A</b>	Compare and Contrast Speakers in Multiple Poems, p. 976	Dramatic Monologue, p. 976 <b>RL.3</b>
PART 2	from <i>Hard Times</i> Charles Dickens, p. 998	Analyzing an Author's Purpose, p. 997 <b>RL.3</b> Spiral Review, p. 1001	Ethical and Social Influences, p. 997
	"An Upheaval," Anton Chekhov, p. 1013		Comparing Social Criticism in Fiction, p. 1011 <b>RL.1</b> Spiral Review, p. 1018
	Web Site Home Page, Brochure, p. 1022	Predict the Content and Purpose, p. 1022 <b>RI.5</b>	Web Site Home Page and Brochure, p. 1022
	from <i>Jane Eyre</i> , Charlotte Brontë, p. 1030 <b>A</b> ©	Analyze the Author's Assumptions, p. 1028	Philosophical Assumptions, p. 1028 <b>RL.3</b> Spiral Review, p. 1032
PART 3	"Dover Beach," Matthew Arnold, p. 1042; "Recessional," Rudyard Kipling, p. 1045; "The Widow at Windsor," Rudyard Kipling, p. 1048 <b>A</b>	Connecting Poems to the Historical Period, p. 1040	Mood and Theme, p. 1040 <b>RL.2</b>
	"From Lucy: Englan' Lady," James Berry, p. 1055; "Freedom," James Berry, p. 1057; "Time Removed," James Berry, p. 1058	Analyze the Techniques of Media Messages, p. 1062; Note-Taking Guide, p. 1063 <b>RI.1, RI.3</b>	Newspaper Article and Advertisement, p. 1062; Comparing Primary Sources, p. 1069
PART 4	"Remembrance," Emily Brontë, p. 1075; "The Darkling Thrush," Thomas Hardy, p. 1078; "Ah, Are You Digging on My Grave?" Thomas Hardy, p. 1081	Analyze the Pattern of Stanzas, p. 1072 <b>RL.5</b>	Stanzas, Stanza Structure, and Irony, p. 1072
	"God's Grandeur," Gerard Manley Hopkins, p. 1088; "Spring and Fall: To a Young Child," Gerard Manley Hopkins, p. 1090; <b>A</b> "To an Athlete Dying Young," A. E. Housman, p. 1092; "When I Was One- and-Twenty," A. E. Housman, p. 1093 <b>A</b>	Analyzing the Author's Beliefs, p. 1086	Rhythm and Feet, p. 1086 <b>RL.5</b>

Key: **A**: Indicates an Anchor Text

© Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , p. 958: chrysalis, diffusive, prosper, waning, prudence, furrows; <b>Word Analysis: Literal and Figurative Meanings</b> , p. 975; <b>Vocabulary: Context</b> , p. 975 <b>L.4.a</b>	<b>Writing to Sources: Biographical Essay</b> , p. 975 <b>W.2</b>	<b>Critical Reading</b> , pp. 962, 968, 973; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 976: countenance, officious, munificence, dowry, eludes, sullen; <b>Word Analysis: Latin Suffix -ence</b> , p. 988; <b>Analogies</b> , p. 988 <b>L.3</b>	<b>Writing to Sources: Writing a Detective's Report on the Duke</b> , p. 988 <b>W.1, W.1.d</b>	<b>Critical Reading</b> , pp. 981, 984, 986; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 997: monotonous, obstinate, deficient, adversary, indignant, approbation, etymology, syntax; <b>Word Analysis: Greek Prefix mono-</b> , p. 1007; <b>Vocabulary: Antonyms</b> , p. 1007; <b>Using Resources to Build Vocabulary</b> , p. 1007 <b>L.4.c, L.4.d</b>	<b>Writing to Sources: Historical Investigation: Annotated Bibliography</b> , p. 1008; <b>Shifts in Verb Tense</b> , p. 1009; <b>Writing and Speaking Conventions</b> , p. 1009 <b>W.2, W.8</b>	<b>Critical Reading</b> , p. 1004; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1011: turmoil, rummaging, kindred, palpitation, ingratiating	<b>Timed Writing: Compare-and-Contrast Essay</b> , p. 1021 <b>W.1</b>	<b>Critical Reading</b> , p. 1020; <b>Selection Test</b>
	<b>Cross-Curricular Vocabulary</b> , p. 1022: manuscripts, agricultural, tenant	<b>Timed Writing: Analytical Essay</b> , p. 1027	<b>Critical: Reading</b> , 1027
	<b>Vocabulary</b> , p. 1028: obscure, comprised, sundry, tumult, truculent	<b>Writing to Sources: School Conduct Report</b> , p. 1038 <b>W.2</b>	<b>Critical Reading</b> , p. 1037; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1040: tranquil, cadence, turbid, dominion, contrite, awe; <b>Word Analysis: Word-Phrase Relationships</b> , p. 1051; <b>Vocabulary: Antonyms</b> , p. 1051	<b>Writing to Sources: Essay About the Victorian Age</b> , p. 1051 <b>W.1, W.1.a</b>	<b>Critical Reading</b> , pp. 1043, 1047, 1049; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1063: depredation, Macadam, fracture, pulp, gout, bilious, privations <b>L.6</b>	<b>Research Task: Presentation on the Theme of "Progress" in the Media</b> , p. 1070 <b>W.7, W.8</b>	<b>Critical Reading</b> , pp. 1038, 1066, 1068
	<b>Vocabulary</b> , p. 1072: obscure, languish, rapturous, gaunt, terrestrial, prodding; <b>Latin Root -terr(a)-</b> , p. 1084; <b>Vocabulary: Analogies</b> , p. 1084 <b>L.5</b>	<b>Writing to Sources: Comparative Analysis</b> , p. 1084; <b>Active, Not Passive, Voice</b> , p. 1085; <b>Writing and Speaking Conventions</b> , p. 1085 <b>W.2.b, W.5</b>	<b>Critical Reading</b> , pp. 1076, 1080, 1082; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1086: grandeur, smudge, brink, blight, lintel, rue; <b>Word Analysis: Coined Words</b> , p. 1095; <b>Vocabulary: Analogies</b> , p. 1095 <b>L.3</b>	<b>Writing to Sources: Letter of Recommendation</b> , p. 1095 <b>W.1, W.1.d</b>	<b>Critical Reading</b> , pp. 1090, 1093; <b>Selection Test</b>



# Unit 6: A Time of Rapid Change

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	Poetry of William Butler Yeats, William Butler Yeats, p. 1140 <b>A</b>	Analyze Yeats's Philosophical Assumptions, p. 1138 <b>RL.4</b>	Philosophical System and Symbol, p. 1138
	"Preludes," T. S. Eliot, p. 1156; "Journey of the Magi," T. S. Eliot, p. 1158; "The Hollow Men," T. S. Eliot, p. 1163	Relate Eliot's Literary Works to the Historical Period, p. 1154 <b>RL.1</b>	Modernism, p. 1154
	"In Memory of W. B. Yeats," W. H. Auden, p. 1172; "Musée des Beaux Arts," W. H. Auden, p. 1177; "Carrick Revisited," Louis MacNeice, p. 1180; "Not Palaces," Stephen Spender, p. 1183	Comparing and Contrasting Elements, p. 1170	Allegory and Pastoral, p. 1170 <b>RL.1</b>
PART 2	"The Lady in the Looking Glass: A Reflection," Virginia Woolf, p. 1192; from <i>Mrs. Dalloway</i> , Virginia Woolf, p. 1198; "Shakespeare's Sister," Virginia Woolf, p. 1202	Repair Your Comprehension by Asking Questions, p. 1191	Point of View and Stream of Consciousness, p. 1191 <b>RL.3</b>
	from <i>Pedro Páramo</i> , Juan Rulfo, p. 1211; from <i>The Nine Guardians</i> , Rosario Castellanos, p. 1213		Stream-of-Consciousness Narration, p. 1209 <b>RL.3</b>
	"The Lagoon," Joseph Conrad, p. 1220; "Araby," James Joyce, p. 1236	Identifying Cause-and-Effect Relationships, p. 1218 <b>W.2, W.10</b> <b>Spiral Review</b> , p. 1226, 1239	Plot Devices, p. 1218 <b>RL.5</b>
	"The Rocking-Horse Winner," D. H. Lawrence, p. 1246 <b>A</b> ; "A Shocking Accident," Graham Greene, p. 1263	Make Predictions, p. 1244	Theme and Symbol, p. 1244 <b>RL.3</b>
PART 3	"The Soldier," Rupert Brooke, p. 1274; "Wirers," Siegfried Sassoon, p. 1276; "Anthem for Doomed Youth," Wilfred Owen, p. 1277	Infer the Essential Message, p. 1272	Tone, p. 1272 <b>RL.4</b>
	"Wartime Speech," Sir Winston Churchill, p. 1287; "Evacuation Scheme," p. 1291; Photographs of the London Blitz, p. 1292	Determine the Essential Message, p. 1284	Speech and Government Memorandum, p. 1284
	"The Demon Lover," Elizabeth Bowen, p. 1298	Relate a Literary Work to a Primary Source Document, p. 1296	Ghost Story, Flashback, and Ambiguity, p. 1296 <b>RL.3</b>
	World War II Poets, p. 1310	Understanding the Author's Purpose, p. 1308	Universal Theme and Irony, p. 1308 <b>RL.6</b>

Key: **A**: Indicates an Anchor Text

 Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , p. 1138: clamorous, conquest, anarchy, conviction, paltry, artifice; <b>Word Analysis: Greek Root -archy-</b> , p. 1150; <b>Vocabulary: Synonyms</b> , p. 1150 <b>L.4.d</b>	<b>Writing to Sources: Response to Literature</b> , p. 1150; <b>Writing and Speaking Conventions</b> , p. 1151; <b>Conventions and Style Lesson: Sentence Fragments and Run-ons</b> , p. 1151; <b>W.1, W.5</b>	<b>Critical Reading</b> , pp. 1141, 1143, 1146, 1148; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1154: galled, refractory, dispensation, supplication, tumid; <b>Word Analysis: Latin Root -fract-</b> , p. 1168; <b>Vocabulary: Analogies</b> , p. 1168 <b>L.3.a, L.5</b>	<b>Writing to Sources: Multi-Genre Response</b> , p. 1168; <b>Writing and Speaking Conventions</b> , p. 1169; <b>Conventions and Style Lesson: Transitional Expressions</b> , p. 1169; <b>W.2, W.4</b>	<b>Critical Reading</b> , pp. 1157, 1159, 1166; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1170: sequestered, topographical, affinities, prenatal, intrigues; <b>Word Analysis: Greek Root -top-</b> , p. 1186; <b>Vocabulary: Synonyms</b> <b>L.3</b>	<b>Writing to Sources: Poem About an Artwork</b> , p. 1186 <b>W.5</b>	<b>Critical Reading</b> , pp. 1175, 1178, 1181, 1184; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1191: suffused, transient, upbraids, evanescence, reticent, vivacious, irrevocable, escapade; <b>Word Analysis: Latin Root -trans-</b> , p. 1205; <b>Vocabulary: Sentence Completions</b> , p. 1205; <b>Precise Words for Movement</b> , p. 1205 <b>L.4.d</b>	<b>Writing to Sources: Essay Comparing Narrative Styles</b> , p. 1206; <b>Conventions and Style Lesson: Parallel Structure</b> , p. 1207; <b>Writing and Speaking Conventions</b> , p. 1207	<b>Critical Reading</b> , pp. 1197, 1200, 1203; <b>Selection Test</b>
	<b>Vocabulary</b> , pp. 1211–1214: palpitations, tendrils, diligent, sated, furtively	<b>Writing to Compare Literary Works: Analytical Essay</b> , p. 1215 <b>W.2, W.10</b>	<b>Critical Reading</b> , pp. 1212, 1214; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1218: invincible, propitiate, conflagration, imperturbable, garrulous, derided; <b>Word Analysis: Latin Root -vinc-</b> , p. 1243; <b>Vocabulary: Synonyms</b> , p. 1243 <b>L.5</b>	<b>Writing to Sources: Comparison-and-Contrast Essay</b> , p. 1243 <b>W.1.a, W.5</b>	<b>Critical Reading</b> , pp. 1234, 1241; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1244: discreet, obstinately, uncanny, apprehension, embarked, intrinsically; <b>Word Analysis: Anglo-Saxon Prefix un-</b> , p. 1270; <b>Vocabulary: Context Clues</b> , p. 1270 <b>L.4.a</b>	<b>Writing to Sources: Script for a Scene</b> , p. 1270 <b>W.3, W.5</b>	<b>Critical Reading</b> , pp. 1261, 1268; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1272: stealthy, ghastly, desolate, mockeries, pallor; <b>Word Analysis: Anglo-Saxon Roots -ghast- and -ghost-</b> , p. 1279; <b>Vocabulary: Synonyms</b> , p. 1279 <b>L.5</b>	<b>Writing Argument: Response to Criticism</b> , p. 1279 <b>W.1</b>	<b>Critical Reading</b> , pp. 1275, 1277; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1285: intimidated, endurance, formidable, invincible, retaliate, humanitarian, allocation; <b>Vocabulary: Antonyms</b> , p. 1294 <b>L.6</b>	<b>Research Task: Multimedia Presentation on Great Speeches</b> , p. 1295 <b>W.7, W.8</b>	<b>Critical: Reading</b> , p. 1291; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1296: spectral, dislocation, arboreal, circumscribed, aperture; <b>Word Analysis: Cognates</b> , p. 1307; <b>Vocabulary: Context Clues</b> , p. 1307 <b>L.4.a</b>	<b>Writing to Sources: Sequel</b> , p. 1307 <b>W.3.c, W.3.d</b>	<b>Critical Reading</b> , p. 1305; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1308: combatants, sprawling, abide, eloquent; <b>Vocabulary: Analogies</b> , p. 1315	<b>Writing to Sources: Memo</b> , p. 1315 <b>W.2</b>	<b>Critical Reading</b> , pp. 1311, 1312, 1314; <b>Selection Test</b>





## Unit 6: A Time of Rapid Change (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3 ( <i>continued</i> )	"Shooting an Elephant," George Orwell, p. 1318; "No Witchcraft for Sale," Doris Lessing, p. 1328	Analyze and Evaluate the Similar Themes, p. 1316	Cultural Conflict and Irony, p. 1316 <b>RI.3</b> Spiral Review, p. 1334
	"The Train from Rhodesia," Nadine Gordimer, p. 1342 <b>A</b> ; "B. Wordsworth," V. S. Naipaul, p. 1349	Apply Your Background Knowledge of a Historical Period, p. 1340 <b>RL.1</b>	Historical Period, p. 1340 Spiral Review, p. 1350
	from "Midsummer, XXII," Derek Walcott, p. 1360; from "Omeros," from <i>Chapter XXVIII</i> , Derek Walcott, p. 1362	Repair Comprehension by Understanding Allusions, p. 1358 <b>RL.5</b>	Political Critique and Allusion, p. 1358
	"Follower," Seamus Heaney, p. 1368; "Two Lorries," Seamus Heaney, p. 1370; "Outside History," Eavan Boland, p. 1374	Summarize, p. 1366	Diction, Style, and Sestina, p. 1366 <b>RL.4</b>
PART 4	<i>Come and Go</i> , Samuel Beckett, p. 1380; <i>That's All</i> , Harold Pinter, p. 1384	Compare and Contrast Literary Elements, p. 1378 <b>RL.3</b>	Theater of the Absurd, p. 1378
	"Do Not Go Gentle into That Good Night," Dylan Thomas, p. 1390; "Fern Hill," Dylan Thomas, p. 1392; "The Horses," Ted Hughes, p. 1396	Evaluate the Poet's Expression of Themes, p. 1388 <b>RL.2</b>	Style, Villanelle, and Free Verse, p. 1388
	"An Arundel Tomb," Philip Larkin, p. 1402; "The Explosion," Philip Larkin, p. 1404; "On the Patio," Peter Redgrove, p. 1407; "Not Waving but Drowning," Stevie Smith, p. 1408	Read It in Sentences, p. 1400	Meter and Free Verse, p. 1400 <b>RL.5</b>
	"Prayer," Carol Ann Duffy, p. 1412; "In the Kitchen," Penelope Shuttle, p. 1414	Recite the Poem Aloud, p. 1410	Form and Elegy, p. 1410 <b>RL.5</b>
	"A Devoted Son," Anita Desai, p. 1420 <b>A</b>	Identify the Causes of the Character's Actions, p. 1418	Generational Conflicts and Characters, p. 1418 <b>RL.3</b>
	"Next Term, We'll Mash You," Penelope Lively, p. 1436	Evaluate Social Influences of the Period, p. 1434	Characterization and Theme, p. 1434 <b>RL.3</b>
	from "We'll Never Conquer Space," Arthur C. Clarke, p. 1446	Applying an Expository Critique, p. 1444	Argumentative Essay and Analogy, p. 1444 <b>RI.2, RI.4</b>
	"Extra-Terrestrial Relays: Can Rocket Stations Give World-wide Radio Coverage?" Arthur C. Clarke, p. 1455	Analyzing Cause-and-Effect Relationships, p. 1454 <b>RI.5</b>	Technical Article and Press Release, p. 1454
	from <i>Songbook</i> : "I'm Like a Bird," Nick Hornby, p. 1464	Outlining the Arguments and Strategies, p. 1462 <b>RI.5</b>	Personal Essay, p. 1462

Key: **A**: Indicates an Anchor Text

 Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	<b>Vocabulary</b> , p. 1316: imperialism, despotic, dominion, reverently, incredulously, skeptical; <b>Word Analysis: Etymology of Political Science and History Terms</b> , p. 1338; <b>Vocabulary: Contextual Meaning</b> , p. 1338 <b>L.4.a</b>	<b>Writing to Sources: Problem-and-Solution Essay</b> , p. 1338; <b>Writing and Speaking Conventions</b> , p. 1339; <b>Conventions and Style: Variety in Sentence Beginnings</b> , p. 1339; <b>W.2, W.2.d</b>	<b>Critical Reading</b> , pp. 1326, 1336; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1340: impressionistic, segmented, atrophy, patronize, distill, keenly; <b>Word Analysis: Patterns of Word Changes</b> , p. 1357; <b>Vocabulary: Analogies</b> , p. 1357 <b>L.4.b</b>	<b>Writing to Sources: Biographical Sketch of a Remarkable Person</b> , p. 1357 <b>W.3, W.3.d</b>	<b>Critical Reading</b> , pp. 1347, 1355; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1358: antic, rancor, eclipse, inducted; <b>Vocabulary: Synonyms</b> , p. 1365	<b>Writing to Sources: Multimedia Presentation</b> , p. 1365 <b>W.2</b>	<b>Critical Reading</b> , pp. 1361, 1364; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1366: furrow, nuisance, inklings, mortal, ordeal; <b>Vocabulary: Context</b> , p. 1376 <b>L.4.b</b>	<b>Writing to Sources: Directions</b> , p. 1376	<b>Critical Reading</b> , pp. 1369, 1372, 1375; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1378: undeterminable, clasped, appalled, resume; <b>Vocabulary: Context</b> , p. 1387	<b>Writing to Sources: Scene</b> , p. 1387 <b>W.3</b>	<b>Critical Reading</b> , pp. 1382, 1386; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1388: grieved, spellbound, tortuous, dregs; <b>Vocabulary: Context</b> , p. 1399	<b>Writing to Sources: Parody</b> , p. 1399 <b>W.4</b>	<b>Critical Reading</b> , pp. 1390, 1394, 1398; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1400: effigy, supine, fidelity, larking; <b>Vocabulary: Antonyms</b> , p. 1409	<b>Writing to Sources: Reflective Essay</b> , p. 1409 <b>W.3.e</b>	<b>Critical Reading</b> , pp. 1405, 1407, 1408; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1410: utters, scales, lustrous, steadfastly; <b>Vocabulary: True or False?</b> p. 1415	<b>Writing to Sources: Radio Introduction</b> , p. 1415 <b>W.2.a</b>	<b>Critical Reading</b> , pp. 1413, 1414; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1418: exemplary, filial, encomiums, complaisant, fathom; <b>Word Analysis: Latin Root -fil-</b> , p. 1431; <b>Vocabulary: Context Clues</b> , p. 1431 <b>L.4.a</b>	<b>Writing to Sources: Response to Literature</b> , p. 1431 <b>W.1.a, W.1.b</b>	<b>Critical Reading</b> , pp. 1417, 1429
	<b>Vocabulary</b> , p. 1434: subdued, dappled, assessing, homespun, condescension, haggard; <b>Vocabulary: Analogies</b> , p. 1443	<b>Writing to Sources: Magazine Advertisement</b> , p. 1443 <b>W.4</b>	<b>Critical Reading</b> , p. 1442; <b>Selection Test</b>
	<b>Vocabulary</b> , p. 1444: ludicrous, irrevocable, instantaneous, enigma, inevitable; <b>Vocabulary: Antonyms</b> , p. 1453	<b>Writing to Sources: Expository Essay</b> , p. 1453 <b>W.2</b>	<b>Critical Reading</b> , p. 1451; <b>Selection Test</b>
	<b>Content-Area Vocabulary</b> , p. 1454: satellite, atmosphere, velocity, orbits	<b>Timed Writing: Analytical Essay</b> , p. 1459 <b>W.2, W.4.d</b>	<b>Test Practice: Timed Writing</b> , p. 1459
	<b>Vocabulary</b> , p. 1462: inane, incessant, cynically, languor, anemic, disposable; <b>Vocabulary: Context</b> , p. 1467	<b>Writing to Sources: Explanatory Notes</b> , p. 1467	<b>Critical Reading</b> , p. 1466; <b>Selection Test</b>