



Unit	Scholarship and Commentary	Focus on Literary Forms	Contemporary Connection	Informational Materials
1. A Gathering of Voices: Literature of Early America (Beginnings–1800)	William L. Andrews, America Begins with a Promise and a Paradox pp. 14–15; Susan Power, “Museum Indians” pp. 32–39; William L. Andrews Introduces <i>The Interesting Narrative of the Life of Olaudah Equiano</i> pp. 166–167	Speeches pp. 96–97	Exploration Past and Present pp. 68–72	Reading for Information pp. 128–133; Primary Sources pp. 178–187
2. A Growing Nation: Literature of the American Renaissance (1800–1870)	Gretel Ehrlich, Inspired by Nature pp. 222–223; Charles Johnson on Ralph Waldo Emerson pp. 362–363; Gretel Ehrlich Introduces <i>Walden</i> pp. 374–375	Poetry pp. 402–403	Embracing Wilderness Past and Present pp. 398–400	Primary Sources pp. 242–255; Reading for Information pp. 392–397
3. Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier (1850–1914)	Nell Irvin Painter, Defining an Era pp. 474–475; Nell Irvin Painter Introduces <i>An Account of an Experience with Discrimination</i> pp. 550–551	Narrative Nonfiction pp. 516–517	Civil War Writings Past and Present p. 544	Reading for Information pp. 558–562; Primary Sources pp. 492–505, 614–624
4. Disillusion, Defiance, and Discontent: Literature of the Modern Age (1914–1945)	Tim O’Brien, Literature as a Magic Carpet pp. 702–703; Tim O’Brien Introduces “Ambush” pp. 808–809	Short Stories pp. 796–797	Cartooning as Literature pp. 888–894	Primary Sources pp. 764–771; Reading for Information pp. 938–943
5. Prosperity and Protest: Literature of the Postwar Era (1945–1970)	Arthur Miller, The Purpose of Theater pp. 978–979; The Words of Arthur Miller on <i>The Crucible</i> pp. 1120–1121	Drama pp. 1116–1117	Tallahassee Bus Boycott p. 971; Jack Kerouac: King of the Road Trip p. 972; Artistic Upstarts Past and Present pp. 1046–1049	Primary Sources pp. 1000–1008; Reading for Information pp. 1250–1255
6. New Voices, New Frontiers: Literature of the Contemporary Period (1970–Present)	Julia Alvarez, All-American Writer pp. 1290–1291; Julia Alvarez Introduces “Antojos” pp. 1294–1295	Essays pp. 1374–1375	Poetry and Numbers pp. 1370–1372	Primary Sources pp. 1398–1407; Reading for Information pp. 1442–1447

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Writing Workshop	Speaking and Listening	Language Study	Text Set Workshop	Test-Taking Practice
Narration: Autobiographical Narrative pp. 188–195	Evaluate Persuasive Speech pp. 196–197	Using a Dictionary and Thesaurus p. 198	Writing: Argumentative Essay p. 200a; Research: The American Dream p. 200b; Listening and Speaking: Press Conference 200b	Reading Test: Social Science Passages pp. 200–203 Performance Tasks pp. 204–205 SAT PREP ACT
Informative Text: Reflective Essay pp. 440–447	Write and Deliver a Persuasive Speech pp. 448–449	Etymology: Political Science/History Terms p. 450	Writing: Argumentative Essay p. 452a; Writing to Sources p. 452a; Research: Poster Series p. 452b; Listening and Speaking: Debate p. 452b	Reading Test: Paired Passages pp. 452–455 Performance Tasks pp. 456–457 SAT PREP ACT
Research: Historical Investigation Report pp. 664–675	Oral Interpretation of a Literary Work pp. 676–677	Words from Mythology and Religious Traditions p. 678	Writing: Argumentative Essay p. 680a; Research: Editorial on Westward Expansion p. 680b; Listening and Speaking: Conversation p. 680b	Reading Test: Humanities Passage pp. 680–683 Performance Tasks pp. 684–685 SAT PREP ACT
Argumentation: Multimedia Presentation of an Argument pp. 944–951	Analyze a Nonprint Political Advertisement pp. 952–953	Etymology: Scientific, Medical, and Mathematical Terms p. 954	Writing: Argumentative Essay p. 956a; Research: Magazine Articles p. 956b; Listening and Speaking: Oral Interpretation p. 956b	Critical Reading Test: Long Reading Passage pp. 956–969 Performance Tasks pp. 960–961 SAT PREP ACT
Argumentation: Argumentative Essay pp. 1256–1263	Analyze and Evaluate Entertainment Media pp. 1264–1265	Idioms and Idiomatic Expressions p. 1266	Writing: Argumentative Essay p. 1268a; Research: Documentary Slide Show p. 1268b; Listening and Speaking: Roundtable Discussion p. 1268b	Reading Test: Prose Fiction pp. 1268–1271 Performance Tasks pp. 1272–1273 SAT PREP ACT
Narration: Short Story pp. 1448–1455	Compare Print News Coverage pp. 1456–1457	Cognates p. 1458	Writing: Argumentative Essay p. 1460a; Research: Culture Fair p. 1460b; Listening and Speaking: Nonfiction Book Club Proposal p. 1460b	Critical Reading: Short Reading Passage pp. 1460–1463 Performance Tasks pp. 1464–1465 SAT PREP ACT



Unit 1: A Gathering of Voices

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	“The Earth on Turtle’s Back,” p. 20; “When Grizzlies Walked Upright” p. 24; from <i>The Navajo Origin Legend</i> , p. 27	Establish a Purpose for Reading, p. 18	Origin Myths, Archetypes, p. 18 RL.2
	from <i>The Iroquois Constitution</i> , p. 42 A	Reading Warm-ups A and B, Analyze Philosophical Assumptions and Beliefs, p. 40 RI.6	Political Documents, Symbols, p. 40
	“A Journey Through Texas,” Alvar Núñez Cabeza de Vaca, SE; “Boulders Taller Than the Great Tower of Seville,” García López de Cárdenas, p. 52	Recognize Signal Words, p. 46 RI.6	Exploration Narratives, p. 46
	from <i>Of Plymouth Plantation</i> William Bradford, p. 58	Breaking Down Long Sentences, p. 56 RI.6	Author’s Purpose, Audience, p. 56
PART 2	“To My Dear and Loving Husband,” Anne Bradstreet, p. 76	Paraphrase, p. 74 RL.5	Puritan Plain Style, p. 74
	“Huswifery,” Edward Taylor, p. 82	Adjust Your Reading Rate, p. 80 RL.5	Metaphor, p. 80
	from <i>Sinners in the Hands of an Angry God</i> , Jonathan Edwards, p.86 A	Context Clues, p. 84 RI.6	Sermon, Archetypes, p. 84
PART 3	Speech in the Virginia Convention, Patrick Henry, p. 100; Speech in the Convention, Benjamin Franklin, p. 105	Critique Their Appeal to Friendly and Hostile Audiences, p. 98 RI.6, RI.9	Rhetorical Devices, p. 98 RI.9 Spiral Review, p. 102
	The Declaration of Independence, Thomas Jefferson, p. 112; from <i>The American Crisis, Number 1</i> , Thomas Paine, p. 117 A ©	Analyze Word Choice, p. 110 RI.4, RI.9	Persuasion, Argument, p. 110 RI.9
	“To His Excellency, General Washington,” Phillis Wheatley, p. 124	Reread, p. 122	Heroic Couplets, Classical Mythology, p. 122 RL.5
	from <i>The Autobiography</i> , Benjamin Franklin, p. 140; from <i>Poor Richard’s Almanack</i> , Benjamin Franklin, p. 148	Analyze Cause and Effect, p. 139 RI.3	Autobiography, Aphorisms, p. 139 Spiral Review, p. 146
	“Straw into Gold: The Metamorphosis of the Everyday,” Sandra Cisneros, p. 158	Autobiographical Writing, p. 157 RI.3	

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

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 18: unconscious, depths, ancestors, protruded; Latin Root -trud- / -trus-, p. 30; Context Clues, SE, p. 30 L.4.a</p>	<p>Coordinating Conjunctions, p. 31; Connecting to the Essential Question, SE, p. 18; Writing to Sources: Play, SE, p. 30 W.3, L.3.a</p>	<p>Critical Reading, pp. 23, 28; Selection Test</p>
<p>Vocabulary, p. 40: disposition, constitute, tempered, deliberation, oblivion</p>	<p>Writing to Sources: Found Poem, p. 45</p>	<p>Thinking About the Commentary, p. 33; Critical Reading, pp. 39, 44; Selection Test</p>
<p>Vocabulary, p. 46: entreated, feigned, subsisted, successive, advantageous, traversed; Use New Words Correctly, p. 55</p>		<p>Critical Reading, p. 54; Selection Test</p>
<p>Vocabulary, p. 56: peril, habitation, subject to, adversity, calamity, relent Vocabulary Builder, Related Forms of peril, p. 67; Antonyms or Synonyms, p. 67 L.4.b</p>	<p>Writing to Sources: Explorer’s Journal Entry, p. 55; Writing: Speaker Introduction, p. 67 W.6, W.7</p>	<p>Critical Reading, p. 65; Selection Test</p>
<p>Vocabulary, p. 74: quench, recompense, manifold, persevere</p>	<p>Writing to Sources: Interpretive Essay, p. 79 W.2</p>	<p>Critical Reading, p. 77; Selection Test</p>
<p>Vocabulary, p. 80: affections, ordinances, judgment, apparel</p>	<p>Writing: Reflective Essay, p. 83 W.2, W.2.d</p>	<p>Critical Reading, p. 82; Selection Test</p>
<p>Vocabulary, p. 84: constitution, prudence, omnipotent, mediator, induce; Word Analysis: Latin Prefix omni-, p. 93; Analogies, p. 93 L.4, L.4.a, L.3.a, L.5</p>	<p>Correlative Conjunctions, p. 94 Section 4; Writing to Sources: Evaluation of Persuasion, p. 93 W.1, L.3.a</p>	<p>Critical Reading, p. 91</p>
<p>Vocabulary, p. 98: insidious, privileges, vigilant, despotism, salutary, unanimity; Relate New Vocabulary to Familiar Words, p. 109; Antonyms, p. 109 L.5</p>	<p>Writing to Sources: Compare-and-Contrast Essay, p. 109 W.2, W.2.a</p>	<p>Critical Reading, pp. 103, 107; Selection Test</p>
<p>Vocabulary, p. 110: candid, assent, harass, tyranny, redress, acquiesce, rectitude, prudent; Word Analysis: Latin Word Parts -rect- and -tude-, p. 121 L.4.b</p>	<p>Writing Lesson: Persuasive Editorial, p. 121 W.1</p>	<p>Critical Reading, pp. 115, 119; Selection Test</p>
<p>Vocabulary, p. 122: propitious, tempest, martial, implore, pensive, lament; Sentence Completions, p. 127</p>	<p>Writing: Persuasive Memorandum, p. 127 W1</p>	<p>Critical Reading, p. 126; Test Practice: Reading, p. 133</p>
<p>Vocabulary, p. 139: arduous, avarice, vigilance, incorrigible, posterity, squander Word Analysis: Patterns of Word Changes, p. 153; Analogies, p. 153 L.4, L.5</p>	<p>Subordinating Conjunctions, p. 155; Writing to Sources: Essay Analyzing Cause and Effect, p. 154 W.2.a, W.2.c, W.2.f</p>	<p>Critical Reading, p. 150</p>
<p>Vocabulary, p. 157: intuitively, capable, taboo, nostalgia, flourished L.6</p>	<p>Writing to Compare Literary Works, p. 165 W.9, W.10</p>	<p>Critical Reading, p. 164; Selection Test</p>



Unit 1: A Gathering of Voices *(continued)*

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3 <i>(continued)</i>	from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Olaudah Equiano, p. 170 ©	Summarizing to Identify the Main Idea or Essential Message, p. 168 RI.2	Slave Narrative, p. 168
	Primary Sources, p. 178; Letter From the President’s House, John Adams, p. 181; Letter to Her Daughter From the New White House, Abigail Adams, p. 182; Floor Plan of the President’s House, Benjamin Henry Latrobe, p. 184	Analyzing a Writer’s Perspective, p. 178 RI.9	Letters, p. 178

Unit 2: A Growing Nation

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	“The Devil and Tom Walker,” Washington Irving, p. 228 A	Evaluate the Influences of the Historical Period, p. 226	Characterization, p. 226 RL.3
	“Commission of Meriwether Lewis,” Thomas Jefferson, p. 245; “Crossing the Great Divide,” Meriwether Lewis, p. 250	Identify the Writer’s Purpose, p. 242 RI.9	Commission, Field Report, p. 242
	from “The Song of Hiawatha,” Henry Wadsworth Longfellow, p. 258; “The Tide Rises, The Tide Falls,” Henry Wadsworth Longfellow, p. 260; “Thanatopsis,” William Cullen Bryant, p. 262; “Old Ironsides,” Oliver Wendell Holmes, p. 266	Summarize, p. 256 RL.1	Meter, p. 256
PART 2	“The Minister’s Black Veil,” Nathaniel Hawthorne, p. 272 A	Drawing Inferences, p. 270 RL.5	Parable and Symbol, p. 270 Spiral Review , p. 284
	“The Fall of the House of Usher,” Edgar Allan Poe, p. 293; “The Raven,” Edgar Allan Poe, p. 312	Break Down Long Sentences, p. 291	Gothic Literature, Single Effect, p. 291 RL.1, RL.3, RL.9
	“Where Is Here?” Joyce Carol Oates, p. 325	Comparing Gothic Literature Past and Present, p. 323	Modern Gothic Literature, p. 323 RL.3 Spiral Review , p. 331

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Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 168: copious, wretched, dejected, inseparable, heightened, pacify; Word Analysis: Latin Root -ject- , p. 177; Categorize Key Vocabulary , 177; Vocabulary , p. 179: account, commissioners, inspection, unabated, interspersed, scale, establishment, contract, procure, recourse L.4	Response to Literature , p. 165; Writing Lesson: Museum Placard , p. 177 W.7	Critical Reading , p. 175; Selection Test
	Research Task, Topic: Changing the White House , p. 187 W.7, W.8	Critical Reading , p. 185; Test Practice: Reading , p. 187

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 226: prevalent, discord, treacherous, extort, ostentation, parsimony; Word Analysis: Latin Prefix ex- , p. 241; Vocabulary: Sentence Completions , p. 241	Connecting to the Essential Question , p. 226; Writing to Sources: Modern Retelling of a Story , p. 241 W.3, W.3d, L.2.a	Critical Reading , p. 239; Selection Test
Vocabulary , p. 243: celestial, practicable, latitude, longitude, membranes, conciliatory, discretion, dispatched, prospect, conspicuous L.4.c	Research Task, Topic: The Life of Sacagawea , p. 255 W.7, W.8	Critical Reading , p. 253; Selection Test
Vocabulary , p. 256: efface, eloquence, pensive, venerable; Vocabulary: Antonyms , p. 268 L.5	Connecting to the Essential Question , p. 256; Writing to Sources: Comparing Literary Works , p. 268 W.2	Critical Reading , pp. 259, 264, 267; Selection Test
Vocabulary , p. 270: inanimate, venerable, pathos, impertinent, obstinacy, imperceptible; Word Analysis: Greek Root -path- , p. 286; Vocabulary: Word/Phrase Relationships , p. 286 L.5	Adjective and Adverb Clauses , p. 287; Grammar in Your Writing , p. 287; Connecting to the Essential Question , p. 270; Writing to Sources: Interpretive Essay About Ambiguity , p. 286 W.2.b, W.2.c, L.1, L.3.a	Critical Reading , pp. 284; Selection Test
Vocabulary , p. 291: importunate, munificent, equivocal, specious, anomalous, sentience; Word Analysis: Latin Root -voc- , p. 319; Vocabulary: True or False? p. 319; Gothic Style: Words for a Character in Torment , p. 319: agitation, feeble, futile, leaden, tremulous, trepidancy L.4.c	Comparative and Superlative Adjectives and Adverbs , p. 321; Connecting to the Essential Question , p. 291; Writing to Sources: Essay Evaluating Differing Critical Views , p. 320	Critical Reading , pp. 310, 317; Selection Test
Vocabulary , p. 323: Gather Vocabulary Knowledge : related forms of perplex, disturb, resent L.4.c	Writing to Compare Literary Works , p. 333 W.9, W.10	Critical Reading , pp. 332; Selection Test



Unit 2: A Growing Nation (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 2	from <i>Moby-Dick</i> , Herman Melville, p. 336	Identify Relevant Details to Determine the Essential Message, p. 334	Symbol and Theme, p. 334 RL.2
	from <i>Nature</i> , Ralph Waldo Emerson, p. 366; from <i>Self-Reliance</i> , Ralph Waldo Emerson, p. 369; "Concord Hymn," Ralph Waldo Emerson, p. 371	Challenging or Questioning the Text, p. 364	Figurative Language, p. 364 RI.4
PART 3	from <i>Walden</i> , Henry David Thoreau, p. 378; from <i>Civil Disobedience</i> , Henry David Thoreau, p. 388 A ©	Analyze the Author's Implicit and Explicit Philosophical Assumptions, p. 376 RL.1	Author's Style, Figurative Expressions, Metaphor, and Analogy, p. 376 RI.4 Spiral Review, p. 388
PART 4	Emily Dickinson's Poetry, Emily Dickinson, p. 408 ©	Reread, p. 407	Exact and Slant Rhyme, Paradox, p. 407 RL.4, RL.5, RL.6
	Poetry and Essay Excerpt by Walt Whitman, Walt Whitman, 426 A ©	Adjust Your Reading Rate, p. 425	Epic Poetry, Style, p. 424 RL.4, RL.5

Unit 3: Division, Reconciliation, and Expansion

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	"An Occurrence at Owl Creek Bridge," Ambrose Bierce, p. 480	Analyzing the Story's Pattern of Organization, p. 478 Spiral Review, p. 483	Point of View, p. 478
	from <i>Mary Chesnut's Civil War</i> , Mary Chesnut, p. 495; "Recollections of a Private," Warren Lee Goss, p. 500; "A Confederate Account of the Battle of Gettysburg," Randolph McKim, p. 502	Generating Questions, p. 492 RI.1, RI.6, RI.9	Diaries and Journals, p. 492
	"An Episode of War," Stephen Crane, p. 508	Apply Background Knowledge, p. 506; Strategies for Reading Narrative Accounts, p. 517	Naturalism, p. 506 RL.3, RL.9
	from <i>My Bondage and My Freedom</i> , Frederick Douglass, p. 520 A	Setting a Purpose, p. 518	Autobiography, Author's Purpose, p. 518 RI.6, RI.9
	"Go Down, Moses," p. 532; "Swing Low, Sweet Chariot," p. 534	Listening, p. 530	Spirituals, Biblical Allusions, Allegory, p. 530 RL.4, RL.5
	"The Gettysburg Address," Abraham Lincoln, p. 538; "Letter to His Son," Robert E. Lee, p. 541	Use Your Background Knowledge, p. 536	Diction, p. 536 RI.9
	"An Account of an Experience with Discrimination," Sojourner Truth, p. 554	Identify Relevant Facts and Details, p. 552	Author's General Purpose for Writing, p. 552 RI.6

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Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 334: pedestrian, impulsive, inarticulate, inscrutable, maledictions, prescient; Word Analysis: Latin Prefix <i>mal-</i> , p. 357; Vocabulary: Synonyms , p. 357	Participles, Gerunds, and Infinitives (Verbals) , p. 358; Connecting to the Essential Question , p. 334; Writing to Sources: Character Study , p. 357 W.1, W.1.a	Critical Reading , p. 355; Selection Test
Vocabulary , p. 364: perpetual, decorum, tranquil, conviction, chaos, aversion, absolve; Word Analysis: Latin Prefix <i>ab-</i> , p. 373; Vocabulary: Categorize Vocabulary , p. 373 L.5	Writing to Sources: Critical Evaluation of a Philosophical Essay , p. 373 W.2, W.2.b	Critical Reading , pp. 363, 368, 370, 371; Selection Test
Vocabulary , p. 376: dilapidated, sublime, superfluous, magnanimity, expedient, alacrity; Word Analysis: Latin Root <i>-flu-</i> , p. 391; Vocabulary: Synonyms , p. 391 L.4.c, L.5	Writing to Sources: Editorial , p. 391 W.1	Critical Reading , pp. 375, 387, 389; Selection Test
Vocabulary , p. 407: surmised, eternity, interposed, affliction, ample, finite, infinity; Word Analysis: Latin Root <i>-fin-</i> , p. 421; Vocabulary: Antonyms , 421 L.5.a, L.4.c, L.5	Writing to Sources: Blog Entry About Poetry , p. 421 W.2, W.2.b	Critical Reading , pp. 409, 411, 414, 417; Selection Test
Vocabulary , p. 425: stirring, abeyance, effuse, bequeath, stealthily, robust; Multiple Meaning Words , p. 439; Vocabulary: Denotations , p. 439; L.4, L.4.d	Writing: Free Verse Poem in Honor of Whitman , p. 439 W.3.d	Critical Reading , pp. 427, 431, 433, 436; Selection Test

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 478: etiquette, deference, dictum, summarily, apprised, ineffable; Latin Root <i>-dict-</i> , p. 491; Vocabulary: Revising Sentences for Logic , p. 491 L.3, L.9.a	Writing to Sources: Critical Essay on a Stylistic Device , p. 491 W.2, W.2.b	Critical Reading , p. 489; Selection Test
Vocabulary , p. 493: adjourned, convention, intercepted, obstinate, recruits, fluctuation, spectator, offensive, brigade, entrenchments L.4.c	Research Task, Topic: Women and the Civil War , p. 505 W.7, W.8	Critical Reading , pp. 499, 501, 503; Test Practice: Reading , p. 505; Selection Test
Vocabulary , p. 506: precipitate, aggregation, commotion, disdainfully, sinister; Latin Root <i>-greg-</i> , p. 515; Vocabulary: Analogies , p. 515 L.4.b	Writing to Sources: Essay in Response to Criticism , p. 515 W.2, W.2.a	Critical Reading , p. 513; Selection Test
Vocabulary , p. 518: benevolent, deficient, fervent, opposition, consternation, intolerable; Latin Root <i>-bene-</i> , p. 529; Vocabulary: Sentence Completions , p. 529 L.4.b, L.4.d	Writing: College Application Essay , p. 529 W.2, W.2.a, W.2.b, W.2.c	Critical Reading, SE , p. 527; Selection Test
Vocabulary , p. 530: oppressed, smite; Vocabulary: Antonyms , p. 535 L.4	Writing to Sources: Electronic Slide Presentation , p. 535 W.6	Critical Reading, SE , p. 534; Selection Test
Vocabulary , p. 536: consecrate, hallow, virtuous, anarchy; Vocabulary: Use New Words in Sentences , p. 543	Writing to Sources: Compare-and-Contrast Essay, SE , p. 543 W.2, W.2.c	Critical Reading, SE , p. 542; Selection Test
Vocabulary , p. 552: ascended, assault; Vocabulary: True or False , p. 557	Writing to Sources: Newspaper Article , p. 557 W.2, W.2.a, W.2.b, L.2.e	Thinking About the Commentary, SE , p. 551; Critical Reading, SE , p. 556; Selection Test



Unit 3: Division, Reconciliation, and Expansion *(continued)*

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 2	"The Boy's Ambition" from <i>Life on the Mississippi</i> , Mark Twain, p. 570; "The Notorious Jumping Frog of Calaveras County," Mark Twain, p. 576	Clarify and Interpret, p. 569	Humor, p. 569 RL.6, RL.9, RI.4 Spiral Review, p. 573
	from <i>The Life and Times of the Thunderbolt Kid</i> , Bill Bryson, p. 589		Comparing American Humor Past and Present, p. 587 RI.4
	"To Build a Fire," Jack London, p. 596	Predict, p. 594	Conflict, SE, p. 594 R.L.3, RL.6 Spiral Review, p. 599
	"Heading West," Miriam Davis Colt, p. 617, A ; "I Will Fight No More Forever," Chief Joseph, p. 622 A	Analyzing an Author's Implicit and Explicit Philosophical Assumptions and Beliefs, p. 614 RI.1, RI.9	Personal History, p. 614
PART 3	"The Story of an Hour," Kate Chopin, p. 628 A	Analyze the Philosophical Argument, p. 626	Irony, p. 626 RL.6
	"Douglass," Paul Laurence Dunbar, p. 636; "We Wear the Mask," Paul Laurence Dunbar, p. 638	Analyze the Effect of the Historical Period, p. 634	Rhyme Scheme, p. 634 RL.5
	"Luke Havergal," Edwin Arlington Robinson, p. 642; "Richard Cory," Edwin Arlington Robinson, p. 644; "Lucinda Matlock," Edgar Lee Masters, p. 646; "Richard Bone," Edgar Lee Masters, p. 647	Comparing and Contrasting, p. 640	Narrative Poetry, p. 640 RL.3, RL.9
	"A Wagner Matinée," Willa Cather, p. 652	Ask Questions to Clarify Meaning, p. 650	Characterization, p. 650 RL.3

Unit 4: Disillusion, Defiance, and Discontent

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	"The Love Song of J. Alfred Prufrock," T. S. Eliot, p. 708	Adjust Your Reading Rate, p. 706	Dramatic Monologue, Allusions, p. 706 RL.4, RL.5
	The Imagist Poets, p. 719	Engaging Your Senses, p. 718	Imagism, p. 718 RL.4, RL.9
	"Winter Dreams," F. Scott Fitzgerald, p. 730 A	Draw Inferences About Characters, p. 728 RL.1, RL.3	Characters, Characterization, p. 728 Spiral Review, p. 744, 748

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

Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 569: transient, prodigious, eminence, garrulous, conjectured, monotonous, interminable; Greek Prefix <i>mono-</i>, p. 583; Vocabulary: Antonyms, p. 583; Using Resources to Build Vocabulary, p. 583 L.4, L.4.b, L.4.c, L. 5, L.5.b</p>	<p>Fixing Misplaced and Dangling Modifiers, p. 585; Connecting to the Essential Question, p. 569; Writing to Sources: Analytical Essay, p. 584; Grammar in Your Writing, p. 585 W.2, W.2.a, W.2.b, W.2.f, L.1</p>	<p>Critical Reading, pp. 574, 581; Selection Test</p>
<p>Vocabulary, p. 587: embark, dubious; Vocabulary: Logical Word Use, p. 593 L.4.c, L.5.a</p>	<p>Writing to Sources: Compare-and-Contrast Essay, p. 593 W.2, W.2.b</p>	<p>Critical Reading, p. 592; Selection Test</p>
<p>Vocabulary, p. 594: conjectural, unwonted, appendage, conflagration, peremptorily; Word Analysis: Latin Root <i>-pend-</i>, p. 612; Vocabulary: Word/Phrase Relationships, p. 612 L.4.b</p>	<p>Introductory Phrases and Clauses, p. 613; Connecting to the Essential Question, p. 594; Writing to Sources: Literary Criticism, p. 612; Grammar in Your Writing, p. 613 W.1, L.1</p>	<p>Critical Reading, p. 610; Selection Test</p>
<p>Vocabulary, p. 615: shares, pervading, levee, emigrants, profusion, foothold, prairie, forded, ravine L.4.b</p>	<p>Research Task, Topic: Westward Expansion, p. 624 W.7, W.8</p>	<p>Critical Reading, pp. 621, 622; Test Practice: Reading, p. 624; Selection Test</p>
<p>Vocabulary, p. 626: forestall, repression, elusive, tumultuously; Vocabulary: Synonyms, p. 633</p>	<p>Writing: Reflective Essay, p. 633 W.3, W.3.c</p>	<p>Critical Reading, p. 632; Selection Test</p>
<p>Vocabulary, p. 634: salient, dissension, stark, guile, myriad; Vocabulary: Antonyms, p. 639 L.5</p>	<p>Writing to Sources: Report on Literary History, p. 639 W.1</p>	<p>Critical Reading, SE, p. 638; Selection Test</p>
<p>Vocabulary, p. 640: repose, degenerate, epitaph, chronicles; Word Analysis: Latin Root <i>-genus-</i>, p. 649; Vocabulary: Evaluating Logic, p. 649 L.4</p>	<p>Writing: Outline for a Short Story, p. 649 W.3</p>	<p>Critical Reading, pp. 644, 647; Selection Test</p>
<p>Vocabulary, p. 650: reverential, tremulously, inert, prelude, jocularly; Multiple Meaning Words from Music, p. 663; Vocabulary: Word Meanings, p. 663 L.4, L.6</p>	<p>Writing Argument: Editorial, p. 663 RL.3, RL.9, W.1, W.5</p>	<p>Critical Reading, p. 661; Selection Test</p>

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 706: tedious, insidious, digress, malingers, meticulous, obtuse; Word Analysis: Greek Prefix <i>di-</i>, p. 715; Vocabulary: Synonyms, p. 715</p>	<p>Writing to Sources: Character Analysis, p. 715 W.2, W.2.b, W.2.d</p>	<p>Critical Reading, p. 712; Selection Test</p>
<p>Vocabulary, p. 718: voluminous, dogma, apparition; Word Analysis: Forms of <i>appear</i>, p. 727; Vocabulary: True or False, p. 727 L.4.b</p>	<p>Writing to Sources: An Editor’s Review of a Manuscript, p. 727 W.2, W.2.b</p>	<p>Critical Reading, pp. 721, 722, 724, 725; Selection Test</p>
<p>Vocabulary, p. 728: fallowness, fortuitous, sinuous, mundane, poignant, sediment; Word Analysis: Latin Root <i>-sed-</i>, p. 754; Vocabulary: Context, p. 754 L.4.a, L.4.b</p>	<p>Subject-Verb Agreement, p. 755; Writing to Sources: Literary Criticism, p. 754 W.2, W.2.b, L.1</p>	<p>Critical Reading, p. 752; Selection Test</p>



Unit 4: Disillusion, Defiance, and Discontent (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1 (<i>continued</i>)	"The Turtle" from <i>The Grapes of Wrath</i> , John Steinbeck, p. 758	Analyze Patterns of Symbolism, p. 756	Allegory, Theme, p. 756 RL.1, RL.4, RL.6
	"Migrant Mother," Dorothea Lange, p. 767; "Dust Bowl Blues," Woody Guthrie, p. 768	Drawing Inferences, p. 764 RL.1, RI.1	
	"The Unknown Citizen," W. H. Auden, p. 774	Evaluate Structure as It Relates to Meaning, p. 772	Satire, Tone, p. 772
	"old age sticks," E. E. Cummings, p. 780; "anyone lived in a pretty how town," E.E. Cummings, p. 781	Paraphrase, p. 778	Author's Style, p. 778 RL.4, RL.5
	"Of Modern Poetry," Wallace Stevens, p. 786; "Ars Poetica," Archibald MacLeish, p. 789; "Poetry," Marianne Moore, p. 791	Analyze Philosophical Arguments, p. 784 RL.1	Poetic Devices, p. 784 RL.4
PART 2	"In Another Country," Ernest Hemingway, p. 800 A	Strategies for Close Reading Short Stories, p. 797; Identifying with Characters, p. 798	Author's Style, Theme, p. 798 RL.2, RL.4 Spiral Review, p. 804
	"A Rose for Emily," William Faulkner, p. 816; Nobel Prize Acceptance Speech, William Faulkner, p. 828	Clarify Ambiguity, p. 814	Conflict, p. 814 RL.1, RL.3 Spiral Review, p. 819
	"The Jilting of Granny Weatherall," Katherine Anne Porter, p. 834	Clarify the Sequence of Events, p. 832	Stream of Consciousness, Flashback, p. 832 RL.3, RL.5
	"A Worn Path," Eudora Welty, p. 848	Generate Questions, Then Make Predictions, p. 846	Archetype, Hero's Quest, p. 846 RL.3, RL.5
	"The Night the Ghost Got In," James Thurber, p. 860	Analyzing Cause and Effect, p. 858	Humorous Essay, p. 858 RI.3, RI.4
	"Chicago," Carl Sandburg, p. 868; "Grass," Carl Sandburg, p. 870	Evaluate the Effects of Repetition, p. 866	Apostrophe, p. 866 RL.4, RL.5
	Robert Frost's Poetry, p. 874	Read Poetry in Sentences, p. 872	Blank Verse, p. 872 RL.5, RL.9
PART 3	"The Negro Speaks of Rivers," Langston Hughes, p. 902; "I, Too," Langston Hughes, p. 904; "Dream Variations," Langston Hughes, p. 906; "Refugee in America," Langston Hughes, p. 907	Apply a Critical Perspective, p. 901	Speaker, Multiple Themes, p. 901 RL.2, RL.9
	"study the masters," Lucille Clifton, p. 915; "For My Children," Colleen McElroy, p. 916	Comparing Poetry of Cultural Identity, p. 913 RL.2, RL.4	Poetry of Cultural Identity, p. 913
	"The Tropics in New York," Claude McKay, p. 923; "A Black Man Talks of Reaping," Arna Bontemps, p. 924; "From the Dark Tower," Countee Cullen, p. 926	Applying a Political Approach to Literary Criticism, p. 922	Stanza, p. 922 RL.5, RL.9
	from <i>Dust Tracks on a Road</i> , Zora Neale Hurston, p. 930	Analyze the Effect of the Author's Purpose, p. 928; Evaluate Validity and Reliability, p. 938 RI.4, RI.6	Autobiography, Social Context, p. 928 Spiral Review, p. 932

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

Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 756: dispersal, plodding, embankment, frantic; Word Analysis: Latin Prefix <i>pro-</i>, p. 763; Vocabulary: Word/Phrase Relationships, p. 763; L.5</p>	<p>Writing to Sources: Essay About Historical Context, p. 763 W.2, W.2.b, W.2.c, W.7</p>	<p>Critical Reading, p. 761; Selection Test</p>
<p>Vocabulary, p. 765: migrant, exposures, huddled, stout</p>		<p>Critical Reading, p. 769; Selection Test</p>
<p>Vocabulary, p. 772: conduct, psychology, sensible; Word Analysis: Greek Root <i>-psych-</i>, p. 777; Vocabulary: Assessing Logic, p. 777; L.4.b</p>	<p>Writing to Sources: Political Approach to Literary Criticism, p. 777 W.2, W.2.b, W.2.f</p>	<p>Critical Reading, p. 775; Selection Test</p>
<p>Vocabulary, p. 778: sowed, reaped; Vocabulary: Analogies, p. 783 L.5</p>	<p>Writing to Sources: Poet’s Introduction, p. 783 W.2, W.2.b</p>	<p>Critical Reading, p. 782; Selection Test</p>
<p>Vocabulary, p. 784: suffice, insatiable, palpable, derivative; Word Analysis: Latin Root <i>-satis-</i>, p. 794; Vocabulary: Use New Words, p. 794; W.4.b, W.4.d</p>	<p>Writing to Sources: Comparison-and-Contrast Essay, p. 794 W.2, W.9.a</p>	<p>Critical Reading, pp. 787, 790, 792; Selection Test</p>
<p>Vocabulary, p. 798: detached, disgrace, resign; Vocabulary: Use New Words, p. 807 W.4, W.4.a</p>	<p>Writing to Sources: Critical Essay on Style, p. 807 W.2, W.2.b</p>	<p>Critical Reading, pp. 806, 813; Selection Test</p>
<p>Vocabulary, p. 814: encroached, vanquished, vindicated, circumvent, virulent, inextricable; Word Analysis: Latin Prefix <i>in-</i>, p. 831; Vocabulary: Analogies, p. 831; L.4.b, L.5</p>	<p>Writing to Sources: Critical Review, p. 831 W.1</p>	<p>Critical Reading, pp. 827, 829; Selection Test</p>
<p>Vocabulary, p. 832: tactful, piety, dyspepsia; Word Analysis: Greek Prefix <i>dys-</i>, p. 845; Vocabulary: Sentence Completions, p. 845; L.4.b, L.4.d</p>	<p>Writing: Stream-of-Consciousness Monologue, p. 845 W.3, W.3.b, W.3.d</p>	<p>Critical Reading, p. 843; Selection Test</p>
<p>Vocabulary, p. 846: grave, persistent, limber, obstinate; Vocabulary: Context Clues, p. 857 L.4.a</p>	<p>Writing: Sequel, p. 857 W.3, W.3.a</p>	<p>Critical Reading, p. 856; Selection Test</p>
<p>Vocabulary, p. 858: despondent, intervene, reluctant, blaspheming; Vocabulary: Context Clues, p. 865 L.4.a, L.5.a</p>	<p>Writing to Sources: Analytical Essay on Humor, p. 865 W.2, W.2.b, W.2.f</p>	<p>Critical Reading, p. 864; Selection Test</p>
<p>Vocabulary, p. 866: brutal, wanton, cunning; Vocabulary: Sentence Completions, p. 871 L.2.b, L.5.a</p>	<p>Writing to Sources: Analytical Essay, p. 871 W.2, W.2.b, W.9.a</p>	<p>Critical Reading, pp. 869, 870; Selection Test</p>
<p>Vocabulary, p. 872: poise, rueful, luminary; Word Root: Latin Root <i>-lum-</i>, p. 887; Vocabulary: Analogies, p. 887 L.4.b, L.5</p>	<p>Writing to Sources: Critical Essay, p. 887 W.1</p>	<p>Critical Reading, pp. 876, 879, 881, 885; Selection Test</p>
<p>Vocabulary, p. 901: lulled, dusky, liberty; Word Analysis: Latin Root <i>-liber-</i>, p. 909; Vocabulary: Analogies, p. 909; Connotation and Denotation: Words for Freedom, p. 909</p>	<p>Pronoun-Antecedent Agreement, p. 911; Connecting to the Essential Question, p. 901; Writing to Sources: Multi-Genre Response to Literature, p. 910 W.2, W.2.d, W.5, L.1</p>	<p>Critical Reading, pp. 905, 907; Selection Test</p>
<p>Vocabulary, p. 913: Gather Vocabulary Knowledge: related forms of handiwork, heritage, ritual</p>	<p>Writing to Compare Literary Works, p. 919 W.2, W.9</p>	<p>Critical Reading, p. 918; Selection Test</p>
<p>Vocabulary, p. 922: benediction, increment, countenance, beguile; Vocabulary: Antonyms, p. 927 L.5, L.5.a</p>	<p>Writing to Sources: Compare-and-Contrast Essay, p. 927 W.2, W.2b</p>	<p>Critical Reading, pp. 925, 926; Selection Test</p>
<p>Vocabulary, p. 928: brazenness, caper, duration, exalted; Vocabulary: Use New Words, p. 937</p>	<p>Writing to Sources: Reflective Essay, p. 937 W.2, W.2.a, W.2.b, W.2.e</p>	<p>Critical Reading, p. 936; Selection Test</p>



Unit 5: Prosperity and Protest

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	from <i>Hiroshima</i> John Hersey, p. 984 A ; "The Death of the Ball Turret Gunner," Randall Jarrell, p. 997	Analyzing the Writers' Political Assumptions, p. 982	Implied Theme, p. 982 RL.1 Spiral Review, p. 989
	Junk Rally, p. 1003; "The Battle of the Easy Chair," Dr. Seuss, p. 1004; "Backing the Attack," Editors of <i>The New York Times</i> , p. 1005	Evaluate the Persuasive Use of Symbols, p. 1000 RI.5, RI.7	Editorial, p. 1000
PART 2	"The Life You Save May Be Your Own," Flannery O'Connor, p. 1012	Draw Conclusions, p. 1010	Grotesque Characters and Characterization, p. 1010 RL.1, RL.3 Spiral Review, p. 1016
	"The First Seven Years," Bernard Malamud, p. 1028	Summarize, p. 1026 RL.2	Plot, p. 1026 RL.3, RL.4 Spiral Review, p. 1033
	"Constantly Risking Absurdity," Lawrence Ferlinghetti, p. 1042	Visualizing or Picturing the Action, p. 1040	Extended Metaphor, p. 1040 RL.4
	"Mirror," Sylvia Plath, p. 1052; "Courage," Anne Sexton, p. 1053 A	Interpreting the Connotations, p. 1050	Figurative Language, p. 1050 RL.4
	"Cuttings," Theodore Roethke, p. 1058; "Cuttings (later)," Theodore Roethke, p. 1060	Using Background Knowledge, p. 1056	Sound Devices, p. 1056 RL.4, RL.5
	"The Explorer," Gwendolyn Brooks, p. 1064; "Frederick Douglass," Robert Hayden, p. 1066	Read the Poems Aloud, p. 1062	Repetition and Parallelism, p. 1062 RL.4, RL.5
PART 3	"One Art," Elizabeth Bishop, p. 1072; "Filling Station," Elizabeth Bishop, p. 1074	Read According to Punctuation, p. 1070	Diction and Rhetorical Devices, p. 1070 RL.4, RL.5
	"The Rockpile," James Baldwin, p. 1082	Identify Cause-and-Effect Relationships, p. 1080 RL.5	Setting and Symbol, p. 1080 RL.3
	"Life in His Language," Toni Morrison, p. 1096	Analyze Patterns of Organization, p. 1094 RI.3, RI.5	Eulogy, p. 1094

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

Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 982: evacuated, volition, rendezvous, incessant, convivial; Military Words From Other Languages, p. 999; Sentence Completions, p. 999 L.6</p>	<p>Writing to Sources: Compare-and-Contrast Essay on Theme, SE, p. 999 W.2, W.2.b, W.2.f</p>	<p>Critical Reading, pp. 995, 997; Selection Test</p>
<p>Vocabulary, p. 1001: civilian, license, undertaking, canvass, collective, expenditures, estimates, receipts L.4.c, L.6</p>	<p>Research Task, Topic: Society and Culture in the Media, p. 1008 W.6, W.7, W.8</p>	<p>Critical Reading, p. 1006; Selection Test</p>
<p>Vocabulary, p. 1010: desolate, listed, ominous, ravenous, morose; Word Analysis: Latin Root -sol-, p. 1025; Vocabulary: Context Clues, p. 1025 L.4.a, L.4.b</p>	<p>Writing to Sources: Essay of Interpretation, SE, p. 1025 W.2, W.2.b, W.2.c, W.2.f</p>	<p>Critical Reading, p. 1023; Selection Test</p>
<p>Vocabulary, p. 1026: diligence, illiterate, unscrupulous, repugnant, discern; Word Analysis: Latin Root -litera-, p. 1039; Vocabulary: Context Clues, p. 1039 L.4.a, L.4.b</p>	<p>Writing to Sources: Personality Profile, p. 1039 W.2.a, W.2.b</p>	<p>Critical Reading, p. 1037; Selection Test</p>
<p>Vocabulary, p. 1040: absurdity, realist, taut; Use New Words, p. 1045 L.4</p>	<p>Writing: Poem Using an Extended Metaphor, p. 1045 W.4</p>	<p>Critical Reading, p. 1043, 1049; Selection Test</p>
<p>Vocabulary, p. 1050: preconceptions, endured, transfusion, transformed; Sentence Completions, p. 1055 L.4</p>	<p>Writing to Sources: Analytical Essay, p. 1055 W.2</p>	<p>Critical Reading, p. 1054; Selection Test</p>
<p>Vocabulary, p. 1056: intricate, seeping, quail; Revise to Improve Logic, p. 1061</p>	<p>Writing to Sources: Essay Comparing Science to Poetry, p. 1061 L.3</p>	<p>Critical Reading, p. 1060; Selection Test</p>
<p>Vocabulary, p. 1062: frayed, wily, gaudy; Word/Phrase Relationships, p. 1069; Assessing Logic, p. 1069 L.4, L.4.a, L.5</p>	<p>Writing to Sources: Literary Criticism, p. 1069 W.2, W.2.b</p>	<p>Critical Reading, p. 1064, 1067; Selection Test</p>
<p>Vocabulary, SE, p. 1070: master, intent, permeated, extraneous; Latin Word extra, p. 1078; Synonyms, p. 1078 L.4.b, L.5</p>	<p>Writing to Sources: Multi-Genre Response to Poetry, p. 1078 W.5, W.6</p>	<p>Critical Reading, p. 1076; Selection Test</p>
<p>Vocabulary, p. 1080: latent, engrossed, jubilant, superficial, perdition; Word Analysis: Latin Prefix super-, p. 1092; Categorizing Vocabulary, p. 1092 L.4.b, L.5</p>	<p>Avoiding Shifts in Verb Tense, p. 1093; Grammar in Your Writing, p. 1093; Connecting to the Essential Question, pp. 1080; Writing: Radio Play, p. 1092 W.3, W.3.b, L.1</p>	<p>Critical Reading, pp. 1090; Selection Test</p>
<p>Vocabulary, p. 1094: summation, scenario, platitudes, appropriate; Vocabulary: Sentence Completions, p. 1101 L.4.a</p>	<p>Writing: Essay of Tribute, p. 1101 W.2, W.2.a</p>	<p>Critical Reading, p. 1100; Selection Test</p>



Unit 5: Prosperity and Protest (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3 (<i>continued</i>)	<i>Inaugural Address</i> , John Fitzgerald Kennedy, p. 1104; from “Letter from Birmingham City Jail,” Martin Luther King, Jr., p. 1109 A	Identify Main Ideas and Supporting Details, p. 1102	Rhetorical Devices, p. 1102 RI.5
	<i>The Crucible</i> , Act I, Arthur Miller, p. 1126	Identify the Text Structures, p. 1123 RL.5	Plot and Dramatic Exposition, p. 1123 RL.3 Spiral Review, p. 1140
	<i>The Crucible</i> , Act II, Arthur Miller, p. 1161	Making Predictions, p. 1160	Conflict and Biblical Allusions, p. 1160 RL.3, RL.5, RL.7 Spiral Review, p. 1167
	<i>The Crucible</i> , Act III, Arthur Miller, p. 1187	Evaluate Arguments, p. 1186	Characterization and Irony, p. 1186 RL.3, RL.6 Spiral Review, p. 1205
	<i>The Crucible</i> , Act IV, Arthur Miller, p. 1217	Evaluate the Influences of the Historical Period, p. 1216	Tragedy and Allegory, p. 1216 RL.2, RL.3, RL.6 Spiral Review, p. 1232
	from <i>Good Night, and Good Luck</i> , George Clooney and Grant Heslov p. 1241	Comparing Political Drama Past and Present, p. 1239 RL.1	

Unit 6: New Voices, New Frontiers

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	“Antojos,” Julia Alvarez, p. 1298	Making Predictions, p. 1296	Plot Devices, p. 1296 RL.3, RL.5 Spiral Review, p. 1303
	“Everyday Use,” Alice Walker, p. 1312 A	Comparing and Contrasting Characters, p. 1310	Characterization, Dialect, p. 1310 RL.3
PART 2	“Everything Stuck to Him,” Raymond Carver, p. 1326	Asking Questions, p. 1324 RL.5	Author’s Style, p. 1324 RL.4
	“Traveling Through the Dark,” William Stafford, p. 1336; “The Secret,” Denise Levertov, p. 1339; “The Gift,” Li-Young Lee, p. 1342	Interpreting, p. 1334 RL.1	Lyric Poem, Epiphany, p. 1334

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

Indicates an Exemplar Text

	Vocabulary	Grammar/Writing	Assessment
	Vocabulary , p. 1102: alliance, invective, adversary, eradicate, flagrant, profundity; Word Analysis: Latin Root -vert- or -vers- , p. 1114; Synonyms , p. 1114 L.4.b, L.5	Using Active, Not Passive, Voice , p. 1115; Grammar in Your Writing , p. 1115; Writing Argument: Letter to the Editor , p. 1114 W.1, W.1.d, L.3	Critical Reading , p. 1107, 1112; Selection Test
	Vocabulary , p. 1123: predilection, ingratiating, dissembling, calumny, inculcation, propitiation, evade; Word Analysis: Latin Root -grat- , p. 1159; Sentence Completions , p. 1159 L.4.b	Writing to Sources: Newspaper Article , p. 1159 W.2, W.2.a, W.2.b, W.2.e	Thinking About the Commentary , p. 1121; Critical Reading , p. 1157; Selection Test
	Vocabulary , p. 1160: pallor, ameliorate, avidly, base, deference, theology; Word Analysis: Greek Suffix -logy , p. 1183; True or False? p. 1183 L.4.a, L.4.b	Writing Argument: Persuasive Letter , p. 1183 W.1	Critical Reading , p. 1181; Selection Test
	Vocabulary , p. 1186: contentious, deposition, imperceptible, anonymity, effrontery, incredulously; Word Analysis: Legal Terms , p. 1215; Synonyms and Antonyms , p. 1215 L.5, L.6	Writing Argument: Workplace Document/Legal Brief, SE , p. 1215 W.1, W.1.a, W.1.b, W.1.e	Critical Reading , p. 1213; Selection Test
	Vocabulary , p. 1216: conciliatory, beguile, retaliation, adamant, cleave, tantalized; Word Analysis: Words from Myths , p. 1235; Synonyms , p. 1235; Using Resources to Build Vocabulary , p. 1235 L.4, L.4.c, L.5	Avoiding Sentence Fragments and Run-ons , p. 1237; Grammar in Your Writing , p. 1237; Writing to Sources: Literary Criticism on Universal Theme , p. 1236 W.2, W.2.a, W.2.b, W.2.f	Critical Reading , p. 1233; Selection Test
	Gather Vocabulary Knowledge : p. 1239: forms of vulnerability, acknowledges, statute, disregard RL.4	Writing to Compare Literary Works , p. 1249 W.2, W.10	Critical Reading , p. 1248; Selection Test

	Vocabulary	Grammar/Writing	Assessment
	Vocabulary , p. 1296: dissuade, maneuver, appease, machetes, collusion, docile; Words from Other Languages: Spanish , p. 1309; Vocabulary: Synonyms or Antonyms , p. 1309 L.4.a, L.5	Connecting to the Essential Question , p. 1296; Writing to Sources: Same Story, Different Point of View , p. 1309 W.3, W.3.b, W.3.c, W.3.d	Critical Reading , pp. 1295, 1307; Selection Test
	Vocabulary , p. 1310: homely, furtive, cowering, doctrines; Word Analysis: Latin Root -doc- / -doct- , p. 1322; Vocabulary: Analogies , p. 1322 L.4, L.5	Using Transitional Expressions , p. 1323; Writing to Sources: Critical Review , p. 1322; Grammar in Your Writing , p. 1323 W.1, W.5, L.1	Critical Reading , p. 1320; Selection Test
	Vocabulary , p. 1324: coincide, ambitions, striking, fitfully; Vocabulary: Use New Words , p. 1332 L.4	Writing to Sources: Analytical Essay on the Ending , p. 1332 W.2	Critical Reading , p. 1331; Selection Test
	Vocabulary , p. 1334: swerve, exhaust, shard; Related Words: Exhaust , p. 1345; Vocabulary: Repairing Logic , p. 1345	Writing to Sources: Comparison-and-Contrast Essay , p. 1345	Critical Reading , pp. 1337, 1340, 1343; Selection Test



Unit 6: New Voices, New Frontiers (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 2 (<i>continued</i>)	"Who Burns for the Perfection of Paper," Martín Espada, p. 1348; "Camouflaging the Chimera," Yusef Komunyakaa, p. 1350 A ; "Streets," Naomi Shihab Nye, p. 1353	Drawing Inferences About the Poet's Beliefs, p. 1346 RL.1	Voice, Social Commentary, p. 1346 RL.4
	"Halley's Comet," Stanley Kunitz, p. 1358	Identify Key Details, p. 1356 RL.1	Free Verse, p. 1356 RL.5, RL.6
	"The Latin Deli: An Ars Poetica," Judith Ortiz Cofer, p. 1366	Analyze Sensory Details, p. 1364	Imagery, p. 1364 RL.4
	"Onomatopoeia," William Safire, p. 1378	Paraphrase, p. 1376	Expository Essay, Idiom, p. 1376 RI.3, RI.4
PART 3	"Coyote v. Acme," Ian Frazier, p. 1384	Analyze Cause and Effect, p. 1382 RI.5	Parody and Satire, p. 1382 RI.6 Spiral Review, p. 1387
	"One Day, Now Broken in Two," Anna Quindlen, p. 1394 A	Relate the Literary Work to Primary Sources, p. 1392	Comparison-and-Contrast Essay, p. 1392 RI.5
	"Urban Renewal," Sean Ramsay, p. 1401; "Playing for the Fighting Sixty-Ninth," William Harvey, p. 1403	Apply Background Knowledge, p. 1398 RI.1	Oral History and E-mail, p. 1398
	"Mother Tongue," Amy Tan, p. 1410; "For the Love of Books," Rita Dove, p. 1418	Outline, p. 1408 RI.1, RI.2	Reflective Essay, p. 1408 Spiral Review, p. 1415
from <i>The Woman Warrior</i> , Maxine Hong Kingston, p. 1426; from <i>The Names</i> , N. Scott Momaday, p. 1434	Relate [Memoirs] to Your Own Experience, p. 1424	Memoirs, p. 1424 RI.6	

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

Indicates an Exemplar Text

Vocabulary	Grammar/Writing	Assessment
<p>Vocabulary, p. 1346: crevices, terrain, refuge; Vocabulary: Synonyms, p. 1355 L.5, L.5.b</p>	<p>Writing to Sources: Analytical Essay on Theme, p. 1355 W.2</p>	<p>Critical Reading, p. 1354; Selection Test</p>
<p>Vocabulary, p. 1356: proclaiming, repent, steal; Word Analysis: Latin Prefix <i>pro-</i>, p. 1361; Vocabulary: Word Mapping, p. 1361 L.4.c, L.5</p>	<p>Writing to Sources: Autobiographical Essay, p. 1361 W.3, W.3.e</p>	<p>Critical Reading, p. 1359; Selection Test</p>
<p>Vocabulary, p. 1364: heady, ample, divine; Vocabulary: Sentence Completions, p. 1369 L.4</p>	<p>Writing to Sources: Interpretive Essay, p. 1369 W.2</p>	<p>Critical Reading, pp. 1368, 1372; Selection Test</p>
<p>Vocabulary, p. 1376: synonymous, derive, speculation, coinage; Vocabulary: Sentence Completions, p. 1381 L.4.A</p>	<p>Writing to Sources: Research Paper on Word Origins, p. 1381 W.2, W.7</p>	<p>Critical Reading, p. 1380; Selection Test</p>
<p>Vocabulary, p. 1382: contiguous, incorporated, vigorously, systemic, emit, punitive; Word Analysis: Latin Root <i>-corpus-</i>, p. 1391; Vocabulary: Definitions, p. 1391 4.B</p>	<p>Writing to Sources: Parody of an Opening Statement, p. 1391 W.1, W.1.A, W.1.C</p>	<p>Critical Reading, p. 1389; Selection Test</p>
<p>Vocabulary, p. 1392: mundane, induce, savagery, revelations, prosperity; Vocabulary: Use New Words, p. 1397 L.4</p>	<p>Writing to Sources: Letter to the Author, p. 1397 W.2, W.2.e</p>	<p>Critical Reading, p. 1396; Selection Test</p>
<p>Vocabulary, p. 1399: memorials, homages, intently, fatigues, intonation, regiment, casualties, cadence L.4.c, L.5, L.6</p>	<p>Research Task: The Value and Values of Memorials, p. 1407 W.1, W.7, W.8</p>	<p>Critical Reading, p. 1405; Selection Test</p>
<p>Vocabulary, p. 1408: transcribed, benign, ecstasy, daunting, aspirations; Word Analysis: Latin Root <i>-scrib-</i>, <i>-script-</i>, p. 1422; Vocabulary: Sentence Completions, p. 1422 L.3, L.4.b</p>	<p>Using Parallel Structure, p. 1423; Writing to Sources: Letter to the Author, p. 1422; Grammar in Your Writing, p. 1423 W.2, W.2.d</p>	<p>Critical Reading, p. 1416, 1420; Selection Test</p>
<p>Vocabulary, p. 1424: inaudibly, gravity, oblivious, pastoral, supple; Word Analysis: Latin Root <i>-aud-</i>, p. 1440; Vocabulary: Sentence Completions, p. 1440 L.3.a, L.4.b</p>	<p>Varying Sentences, p. 1441; Writing: Memoir, p. 1440; Grammar in Your Writing, p. 1441 W.3, W.3.d</p>	<p>Critical Reading, p. 1432, 1438; Selection Test</p>