



Unit	Scholarship and Commentary	Focus on Literary Forms	Contemporary Connection	Informational Materials
1. From Legend to History: The Old English and Medieval Periods (A.D. 449–1485)	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
2. Celebrating Humanity: The English Renaissance Period (1485–1625)	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
3. A Turbulent Time: The Seventeenth and Eighteenth Centuries (1625–1798)	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
4. Rebels and Dreamers: The Romantic Period (1798–1832)	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
5. Progress and Decline: The Victorian Period (1833–1901)	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
6. A Time of Rapid Change: The Modern and Postmodern Periods (1901–Present)	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
Narration: Autobiographical Narrative pp. 214–221	Evaluate Persuasive Speech pp. 222–223	Using Dictionaries and Other Resources p. 224	Writing: Argumentative Essay p. 226a Writing: Writing to Sources p. 226a Research: Multimedia Storytelling Event p. 226b Listening and Speaking: Code of Chivalry Panel p. 226b	Reading Test: Natural Science Passage pp. 226–229 Performance Tasks pp. 230–231 
Argumentation: Argumentative Essay pp. 442–449	Deliver a Persuasive Speech pp. 450–451	Words from Mythology p. 452	Writing: Argumentative Essay p. 454a Research: Royal Portfolios p. 454b Listening and Speaking: Roundtable Discussion p. 454b	Critical Reading: Paired Passages pp. 454–457 Performance Tasks pp. 458–459 
Informative Text: Reflective Essay pp. 694–700	Oral Interpretation of a Literary Work pp. 702–703	Etymology: Political Science/History Terms p. 704	Writing: Argumentative Essay p. 706a Writing: Writing to Sources p. 706a Research: Annotated Editions p. 706b Listening and Speaking: Oral Reports p. 706b	Reading Test: Humanities Passage pp. 706–709 Performance Tasks pp. 710–711 
Argumentation: Multimedia Presentation of an Argument pp. 920–927	Analyze a Non-Print Political Advertisement pp. 928–929	Etymology of Scientific, Medical, and Mathematical Terms p. 930	Writing: Argumentative Essay p. 932a Research: Slide Show/Poster Series p. 932b Listening and Speaking: Oral Report p. 932b	Reading Test: Long Reading Passages pp. 932–935 Performance Tasks pp. 936–937 
Research: Historical Investigation Report pp. 1096–1107	Analyze and Evaluate Entertainment Media pp. 1108–1109	Idioms p. 1110	Writing: Argumentative Essay p. 1112a Writing: Writing to Sources p. 1112a Research: Historical Introduction p. 1112b Listening and Speaking: Dialogue p. 1112b	Reading Test: Prose Fiction pp. 1112–1115 Performance Tasks pp. 1116–1117 
Narration: Short Story pp. 1468–1475	Compare Media Coverage of Same Event pp. 1476–1477	Cognates and Borrowed Words p. 1478	Writing: Argumentative Essay p. 1480a Writing: Writing to Sources p. 1480a Research: Documentary on a Contested Space p. 1480b Listening and Speaking: An Award Speech p. 1480b	Critical Reading: Short Reading Passage pp. 1480–1483 Performance Tasks pp. 1484–1485 



Unit 1: From Legend to History

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	"The Seafarer," translated by Burton Raffel, p. 21; A "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 RL.5
	From <i>Beowulf</i> , translated by Burton Raffel, p. 40 A	Determine the Main Idea or Essential Message, p. 38	Epic and Epic Hero, p. 38 RL.3
PART 2	Online Encyclopedia Article; Wikipedia Article, p. 70	Evaluate Its Validity and Reliability, p. 70 RI.7	Online Encyclopedia Article and Wikipedia Article, p. 70
	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 RI.5	Historical Writing, p. 82
PART 3	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 RL.1, RL.3 Spiral Review , 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 RL.5
	from <i>The Canterbury Tales</i> : "The Wife of Bath's Tale," Geoffrey Chaucer, translated by Nevill Coghill, p. 138 A ©	Checking Context Clues, p. 137	Frame Story, p. 137 RL.3
	from the <i>Decameron</i> by Giovanni Boccaccio, translated by G. H. McWilliam, p. 158	Comparing Frame Stories Across Cultures, p. 156 RL.10	
PART 4	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 A	Determine the Main Idea, or Essential Message, p. 168 RL.2	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 RI.7	Letters and Ballads, p. 198

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

© Indicates an Exemplar Text

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



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; A from <i>Sidney's Sonnets</i> , Sir Philip Sidney, p. 259 A	Determine the Main Idea or Essential Message, p. 252	Sonnet, p. 252 RL.5
	"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 RL.2	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 RL.5 Spiral Review, p. 278	Shakespearean Sonnet and Syntax, p. 272
PART 2	"Speech Before Her Troops," Queen Elizabeth I, p. 285; A "Examination of Don Luis de Córdoba," p. 288	Summarizing, p. 282 RI.2	Speech and Eyewitness Account, p. 282
	from <i>The King James Bible</i> , p. 298	Determine the Main Idea, p. 296 RL.1	Psalms, Sermons, Parables, p. 296 RL.4
PART 3	<i>The Tragedy of Macbeth</i> , Act I, William Shakespeare, p. 322 A	Analyzing Information from Text Features, p. 321	Elizabethan Drama, Tragedy, and Soliloquy, p. 321 RL.3
	<i>The Tragedy of Macbeth</i> , Act II, William Shakespeare, p. 343	Analyzing Clarity of Meaning, pp. 342, 358	Blank Verse, p. 342 RL.5 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 RL.3
	<i>The Tragedy of Macbeth</i> , Act IV, William Shakespeare, p. 379	Analyze Text Structures, p. 378	Imagery, p. 378 RL.3
	<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 RL.3
	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 RL.10	

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



Unit 3: A Turbulent Time

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 1	Works of John Donne, John Donne, p. 482 A ©	Analyze the Author’s Perspective and How It Affects the Meaning, p. 480 RL.4	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 RL.4	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 RL.2 Spiral Review , p. 507
PART 2	Poetry of John Milton, p. 522	Using a Graphic Organizer, p. 521	The Italian Sonnet and Epic, p. 521 RL.5 Spiral Review , p. 532
	from the <i>Divine Comedy: Inferno</i> , Dante Alighieri, p. 543 A	Comparing Epics Around the World, p. 541 RL.3	
	from <i>The Pilgrim’s Progress</i> , John Bunyan, p. 554	Analyzing the Text Structure, p. 552	Allegory, p. 552 RL.2
	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 RL.4
	from <i>The Diary</i> Samuel Pepys, p. 571	Verify and Clarify Facts, p. 568 RI.1, RI.3	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 RL.3
	from <i>Gulliver’s Travels</i> , Jonathan Swift, p. 606; A “A Modest Proposal,” Jonathan Swift, 617	Analyzing and Evaluating Information from Text Features, p. 604	Satire, p. 604 RL.6 Spiral Review , p. 608

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



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 RL.6, RL.9; RI.9 Spiral Review, 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 RI.3, RI.4, RI.9	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 RL.2
PART 4	<i>The Aims of The Spectator</i> , Joseph Addison, p. 682 A ; 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 RL.1	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 RL.4 Spiral Review, 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 RL.2
	Introduction to <i>Frankenstein</i> , Mary Wollstonecraft Shelley, p. 760 A	Make Predictions, p. 758	Gothic Literature and the Romantic Movement, p. 758 RI.3
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 RL.4 Spiral Review, p. 784

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

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



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 RL.5
	"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 Spiral Review , 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 A	Question, p. 852	Figurative Language, p. 852 RL.4
	"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 RL.1 Spiral Review , 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 RL.5
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 RI.6	Debate and Letter, p. 896
	"On Making an Agreeable Marriage," Jane Austen, p. 912; A from <i>A Vindication of the Rights of Woman</i> , Mary Wollstonecraft, p. 916 A	Analyze the Author's Purpose, p. 910	Social Commentary and Persuasive Techniques, p. 910 RI.6

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

© Indicates an Exemplar Text

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



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 RL.1	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; A "Sonnet 43," Elizabeth Barrett Browning, p. 986 A	Compare and Contrast Speakers in Multiple Poems, p. 976	Dramatic Monologue, p. 976 RL.3
PART 2	from <i>Hard Times</i> Charles Dickens, p. 998	Analyzing an Author's Purpose, p. 997 RL.3 Spiral Review, p. 1001	Ethical and Social Influences, p. 997
	"An Upheaval," Anton Chekhov, p. 1013		Comparing Social Criticism in Fiction, p. 1011 RL.1 Spiral Review, p. 1018
	Web Site Home Page, Brochure, p. 1022	Predict the Content and Purpose, p. 1022 RI.5	Web Site Home Page and Brochure, p. 1022
	from <i>Jane Eyre</i> , Charlotte Brontë, p. 1030 A ©	Analyze the Author's Assumptions, p. 1028	Philosophical Assumptions, p. 1028 RL.3 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 A	Connecting Poems to the Historical Period, p. 1040	Mood and Theme, p. 1040 RL.2
	"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 RI.1, RI.3	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 RL.5	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; A "To an Athlete Dying Young," A. E. Housman, p. 1092; "When I Was One- and-Twenty," A. E. Housman, p. 1093 A	Analyzing the Author's Beliefs, p. 1086	Rhythm and Feet, p. 1086 RL.5

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

© Indicates an Exemplar Text

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



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 A	Analyze Yeats’s Philosophical Assumptions, p. 1138 RL.4	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 RL.1	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 RL.1	Allegory and Pastoral, p. 1170 RL.1
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 RL.3
	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 RL.3
	“The Lagoon,” Joseph Conrad, p. 1220; “Araby,” James Joyce, p. 1236	Identifying Cause-and-Effect Relationships, p. 1218 W.2, W.10 Spiral Review, p. 1226, 1239	Plot Devices, p. 1218 RL.5
	“The Rocking-Horse Winner,” D. H. Lawrence, p. 1246 A ; “A Shocking Accident,” Graham Greene, p. 1263	Make Predictions, p. 1244	Theme and Symbol, p. 1244 RL.3
PART 3	“The Soldier,” Rupert Brooke, p. 1274; “Wired,” Siegfried Sassoon, p. 1276; “Anthem for Doomed Youth,” Wilfred Owen, p. 1277	Infer the Essential Message, p. 1272	Tone, p. 1272 RL.4
	“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 RL.3
	World War II Poets, p. 1310	Understanding the Author’s Purpose, p. 1308	Universal Theme and Irony, p. 1308 RL.6

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

Indicates an Exemplar Text

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



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 RI.3 Spiral Review, p. 1334
	"The Train from Rhodesia," Nadine Gordimer, p. 1342 A ; "B. Wordsworth," V. S. Naipaul, p. 1349	Apply Your Background Knowledge of a Historical Period, p. 1340 RL.1	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 RL.5	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 RL.4
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 RL.3	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 RL.2	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 RL.5
	"Prayer," Carol Ann Duffy, p. 1412; "In the Kitchen," Penelope Shuttle, p. 1414	Recite the Poem Aloud, p. 1410	Form and Elegy, p. 1410 RL.5
	"A Devoted Son," Anita Desai, p. 1420 A	Identify the Causes of the Character's Actions, p. 1418	Generational Conflicts and Characters, p. 1418 RL.3
	"Next Term, We'll Mash You," Penelope Lively, p. 1436	Evaluate Social Influences of the Period, p. 1434	Characterization and Theme, p. 1434 RL.3
	from "We'll Never Conquer Space," Arthur C. Clarke, p. 1446	Applying an Expository Critique, p. 1444	Argumentative Essay and Analogy, p. 1444 RI.2, RI.4
	"Extra-Terrestrial Relays: Can Rocket Stations Give World-wide Radio Coverage?" Arthur C. Clarke, p. 1455	Analyzing Cause-and-Effect Relationships, p. 1454 RI.5	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 RI.5	Personal Essay, p. 1462	

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