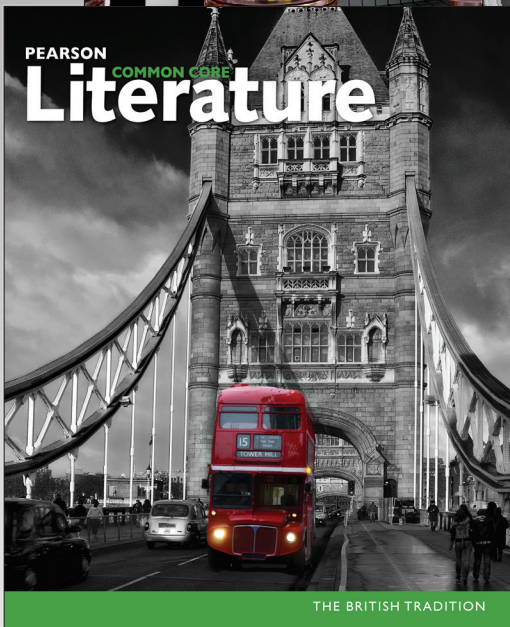


SAVVAS

COMMON CORE Literature

GRADES 9-12



SCOPE & SEQUENCE

SAVVAS

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The Skills Navigator provides a detailed look at the specific features, workshops, skills, and standards covered in each unit. Use these pages to guide you through planning your instruction for a day, unit, or entire year.

The instructional model in *Savvas Common Core Literature* is data driven and provides flexibility based on your students' needs. Therefore, the pacing recommendations on the following pages can be adjusted to meet the needs of your classroom. For example, the recommended number of days for Part 1: Setting Expectations is four days. Depending on your students and their ability to closely read a text, you may choose to use Part 1 for only one day or for as many as five days.

Another example of flexible pacing is shown with Part 2: Guided Exploration. This Part provides scaffolded instruction focused on skills. Again, depending on your students' needs, you may choose to teach one selection over a period of four days or teach three selections over a course of twelve days. The Pacing Recommendations are provided as a guide, but you know your students best and should chart the appropriate pathway through the programs based on students' needs.

INTRODUCTORY UNIT

The Introductory Unit can be used at any time through the year to teach essential Common Core skills and standards. The chart below provides an overview of the features of this unit.

Introductory Unit	Features	Standards Addressed
Building Academic Vocabulary	<ul style="list-style-type: none"> • General Academic Vocabulary • Domain-Specific Academic Vocabulary • Increasing Your Word Knowledge • Building Your Speaking Vocabulary 	Language 6
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2
Comprehending Complex Texts	<ul style="list-style-type: none"> • Strategy 1: Multidraft Reading • Strategy 2: Close Read the Text • Strategy 3: Ask Questions 	Literature 10; Informational Text 10
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument • Composing an Argument 	Informational Text 6, 8, 9; Writing 1.a, 1.b, 1.e; Language 6
Conducting Research	<ul style="list-style-type: none"> • Performing Short-Term and Long-Term Research • Research Process Workshop • Research Model • Citing Sources and Preparing Manuscript 	Writing 5, 6, 7, 8, 9; Language 1.b, 3.a

UNITS AT A GLANCE

The chart below provides an overview of the features and assessments for each unit. A more detailed listing of each unit's skills begins on the next page.

Unit	Close Reading Workshop	Language Study	Speaking and Listening	Writing Process	Independent Reading	Assessment
1	Focus on Short Story Reading, Writing, Speaking, Research Models Independent Practice	Using a Dictionary and Thesaurus	Evaluating a Speech	Argument: Response to Literature	Titles for Extended Reading Online Text Set All Watched Over by Machines of Loving Grace <i>Richard Brautigan</i> Careers in Robotics <i>NASA Robotic Education Project</i> Team Builds "Sociable" Robot <i>Elizabeth A. Thompson</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Etymology: Word Origins and Modern Meanings	Delivering a Persuasive Speech	Explanatory Text: Cause-And-Effect Essay	Titles for Extended Reading Online Text Set from State of the Union Address <i>Franklin Delano Roosevelt</i> The Golden Kite, the Silver Wind from A Lincoln Preface	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Oral Interpretation of Literature	Argument: Problem-and-Solution Essay	Titles for Extended Reading Online Text Set The Writer from I Stand Here Ironing Carry Your Own Skis	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Connotation and Denotation	Multimedia Presentation of a Research Report	Explanatory Text: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set The Horses A Celebration of Grandfathers Desiderata	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
5	Focus on the Oral Tradition Reading, Writing, Speaking, Research Models Independent Practice	Idioms, Technical Terms, and Jargon	Comparing Media Coverage	Narration: Autobiographical Narrative	Titles for Extended Reading Online Text Set There Is a Longing The Man to Send Rain Clouds There Is No Word for Goodbye	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument

Scope and Sequence - Grade 9

Unit 1: Is conflict necessary?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	Old Man at the Bridge Ernest Hemingway	4 days	RL1, RL2, RL3, RL4, RL5, W8, W9, W10, SL1, SL1b, SL4, L6	
		The Jade Peony Wayson Choy			
PART 2	PART 2 THEME: FACING CONFLICT	The Most Dangerous Game Richard Connell	4–16 days	RL1, RL5, W2, W2a, SL4, L1, L6	Selection Test Open-Book Test
		The Gift of the Magi O. Henry		RL1, RL5, W3, W3c, W3e, SL4, L1	Selection Test Open-Book Test
		Rules of the Game Amy Tan		RL3, W4, SL2, L1	Selection Test Open-Book Test
		The Cask of Amontillado Edgar Allan Poe		RL5, W1, W9, W9a, SL1, SL1a, L5, L6	Selection Test Open-Book Test
	COMPARING TEXTS	Checkouts Cynthia Rylant The Girl Who Can Ama Ata Aidoo	2 days	RL6, W2a	Selection Test Open-Book Test
	WORKSHOPS	Language Study	1 day	L4b, L4c, L5b	
		Speaking and Listening	1 day	SL3	
Writing Process		3 days	W1, W1a–e, W4, W5, W9, W9a, W10, L2b		
PART 3	TEXT SET TOPIC: CONFORMITY	Anchor: The Scarlet Ibis James Hurst	5 days	RL1, RL2, RL3, RL4, RL5, RL10, W2a–c, W5, W7, W8, W9a, W10, SL1, SL1a, L1, L3, L4d, L5, L5a, L6	Selection Test Open-Book Test
		Much Madness is divinest Sense— Emily Dickinson	1 day	RL1, RL2, RL4, RL10, W1, W4, W9, L4b	Selection Test Open-Book Test
		My English Julia Alvarez	2–3 days	RI1, RI3, RI4, RI5, RI6, W2, W4, W6, W7, W9, SL1, L4, L5a	Selection Test Open-Book Test
		The Case for Fitting In David Berreby	2–3 days	RI1, RI2, RI4, RI5, RI6, RI8, RI10, W1, W7, W9, SL1, L3, L4	Selection Test Open-Book Test
		from The Geeks Shall Inherit the Earth Alexandra Robbins	2–3 days	RI1, RI2, RI4, RI5, RI6, RI10, W1, W1a, W1b, W1e, W4, W7, W9, W9b, SL1, L1, L4	Selection Test Open-Book Test
		from Blue Nines and Red Words Daniel Tammet	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W3, W3a–e, W4, W7, SL1, L4	Selection Test Open-Book Test
		from The New Yorker	1 day	RL1, RL2, RL4, W3, W3a, W3b, SL1	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Literature of the Expanding Frontier (N) • I Know Why the Caged Bird Sings (N) • Biography			
		Online Text Set: All Watched Over by Machines of Loving Grace • Careers in Robotics • Team Builds “Sociable”			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Short Story			Small-Group Discussion	Explanation: Chinese Traditional Tales	Writing Model: Argument Writing: Informative Essay
Make Inferences Conflict	Parts of Speech	Academic Vocabulary Selection Vocabulary	Oral Presentation		Comparison-and-Contrast Essay
Make Inferences Situational Irony, Surprise Endings	Simple and Perfect Tenses	Academic Vocabulary Selection Vocabulary	Debate		News Report
Cause and Effect Characterization	Subjects and Predicates	Academic Vocabulary Selection Vocabulary		Informational Brochure	Written Presentation
Make Predictions Plot	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Retell		Critique
Narrative Point of View					Timed Writing: Explanatory Essay
		Using a Dictionary and Thesaurus			
			Evaluating a Speech		
	Verb Tenses Using Quotations	Perfecting Your Word Choice		Focus on Research: Argument	Response to Literature
Symbolism	Verb Tenses Transitional Words	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Cultural Attitudes Toward Conformity	Informative Text: Comparison-and-Contrast Essay
		Academic Vocabulary Selection Vocabulary			Argument: Response
Voice		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Learning English	Informative Text: Essay
Supporting Evidence		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Ethics	Argument
Diction		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Nonconformist Achievers	Argument: Position Paper
Description		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Prodigies	Narrative: Autobiographical Narrative
		Academic Vocabulary Selection Vocabulary	Class Discussion		Narrative: Short Story

and Autobiography (N) • Black Like Me (N) • Diary of a Madman (F) • Stories of O. Henry (F) • The Joy Luck Club (F)

Robot

Scope and Sequence - Grade 9

Unit 2: Is knowledge the same as understanding?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	"I Am an American Day" Address Learned Hand	4 days	RI1, RI2, RI3, RI5, RI6, W2, W7, W9b, W10, SL1, SL1b, L4c, L4d, L6	
		Before Hip-Hop Was Hip-Hop Rebecca Walker			
PART 2	PART 2 THEME: CHANGING PERSPECTIVES	On Summer Lorraine Hansberry	4–16 days	RI1, RI2, RI3, RI4, W2, W2a, W2b, W2d, W2f, SL1, L1	Selection Test Open-Book Test
		The News Neil Postman		RI1, RI2, RI3, RI5, RI7, W2, W2b, SL4, L1	Selection Test Open-Book Test
		Libraries Face Sad Chapter Pete Hamill		RI1, RI5, RI6, RI8, W4, W9b, SL4, SL5, SL6, L2, L2a, L2b	Selection Test Open-Book Test
		"I Have a Dream" Martin Luther King, Jr.		RI4, RI5, RI6, RI8, RI9, W1, W1a–e, L1b, L3	Selection Test Open-Book Test
	COMPARING TEXTS	from Silent Spring Rachel Carson "If I Forget Thee, Oh Earth..." Arthur C. Clarke	2 days	RL1, RL2, RI1, RI2, W2, W10, L6	Selection Test Open-Book Test
	WORKSHOPS	Language Study	1 day	L4, L4c	
		Speaking and Listening	1 day	SL3, SL4, SL5, SL6	
Writing Process		3 days	W2, W2a, W2b, W2c, W2d, W2e, W2f, W5, L2a, L2c		
PART 3	TEXT SET TOPIC: THE GREAT DEPRESSION	Anchor: First Inaugural Address Franklin Delano Roosevelt	5 days	RI1, RI2, RI3, RI4, RI5, RI6, RI8, RI9, RI10, W1, W1a, W4, W5, W7, W8, W9, W9b, SL4, L1, L2, L2b, L2c, L3a, L4a, L4c, L4d, L5b, L6	Selection Test Open-Book Test
		from Nothing to Fear: Lessons in Leadership from FDR Allan Axelrod	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, RI8, W1, W4, W7, SL1, L4, L5, L6	Selection Test Open-Book Test
		from Americans in the Great Depression Eric Rauchway	2–3 days	RI1, RI2, RI4, RI5, RI6, W3, W3b, W4, W7, SL1, L4, L5, L6	Selection Test Open-Book Test
		Women on the Breadlines Meridel LeSueur	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W4, W5, W7, SL1, L4, L5, L6	Selection Test Open-Book Test
		Bread Line, New York City, 1932 H. W. Fechner	1 day	RI7, W2, W4, SL1, SL2	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Life By the Numbers (N) • Cod: a Biography of the Fish that Changed the World (N) • Words Under the Words: Selected Poems (F) • Fahrenheit 451(F)			
		Online Text Set: from State of the Union Address • The Golden Kite, the Silver Wind • from A Lincoln Preface			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Nonfiction			Small-Group Discussion	Report: Hip-Hop Influences	Writing Model: Explanatory Text Writing: Informative Essay
Main Idea Author's Style	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Panel Discussion		Analysis
Main Idea Expository Essay	Predicate Nominatives and Predicate Adjectives	Academic Vocabulary Selection Vocabulary		Journal Entry	Expository Essay
Evaluate Persuasion Persuasive Essay	Colons, Semicolons, Ellipsis Points	Academic Vocabulary Selection Vocabulary		Persuasive Speech	Abstract
Evaluate Persuasion Persuasive Speech	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary	Radio News Report		Proposal
Theme					Timed Writing: Explanatory Text
		Word Origins and Modern Meanings			
			Delivering a Persuasive Speech		
	Subject-Verb Agreement Punctuation Marks Dependent and Independent Clauses	Setting Your Tone		Focus on Research: Explanatory Text	Cause-and-Effect Essay
Persuasive Appeals	Predicate Nominatives Ellipsis Points	Diction and Style Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Bankers and the Great Depression	Argument: Persuasive Essay
Metaphor		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Action During a Crisis	Argument
Author's Perspective		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Dust Bowl	Narrative: Fictional Narrative
Reportage		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Value of Money	Explanatory Essay
		Academic Vocabulary Selection Vocabulary	Class Discussion		Informative Text: Explanatory Caption

• Why We Can't Wait (N) • Abraham Lincoln - DK Biography (N) • The Killer Angels (F) •

Scope and Sequence - Grade 9

Unit 3: How does communication change us?

		Selection/Feature	Pacing	Standards Covered	Assessment	
PART 1	CLOSE READING WORKSHOP	Barter Sara Teasdale	4 days	RL1, RL2, RL4, RL5, RL10, W1, W2, W7, W9a, SL1, SL1b, L4c, L4d, L6		
		Uncoiling/A Voice Pat Mora				
PART 2	PART 2 THEME: THE RIGHT WORDS	Poetry Collection 1 Hughes • Hughes • de Sponde • Mistral • Dickinson	4–16 days	RL4, W3d, SL4, L1, L1b, L5	Selection Test Open-Book Test	
		Poetry Collection 2 Poe • Swenson • Komunyakaa • Carroll		RL4, W1, W1b, SL1, SL5, L1, L1b, L5	Selection Test Open-Book Test	
		Poetry Collection 3 Stafford • Thayer • Cisneros • Poe		RL4, RL5, W4, SL1a, L1b, L3, L5a	Selection Test Open-Book Test	
		Poetry Collection 4 Frost • Eliot • Shakespeare • Dickinson		RL1, RL2, RL4, RL7, W4, SL1a, SL1c, SL1d, L1b	Selection Test Open-Book Test	
	WORKSHOPS	COMPARING TEXTS	I Hear America Singing Walt Whitman	2 days	RL5, W2a, W10	Selection Test Open-Book Test
			Three Haiku Bashō and Chiyojo			
			Women Alice Walker Sonnet 30 William Shakespeare			
WORKSHOPS	COMPARING TEXTS	Language Study	1 day	L4, L4a, L4d		
		Speaking and Listening	1 day	SL6		
		Writing Process	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, L2c, L6		
PART 3	TEXT SET TOPIC: THE KENNEDY ASSASSINATION	Anchor: The Assassination of John F. Kennedy Gwendolyn Brooks	5 days	RL1, RL2, RL4, RL5, RL9, RL10, W2a, W2b, W2f, W4, W5, W7, W8, W9a, W10, SL1, SL2, SL4, L1, L2b, L3, L4, L5, L6	Selection Test Open-Book Test	
		Anchor: Instead of an Elegy G. S. Fraser				
		from A White House Diary Lady Bird Johnson	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W1a, W4, W7, W9, SL1, L4, L4a, L6	Selection Test Open-Book Test	
		American History Judith Ortiz Cofer	2–3 days	RL1, RL2, RL3, RL4, W2, W4, W7, W9, SL1, SL1c, SL2, L4, L5a	Selection Test Open-Book Test	
		Address Before a Joint Session of the Congress Lyndon Baines Johnson	2–3 days	RI1, RI2, RI4, RI5, RI6, RI9, W3, W3a–b, W3d, W4, W7, SL1, SL3, SL4, L4	Selection Test Open-Book Test	
	Images of a Tragedy	1 day	RI7, W2, W2b, W4, W7			
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: House of Houses (N) • The Hot Zone (N) • Rosa Parks: My Story (N) • The Sonnets (F) •				
		Online Text Set: from State of the Union Address • The Golden Kite, the Silver Wind • from A Lincoln Preface				
	UNIT-LEVEL ASSESSMENT	Benchmark Test				

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Poetry			Small-Group Discussion	Explanation: Cultural Influences	Writing Model: Argument Writing: Explanatory Essay
Read Fluently Figurative Language	Prepositions and Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Speech		Description of a Scene
Read Fluently Sound Devices	Participles and Participial Phrases Gerunds and Gerund Phrases	Academic Vocabulary Selection Vocabulary	Illustrated Presentation		Editorial
Paraphrase Narrative Poetry	Appositives and Absolute Phrases	Academic Vocabulary Selection Vocabulary	Dialogue		Description of the Scene
Paraphrase Rhyme and Meter	Infinitives and Infinitive Phrases	Academic Vocabulary Selection Vocabulary	Panel Discussion		Poem
Lyric Poetry					Timed Writing: Explanatory Essay
		Words with Multiple Meanings			
			Oral Interpretation of Literature		
	Revising to Combine Choppy Sentences Appositive and Absolute Phrases Infinitives	Expressing Your Ideas		Focus on Research: Argument	Problem-and-Solution Essay
Alliteration	Prepositional Phrases Using Line Breaks in Quotations from Poetry	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Not Just a Nation, but a World	Expository Essay
Memoir		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: First Ladies	Argument: Character Analysis
Historical Context		Academic Vocabulary Selection Vocabulary	One-on-One Discussion	Investigate the Topic: Media and the Kennedy Assassination	Informative Text: Analytical Essay
Parallelism		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Presidential Speeches	Narrative: Historical Narrative
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Oral History	Informative Text: Magazine Article

The Collected Poetry of W. H. Auden (F) • The Collected Poems of Emily Dickinson (F)

Scope and Sequence - Grade 9

Unit 4: Do our differences define us?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	from The Glass Menagerie Tennessee Williams	4 days	RL1, RL2, RL3, RL6, W2, W7, W9, W9a, SL1, SL1b, L4c, L4d, L6	
		The Inspector-General Anton Chekhov			
PART 2	PART 2 THEME: TRAGIC ROMANCES	The Tragedy of Romeo and Juliet, Act I William Shakespeare	4 days	RL1, RL2, RL3, RL5	Selection Test Open-Book Test
		The Tragedy of Romeo and Juliet, Act II William Shakespeare	4 days	RL2, RL5, L6	Selection Test Open-Book Test
		The Tragedy of Romeo and Juliet, Act III William Shakespeare	4 days	RL1, RL2, RL5	Selection Test Open-Book Test
		The Tragedy of Romeo and Juliet, Act IV William Shakespeare	4 days	RL1, RL2, RL5, L5a	Selection Test Open-Book Test
		The Tragedy of Romeo and Juliet, Act V William Shakespeare	4 days	RL1, RL2, RL3, RL7, W1, W1a, W1b, W1c, W4, W7, W8, SL1, SL3, SL4, L1a	Selection Test Open-Book Test
	COMPARING TEXTS	Pyramus and Thisbe Ovid from A Midsummer Night's Dream William Shakespeare	2 days	RL2, RL3, RL9, W2, W9a, W10	
	WORKSHOPS	Language Study	1 day	L3, L5b	
		Speaking and Listening	1 day	W6, SL1d, SL2, SL5	
		Writing Process	3 days	W2, W2a–f, W5, L1b	
	PART 3	TEXT SET TOPIC: ASPIRATION	Anchor: from The Importance of Being Earnest Oscar Wilde	5 days	RL1, RL2, RL3, RL4, RL6, RL10, W2a–c, W2f, W5, W7, W8, W9a, W10, SL1, SL3, SL4, L1, L2, L2c, L3a, L4, L4d, L5, L6
The Necklace Guy de Maupassant			2–3 days	RL1, RL2, RL3, RL4, RL5, RL6, RL10, W2, W2a–b, W2f, W4, W7, SL1, SL4, L4, L4b–c	Selection Test Open-Book Test
New Directions Maya Angelou			2–3 days	RI1, RI2, RI4, RI5, RI6, W1, W1c, W4, W7, SL1, SL1a, SL4, L4	Selection Test Open-Book Test
from Fragile Self-Worth Tim Kasser			2–3 days	RI1, RI2, RI4, RI5, RI8, W1, W1a, W1e, W7, SL1, SL2, L4	Selection Test Open-Book Test
My Possessions Myself Russell W. Belk			2–3 days	RI1, RI2, RI4, RI5, RI6, W1, W1a, W7, SL1, L1a, L4, L5, L5a	Selection Test Open-Book Test
from The New Yorker			1 day	RL7, W3, W3a, W3b, SL1, SL1a	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: American Speeches (N) • Reaching Out (N) • Rachel Carson (N) • The Glass Menagerie (F)			
		Online Text Set: The Horses • A Celebration of Grandfathers • Desiderata			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Drama			Small-Group Discussion	Explanation: Comedy as a Dramatic Form	Writing Model: Explanatory Text Writing: Explanatory Essay
Summarize Dialogue and Stage Directions		Academic Vocabulary Selection Vocabulary			
Read in Sentences Blank Verse		Academic Vocabulary Selection Vocabulary			
Paraphrase Dialogue and Dramatic Speeches		Academic Vocabulary Selection Vocabulary			
Break Down Long Sentences Dramatic Irony		Academic Vocabulary Selection Vocabulary			
Analyze Cause and Effect Tragedy and Motive	Parallelism	Academic Vocabulary Selection Vocabulary	Staged Performance Mock Trial	Annotated Flowchart Film Review Multimedia Presentation	Editorial Persuasive Letter Persuasive Speech
Archetype					Timed Writing: Explanatory Essay
		Connotation and Denotation			
			Multimedia Presentation of a Research Report		
	Combining Sentences With Phrases Getting Organized	Parallelism		Focus on Research: Explanatory Text	Exposition: Comparison-and-Contrast Essay
Satire	Parallelism Block Quotations	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Victorian Society	Informative Text: Character Analysis
Situational Irony		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Aspiration in 19th Century France	Explanatory Text
Anecdote		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Aspiration and Social Change Movements	Argument: Advice Column
Evidence		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Social Media	Argument: Critical Response
Connotations		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Grave Goods	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary	Group Discussion		Narrative: Short Story

• Narrative of Sojourner Truth (N) • Our Town (F) • Twentieth-Century American Drama (F)

Scope and Sequence - Grade 9

Unit 5: Do heroes have responsibilities?

		Selection/Feature	Pacing	Standards Covered	Assessment	
PART 1	CLOSE READING WORKSHOP	Sally Ann Thunder Ann Whirlwind Crockett Caron Lee Cohen Pecos Bill: The Cyclone Harold W. Felton	4 days	RL1, RL2, RL3, RL4, RL5, W2, W7, W9a, SL1, SL1c, L4c, L4d, L6		
PART 2	PART 2 THEME: PERILOUS JOURNEYS	from the Odyssey, Part 1 Homer	4–8 days	RL1, RL3, RL5, RL6, W3, W3a, W3b, W3c, SL1, SL1a, SL1b, L1	Selection Test Open-Book Test	
		from the Odyssey, Part 2 Homer		RL4, RL6, W4, SL1, SL3, L1, L1b	Selection Test Open-Book Test	
	COMPARING TEXTS	An Ancient Gesture Edna St. Vincent Millay Siren Song Margaret Atwood Prologue and Epilogue from The Odyssey Derek Walcott Ithaca Constantine Cavafy	2 days	RL6, RL7, RL9, W2, W2a, W9, W9a, W10	Selection Test Open-Book Test	
		WORKSHOPS	Language Study	1 day	L3, L4c, L5a	
			Speaking and Listening	1 day	RI7	
	Writing Process		3 days	W3, W3a, W3b, W3c, W3d, W3e, W5, L1b		
PART 3	TEXT SET TOPIC: DEFINING HEROISM	Anchor: from the Ramayana retold by R. K. Narayan	5 days	RL1, RL2, RL3, RL4, RL6, RL10, W2a–f, W4, W5, W7, W8, W9, W9a, SL1, SL1a, SL2, SL3a, SL4, SL6, L4, L4d, L6	Selection Test Open-Book Test	
		Perseus Edith Hamilton	2–3 days	RL1, RL2, RL3, RL4, RL5, RL6, W1a, W1b, W1e, W4, W7, W9, W9a, SL1, SL4	Selection Test Open-Book Test	
		The Washwoman Isaac Bashevis Singer	2–3 days	RI1, RI2, RI4, RI5, RI10, W3, W3a, W4, W7, SL1, SL4	Selection Test Open-Book Test	
		from The Hero's Adventure Joseph Campbell and Bill Moyers	2–3 days	RI1, RI2, RI4, RI5, RI6, RI8, W1, W1a, W4, W7, SL1, SL1a, SL1c, SL5, L4, L6	Selection Test Open-Book Test	
		from My Hero Elie Wiesel	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W2, W2a, W2b, W4, W7, W9, SL1, SL4, L4b	Selection Test Open-Book Test	
		Of Altruism, Heroism and Nature's Gifts in the Face of Terror Natalie Angier	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W2, W2a, W2c, W2f, W4, W6, W7, W9, SL1	Selection Test Open-Book Test	
		American Blood Donation	1 day	RI1, RI2, RI8, W7		
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Joan of Arc (N) • The Carolina Way (N) • The Story of Science: Newton at the Center (N)				
		Online Text Set: There is a Longing • The Man to Send Rain Clouds • There is No Word for Goodbye				
	UNIT-LEVEL ASSESSMENT	Benchmark Test				

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: The Oral Tradition			Discussion	Explanation: Archetypal Elements	Writing Model: Argument Writing: Informative Essay
Historical and Cultural Context Epic Hero	Simple and Compound Sentences	Academic Vocabulary Selection Vocabulary	Conversation		Retelling
Historical and Cultural Context Epic Simile	Complex and Compound-Complex Sentences	Academic Vocabulary Selection Vocabulary	Debate		Biography
Contemporary Interpretation					Timed Writing: Explanatory Essay
		Idioms, Technical Terms, and Jargon			
			Comparing Media Coverage		
	Using Adverb Clauses Types of Sentences	Varying Sentence Structure and Length		Focus on Research: Narrative	Narrative: Autobiographical Narrative
Archetype	Simple and Compound Sentences Varied Sentence Structure Prepositional Phrases	Diction and Style Academic Vocabulary Selection Vocabulary	Write and Discuss	Investigate the Topic: Rama as Hero	Informative Text: Comparison-and-Contrast Essay
The Hero's Quest		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Heroes in Greek Mythology	Argument: Response to Literature
Characterization		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Fleeing Persecution	Narrative: Short Story
Archetypal Narrative Patterns		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Origin Stories	Argument: Persuasive Essay
Argumentation		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: False Heroes	Explanatory Text: Definition Essay
Structure		Academic Vocabulary Selection Vocabulary	Write and Share	Investigate the Topic: 9/11 Relief Efforts	Informative Text: Article or Blog Post
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Blood Banks	

• Nelson Mandela (N) • Fathers and Sons (F) • Revolutionary Petunias and Other Poems (F) • The Odyssey (F)

The Skills Navigator provides a detailed look at the specific features, workshops, skills, and standards covered in each unit. Use these pages to guide you through planning your instruction for a day, unit, or entire year.

The instructional model in *Savvas Common Core Literature* is data driven and provides flexibility based on your students' needs. Therefore, the pacing recommendations on the following pages can be adjusted to meet the needs of your classroom. For example, the recommended number of days for Part 1: Setting Expectations is four days. Depending on your students and their ability to closely read a text, you may choose to use Part 1 for only one day or for as many as five days.

Another example of flexible pacing is shown with Part 2: Guided Exploration. This Part provides scaffolded instruction focused on skills. Again, depending on your students' needs, you may choose to teach one selection over a period of four days or teach three selections over a course of twelve days. The Pacing Recommendations are provided as a guide, but you know your students best and should chart the appropriate pathway through the programs based on students' needs.

INTRODUCTORY UNIT

The Introductory Unit can be used at any time through the year to teach essential Common Core skills and standards. The chart below provides an overview of the features of this unit.

Introductory Unit	Features	Standards Addressed
Building Academic Vocabulary	<ul style="list-style-type: none"> • General Academic Vocabulary • Domain-Specific Academic Vocabulary • Increasing Your Word Knowledge • Building Your Speaking Vocabulary 	Language 6
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2; Informational Text 2
Comprehending Complex Texts	<ul style="list-style-type: none"> • Strategy 1: Multidraft Reading • Strategy 2: Close Read the Text • Strategy 3: Ask Questions 	Literature 10; Informational Text 9, 10
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument • Composing an Argument 	Informational Text 6, 8; Writing 1.a, 1.b, 1.e; Language 6
Conducting Research	<ul style="list-style-type: none"> • Performing Short-Term and Long-Term Research • Research Process Workshop • Research Model • Citing Sources and Preparing Manuscript 	Writing 2.a, 2.b, 2.c, 2.d, 5, 7, 8, 9; Language 1, 1.b, 3

UNITS AT A GLANCE

The chart below provides an overview of the features and assessments for each unit. A more detailed listing of each unit's skills begins on the next page.

Unit	Close Reading Workshop	Language Study	Speaking and Listening	Writing Process	Independent Reading	Assessment
1	Focus on Short Story Reading, Writing, Speaking, Research Models Independent Practice	Using a Dictionary and Thesaurus	Delivering an Oral Interpretation of a Literary Work	Argument: Analytic Response to Literature	Titles for Extended Reading Online Text Set from A Quilt of a Country <i>Anna Quindlen</i> from Desert Exile: The Uprooting of a Japanese-American Family <i>Yoshiko Uchida</i> Marian Anderson: Famous Concert Singer <i>Langston Hughes</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
2	Focus on Nonfiction Reading, Writing, Speaking, Research Models Independent Practice	Word Origins: Etymology	Delivering a Persuasive Speech	Argument: Persuasive Essay	Titles for Extended Reading Online Text Set Tepeyac <i>Sandra Cisneros</i> A Visit to Grandmother <i>William Melvin Kelley</i> from Places Left Unfinished at the Time of Creation <i>John Phillip Santos</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
3	Focus on Poetry Reading, Writing, Speaking, Research Models Independent Practice	Words with Multiple Meanings	Analyzing Media Messages	Exposition: Cause-and-Effect Essay	Titles for Extended Reading Online Text Set The Marginal World <i>Rachel Carson</i> The Spider and The Wasp <i>Alexander Petrunkevitch</i> The Kraken <i>Alfred, Lord Tennyson</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Explanatory Text
4	Focus on Drama Reading, Writing, Speaking, Research Models Independent Practice	Connotation and Denotation	Comparing Media Coverage	Narrative: Autobiographical Narrative	Titles for Extended Reading Online Text Set from In Commemoration: One Million Volumes <i>Rudolfo Anaya</i> Artful Research <i>Susan Vreeland</i> from Fahrenheit 451 <i>Ray Bradbury</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Argument
5	Focus on World Literature Reading, Writing, Speaking, Research Models Independent Practice	Idioms, Jargon, and Technical Terms	Delivering a Multimedia Presentation	Exposition: Comparison-and-Contrast Essay	Titles for Extended Reading Online Text Set Making History with Vitamin C <i>Penny Le Couteur; Jay Burreson</i> The Masque of the Red Death <i>Edgar Allan Poe</i> Black Water Turns the Tide on Florida Coral <i>NASA</i>	Assessment: Skills Selected Response Constructed Response Assessment: Synthesis Speaking and Listening: Group Discussion Writing: Narrative Writing to Sources: Informative Text

Scope and Sequence - Grade 10

Unit 1: Can Progress Be Made Without Conflict?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	Early Autumn Langston Hughes	4 days	RL1, RL2, RL3, RL4, RL5, W8, W9, W10, SL1, SL4, L4d, L6	
		The Leap Louise Erdrich			
PART 2	PART 2 THEME: CHARACTERS AND CONFLICT	The Monkey's Paw W. W. Jacobs	4–16 days	RL1, RL5, W3, W3b, W3c, W3d, SL1a, SL1b, L2, L5	Selection Test Open-Book Test
		The Street of the Cañon Josephina Niggli		RL1, RL4, W1, W4, SL6, L1, L4	Selection Test Open-Book Test
		Civil Peace Chinua Achebe		RL1, RL2, RL6, W2a, W2b, W2c, W2f, SL1c, SL1d, L1	Selection Test Open-Book Test
		A Problem Anton Chekhov		RL1, RL3, W3a, W3b, W3d, W8, L1, L4	Selection Test Open-Book Test
	COMPARING TEXTS	Like the Sun R. K. Narayan	2 days	RL5, W2, W2b, W10	Selection Test Open-Book Test
		The Open Window Saki (H. H. Munro)			
		Language Study			
WORKSHOPS	Speaking and Listening	1 day	SL1, SL1b, SL6		
	Writing Process	3 days	W1, W1a, W1b, W1c, W1d, W1e, W5, W9, L1, L2b, L2c, L3a		
PART 3	TEXT SET TOPIC: PERSEVERANCE	Anchor: Contents of the Dead Man's Pocket Jack Finney	5 days	RL1, RL2, RL3, RL4, RL5, W2, W4, W5, W7, W8, W9a, W10, SL1, SL4, SL6, L2a, L3, L4, L6	Selection Test Open-Book Test
		from Swimming to Antarctica Lynne Cox	2–3 days	RI1, RI2, RI4, RI5, W2, W4, W7, W9, W10, SL1, SL4, SL6, L1, L4, L6	Selection Test Open-Book Test
		Occupation: Conductorette from I Know Why the Caged Bird Sings Maya Angelou	2–3 days	RI1, RI2, RI3, RI4, RI5, W3, W4, W7, W9, W10, SL1, SL4, SL6, L1, L4, L6	Selection Test Open-Book Test
		from The Upside of Quitting Stephen J. Dubner	2–3 days	RI1, RI2, RI4, RI5, RI6, W3, W4, W7, W8, W9, W10, SL1, SL6, L4, L6	Selection Test Open-Book Test
		from The Winning Edge Peter Dinklage	2–3 days	RI1, RI2, RI3, RI4, RI5, RI8, W1, W4, W6, W7, SL1, L3, L4, L6	Selection Test Open-Book Test
		Science Fiction and the Future Ursula K. Le Guin	2–3 days	RI1, RI2, RI4, RI5, RI6, W1, W4, W7, W9, W10, SL1, SL6, L4, L6	Selection Test Open-Book Test
		from the series Empire State (Laying Beams), 1930–31 Lewis Wickes Hine	1 day	W3, W7	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: The Illustrated Book of Great Composers (N) • Euclid's Elements (N) • Up from Slavery (N) • The Prince and the Pauper (F)			
		Online Text Set: from A Quilt of a Country • from Desert Exile: The Uprooting of a Japanese-American Family •			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Short Story			Small-Group Discussion	Explanation: Magical Realism	Writing Model: Argument Writing: Argumentative Essay
Make Predictions Plot and Plot Devices	Nouns	Academic Vocabulary Selection Vocabulary	Interview		Sequel
Make Inferences Setting	Pronouns	Academic Vocabulary Selection Vocabulary	Oral Reading		Letter Literary Review
Draw Conclusions Theme	Degrees of Adjectives and Adverbs	Academic Vocabulary Selection Vocabulary	Group Discussion		Character Analysis
Make Inferences Characters and Characterization	Verb Tenses	Academic Vocabulary Selection Vocabulary		Report on Sources	Retellings
Irony and Paradox					Timed Writing: Explanatory Essay
		Using a Dictionary and Thesaurus			
			Delivering an Oral Interpretation of a Literary Work		
	Pronoun-Antecedent Agreement Subject-Verb Agreement Pronouns			Focus on Research: Analytic Response to Literature	Analytic Response to Literature
Conflict	Adverbs Independent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Work Ethic	Informative Text: Cause- and-Effect Essay
Author's Perspective		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Practicing	Informative Text: Profile
Dialogue		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Origins of the Civil Rights Movement	Narrative: Autobiographical Narrative
Central Idea		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Sunk Cost and Opportunity Cost	Informative Text: Reflective Essay
Anecdote		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Predictive Factors	Argument: Persuasive Essay
Tone		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Futurology	Argument: Letter to the Editor
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Building Skyscrapers	Narrative Monologue

• **Biography of an Atom (N)** • **Anton Chekhov: Selected Stories (F)** • **The Collected Short Fiction of C.J. Cherryh (F)** •

• **Marian Anderson: Famous Concert Singer**

Scope and Sequence - Grade 10

Unit 2: What Kind of Knowledge Changes Our Lives?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	from "Address to Students at Moscow State University" Ronald Reagan	4 days	RI1, RI2, RI3, RI4, RI6, W2, W7, W9b, SL1, L4d, L6	
		Everest from Touch the Top of the World Erik Weihenmayer			
PART 2	PART 2 THEME: SEEKING KNOWLEDGE	from Longitude Dava Sobel	4–16 days	RI1, RI2, RI4, RI5, W2e, SL4, SL6	Selection Test Open-Book Test
		The Sun Parlor Dorothy West		RI3, RI6, W3a, W3d, W3e, SL4, L3, L6	Selection Test Open-Book Test
		Keep Memory Alive Elie Wiesel		RI6, RI8, W1d, SL3, L5	Selection Test Open-Book Test
		The American Idea Theodore H. White		RI1, RI3, RI5, RI6, RI7, W1, W1a, W1e, W7, L1, L5	Selection Test Open-Book Test
	COMPARING TEXTS	A Toast to the Oldest Inhabitant: The Weather of New England Mark Twain The Dog That Bit People James Thurber	2 days	RL7, RI4, RI6, RI7, W2, W2a, W10, L5b	Selection Test Open-Book Test
WORKSHOPS	Language Study	1 day	L4c		
	Speaking and Listening	1 day	W1, SL3, SL4, SL6		
	Writing Process	3 days	W1, W1a–e, W5, W6, W7, L1a, L2c, L3		
PART 3	TEXT SET TOPIC: VISION	Anchor: How to React to Familiar Faces Umberto Eco	5 days	RI1, RI2, RI3, RI4, RI5, RI6, W1a, W1c, W4, W5, W6, W7, W8, SL1, SL4, SL5, L1a, L3, L3a, L4, L5, L6	Selection Test Open-Book Test
		from Magdalena Looking Susan Vreeland	2–3 days	RL1, RL2, RL3, RL4, RL7, W2, W4, W7, W9, SL1, SL4, L6	Selection Test Open-Book Test
		from The Statue That Didn't Look Right from Blink Malcolm Gladwell	2–3 days	RI1, RI2, RI4, RI5, W3, W4, W7, W9, SL1, SL4, L4, L6	Selection Test Open-Book Test
		from The Shape of the World from Life by the Numbers Keith Devlin	2–3 days	RI1, RI2, RI4, RI5, RI6, W2, W4, W7, W9b, SL1, L4, L6	Selection Test Open-Book Test
		Seeing Things from How the Brain Works John McCrone	2–3 days	RI1, RI2, RI3, RI4, RI6, W2, W3, W4, W7, W9, SL1, L4, L5, L6	Selection Test Open-Book Test
		How to Look at Nothing from How to Use Your Eyes James Elkins	2–3 days	RI1, RI2, RI4, RI5, RI6, W1, W4, W5, W7, SL1, SL4, L4, L5, L6	Selection Test Open-Book Test
		Car Reflections, 1970 Richard Estes	1 day	W2, W7	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Night (N) • The Longitude Prize (N) • Roughing It (N) • Touch the Top of the World (N) •			
		Online Text Set: Tepeyac • A Visit to Grandmother • from Places Left Unfinished at the Time of Creation			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Nonfiction			Partner Discussion	Explanation: Preparation for Everest Climb	Writing Model: Argument Writing: Explanatory Essay
Main Idea Expository Essay	Action and Linking Verbs	Academic Vocabulary Selection Vocabulary	Humorous Persuasive Speech		Business Letter
Main Idea Reflective Essay	Active and Passive Voice	Academic Vocabulary Selection Vocabulary	Oral Recollection		Memoir
Evaluate Persuasion Persuasive Writing and Rhetorical Devices	Direct and Indirect Objects	Academic Vocabulary Selection Vocabulary	Debate		Letter
Distinguishing Fact from Opinion Analytic and Interpretive Essays	Subject Complements	Academic Vocabulary Selection Vocabulary		Cover Letter and Résumé	Critique
Humorous Writing					Timed Writing: Explanatory Essay
		Word Origins: Etymology			
			Delivering a Persuasive Speech		
	Creating Parallelism Active and Passive Voice	Finding Your Voice		Focus on Research: Persuasive Essay	Persuasive Essay
Cultural Context	Parallelism Active and Passive Voice	Diction and Style Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Mass Media and “Seeing”	Argument: Persuasive Essay
Theme		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Artist’s Eye	Informative Text: Comparison-and-Contrast Essay
Supporting Details		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Validity of Intuition	Narrative: Autobiographical Narrative
Description		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Satellite Imaging	Informative Text: Essay
Diction		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Vision and Meaning	Narrative: Autobiographical Narrative
Similes		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Entopic Lights and Cave Paintings	Argument: Position Paper
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Photorealism	

In the Time of Butterflies (F) • Lord of the Flies (F) • Animal Farm (F)

Scope and Sequence - Grade 10

Unit 3: Does All Communication Serve a Positive Purpose?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	I Am Offering This Poem Jimmy Santiago Baca	4 days	RL1, RL2, RL4, RL5, W1, W7, W9, SL1, SL1b, L3, L5, L6	
		The Poetic Interpretation of the Twist Cornelius Eady			
PART 2	PART 2 THEME: ARTFUL WORDS	Poetry Collection 1 Nye • Bishop • Lorca • Pushkin	4–16 days	RL1, RL4, RL9, W4, W5, W9a, SL6, L1b, L2, L4, L5	Selection Test Open-Book Test
		Poetry Collection 2 Shakespeare • Thomas • Johnson • Jakuren • Komachi		RL1, RL5, W4, SL1, L1, L1b, L6	Selection Test Open-Book Test
		Poetry Collection 3 Ravikovitch • Dickinson • Komunyakaa • Merriam		RL1, RL2, RL4, W1, W6, W9, L1b, L4c, L5a, L6	Selection Test Open-Book Test
		Poetry Collection 4 Sandburg • Browning • Hughes • Toomer		RL2, RL4, W2, W4, W6, W7, L1, L1b, L6	Selection Test Open-Book Test
	COMPARING TEXTS	Hold Fast Your Dreams—and Trust Your Mistakes Billy Joel All Bei Dao Also All Shu Ting	2 days	RL2, RL4, W2, W2a, W2b, W10	Selection Test Open-Book Test
	WORKSHOPS	Language Study	1 day	L4, L4a, L4c, L4d	
Speaking and Listening		1 day	SL3		
Writing Process		3 days	W2, W2a, W2c–f, W5, W7, L1, L1b		
PART 3	TEXT SET TOPIC: LOST CIVILIZATIONS	Anchor: A Tree Telling of Orpheus Denise Levertov	5 days	RL1, RL2, RL4, RL5, RL9, W3a–e, W4, W5, W6, W7, W8, W9a, SL1, SL2, SL4, SL5, L1b, L2, L3, L3a, L4, L4d, L5, L6	Selection Test Open-Book Test
		By the Waters of Babylon Stephen Vincent Benét	2–3 days	RL1, RL2, RL3, RL4, RL5, RL9, W1, W1b–e, W4, W7, W9a, SL1, SL4, L4, L6	Selection Test Open-Book Test
		There Will Come Soft Rains Ray Bradbury	2–3 days	RL1, RL2, RL4, RL5, W2, W7, W9, SL1, L4b, L5, L6	Selection Test Open-Book Test
		from The Way to Rainy Mountain N. Scott Momaday	2–3 days	RI1, RI2, RI4, RI5, W3, W3d, W4, W7, SL1, SL4, SL5, L4, L5a–b, L6	Selection Test Open-Book Test
		Understanding Stonehenge: Two Explanations Rossella Lorenzi	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, W3, W3a, W3c, W4, W6, W7, SL1, SL3, L4a, L6	Selection Test Open-Book Test
		from Collapse: How Societies Choose to Fail or Succeed Jared Diamond	2–3 days	RI1, RI2, RI3, RI4, RI5, W1, W4, W7, W9b, SL1, L3, L4, L4c–d, L6	Selection Test Open-Book Test
		Aquae Sulis, Roman Baths, 1762	1 day	W2, W7	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Ancient Rome: Voyages Through Time (N) • Before Columbus: The Americas of 1491 (N) • Lift Every Voice and Sing (F) • The Song of the Lark (F) • Victims of the Latest Dance Craze			
		Online Text Set: The Marginal World • The Spider and The Wasp • The Kraken			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Poetry			Small-Group Discussion	Analysis: Musical Influences	Writing Model: Explanatory Essay Writing: Argumentative Essay
Read Fluently The Speaker in Poetry	Commas and Dashes	Academic Vocabulary Selection Vocabulary	Oral Interpretation		Lyric Poem
Read Fluently Poetic Forms	Prepositional Phrases	Academic Vocabulary Selection Vocabulary	Poetry Reading Discussion		Tanka
Paraphrase Figurative Language	Infinitives and Infinitive Phrases	Academic Vocabulary Selection Vocabulary		Literary History Report	Critical Essay
Paraphrase Sound Devices	Participles and Gerunds; Participial and Gerund Phrases	Academic Vocabulary Selection Vocabulary		Visual Arts Presentation	Critical Essay
Theme					Timed Writing: Explanatory Essay
		Words With Multiple Meanings			
			Analyzing Media Messages		
	Using Verbal Phrases Commas and Dashes			Focus on Research: Explanatory Text	Exposition: Cause-and-Effect Essay
Personification	Prepositional Phrases Comma Usage	Diction and Style Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Myths and Ancient Civilizations	Narrative Text: Retelling
Dramatic Irony		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: The Babylonian Captivity	Argumentative Essay
Intertextuality		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: The Atomic Age	Informative Text: Analytical Essay
Memoir and Historical Writing		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Language and Culture	Narrative: Memoir
Expert Opinion		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Stonehenge and Astronomy	Narrative: Short Story
Technical Language		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Palynology	Argument: Persuasive Essay
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: Reading the Past	Informative Essay

The Story of Art: A Pocket Edition (N) • Immigrant Voices: Twenty Four Narratives on Becoming an American (N) • (F)

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Unit 4: To What Extent Does Experience Determine What We Perceive?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	<i>from A Doll House</i> Henrik Ibsen	4 days	RL1, RL2, RL3, RL5, RL6, W1, W7, W9, SL1, L6	
		<i>from An Enemy of the People</i> Henrik Ibsen			
PART 2	PART 2 THEME: TRAGEDY AND SPECTACLE	The Tragedy of Julius Caesar, Act I William Shakespeare	4 days	RL1, RL3, RL5, RL10	Selection Test Open-Book Test
		The Tragedy of Julius Caesar, Act II William Shakespeare	4 days	RL1, RL2, RL5	Selection Test Open-Book Test
		The Tragedy of Julius Caesar, Act III William Shakespeare	4 days	RL1, RL3, RL4	Selection Test Open-Book Test
		The Tragedy of Julius Caesar, Act IV William Shakespeare	4 days	RL1, RL5	Selection Test Open-Book Test
		The Tragedy of Julius Caesar, Act V William Shakespeare	4 days	RL1, RL3, RL7, W1, W1a, W1b, W1e, W4, W6, W7, SL1c, SL1d, SL4, L1, L1b	Selection Test Open-Book Test
	COMPARING TEXTS	<i>from A Raisin in the Sun</i> Lorraine Hansberry	2 days	RL3, W2	
	WORKSHOPS	Language Study	1 day	L4c, L5b	
		Speaking and Listening	1 day	RI7, SL3, SL4	
		Writing Process	3 days	W3, W3a–e, W5, L1b, L2	
PART 3	TEXT SET TOPIC: CONSCIENTIOUS OBJECTIONS	Anchor: Antigone, Part 1 and Part 2 Sophocles	8 days	RL1, RL2, RL3, RL4, RL5, RL6, W2a–b, W4, W5, W7, W8, W9a, SL1, SL4, L1a–b, L2, L3, L3a, L4, L6	Selection Test Open-Book Test
		Conscientious Objector Edna St. Vincent Millay	2–3 days	RL1, RL2, RL4, W2, W3, W4, W7, SL1, L4, L5a, L6	Selection Test Open-Book Test
		<i>from Nobel Lecture</i> Alexander Solzhenitsyn	2–3 days	RI1, RI2, RI4, RI5, RI6, W2, W2d, W4, W6, W7, SL1, L4b, L6	Selection Test Open-Book Test
		The Censors Luisa Valenzuela	2–3 days	RL1, RL2, RL4, RL6, W1, W4, W7, W9, SL1, L4, L6	Selection Test Open-Book Test
		Culture of Shock Stephen Reicher; S. Alexander Haslam	2–3 days	RI1, RI2, RI4, RI5, W2, W4, W7, W9, SL1, SL1a, SL3, L3, L4, L6	Selection Test Open-Book Test
		<i>from Army Regulation 600–43: Conscientious Objection</i> Department of the Army	2–3 days	RI1, RI2, RI4, RI5, W2c, W2f, W4, W7, SL1, SL4, L4, L6	Selection Test Open-Book Test
		Tiananmen Square “Tank Man,” Beijing, China, 1989 Jeff Widener	1 day	W1, W7	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Today’s Nonfiction (N) • Black, Blue and Gray: African Americans in the Civil War (N) • To Kill a Mockingbird (F) • Sophocles: The Theban Plays (F) • A Raisin in the Sun (F)			
		Online Text Set: from In Commemoration: One Million Volumes • Artful Research • from Fahrenheit 451			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: Drama			Small-Group Discussion	Description: Spas in 1880s Europe	Writing Model: Argument Writing: Argumentative Essay
Use Text Aids Shakespeare's Tragedies		Academic Vocabulary Selection Vocabulary			
Paraphrase Blank Verse		Academic Vocabulary Selection Vocabulary			
Imagery Dramatic Speeches		Academic Vocabulary Selection Vocabulary			
Read Between the Lines External and Internal Conflict		Academic Vocabulary Selection Vocabulary			
Compare and Contrast Characters Tragic Heroes	Absolute Adjectives and Absolute Phrases	Academic Vocabulary Selection Vocabulary	Dramatic Reading Group Screening	Women's History Report Multimedia Presentation	Editorial Obituary Essay
Character's Motivation					Timed Writing: Explanatory Essay
		Connotation and Denotation			
			Comparing Media Coverage		
	Using Adverb Clauses Absolute Phrases	Finding an Effective Idea		Focus on Research: Narrative Text	Autobiographical Narrative
Protagonist and Antagonist Tragic Flaw	Absolute Phrases Adverb Clauses Parallelism	Diction and Style Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Ethics in Ancient Greece	Informative Text: Compare-and-Contrast Essay
The Speaker in Poetry		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Conscientious Objection in U.S. History	Narrative: Reflective Essay
Rhetorical Devices		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: International PEN	Informative Text: Reflective Essay
Tone		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Dystopias and Utopias	Argument: Position Paper
Expository Structure		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: The Ethics of Research	Informative Text: Editorial
Technical Terms		Academic Vocabulary Selection Vocabulary	Group Discussion	Investigate the Topic: Conscientious Objection Around the World	Informative Text: Definition Essay
		Academic Vocabulary Selection Vocabulary		Investigate the Topic: The Goddess of Liberty	Argumentative Essay

Democracy in America (N) • A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr. (N) •

Scope and Sequence - Grade 10

Unit 5: Can Anyone Be a Hero?

		Selection/Feature	Pacing	Standards Covered	Assessment
PART 1	CLOSE READING WORKSHOP	from Things Fall Apart Chinua Achebe	4 days	RL1, RL2, RL3, RL4, RL5, RL6, W7, W9a, SL1, SL1c, SL1d, L6	
		Games at Twilight Anita Desai			
PART 2	PART 2 THEME: TIMELESS VOICES	Prometheus and the First People Olivia E. Coolidge	4–16 days	RL1, RL6, RL7, W3, W3a, W3b, SL6, L1b	Selection Test Open-Book Test
		from Sundiata: An Epic of Old Mali D. T. Niane		RL1, RL6, W2, W2b, W6, SL1, L1b, L3	Selection Test Open-Book Test
		Damon and Pythias William F. Russell		RL1, RL6, RL7, W2, W2b, L1	Selection Test Open-Book Test
		from Don Quixote Miguel de Cervantes		RL1, RL6, W3b, W7, L2, L2a, L2b	Selection Test Open-Book Test
	COMPARING TEXTS	Cupid and Psyche Lucius Apuleius	2 days	RL2, RL5, W2, W2c, W10	Selection Test Open-Book Test
		Ashputtle Jakob and Wilhelm Grimm			
	WORKSHOPS	Language Study	1 day	L4d, L5	
Speaking and Listening		1 day	SL2, SL5		
Writing Process		3 days	W2a, W2b, W2c, W2d, W2f, W5, L1, L3		
PART 3	TEXT SET TOPIC: THE ARTHURIAN LEGEND	Anchor: Arthur Becomes King of Britain from The Once and Future King T. H. White	5 days	RL1, RL3, RL4, RL6, W2a–b, W2d, W2f, W4, W5, W8, W9, SL1a, SL3, L1b, L2, L2b, L3a, L4, L5, L6	Selection Test Open-Book Test
		Morte d'Arthur Alfred, Lord Tennyson	2–3 days	RL1, RL2, RL3, RL4, RL5, RL6, RL7, W2, W4, W7, W9a, SL1, SL4, L4, L6	Selection Test Open-Book Test
		from A Connecticut Yankee in King Arthur's Court Mark Twain	2–3 days	RL1, RL2, RL3, RL4, W3, W4, W6, W7, SL1, SL2, L4, L6	Selection Test Open-Book Test
		from Youth and Chivalry from A Distant Mirror: The Calamitous 14th Century Barbara W. Tuchman	2–3 days	RI1, RI2, RI6, RI8, W1a–b, W1e, W4, W7, W8, W9, SL1, SL4, L4, L6	Selection Test Open-Book Test
		from The Birth of Britain Winston S. Churchill	2–3 days	RI1, RI2, RI3, RI4, RI5, RI6, RI8, W1, W1a, W4, W9b, SL1a, L4d, L5, L6	Selection Test Open-Book Test
		from A Pilgrim's Search for Relics of the Once and Future King Caroline Alexander	2–3 days	RI1, RI2, RI3, RI4, RI5, W3, W3d, W4, W7, W9, SL1, L4, L5, L6	Selection Test Open-Book Test
		from The New Yorker	1 day	RL7, RI7, W3, SL1	
PART 4	DEMONSTRATING INDEPENDENCE	Extended Readings: Bury my Heart at Wounded Knee (N) • Early Irish Myths and Sagas (N) • Candide (F) • A Sacred Union of Citizens: George Washington's Farewell Address and the American			
		Online Text Set: Making History with Vitamin C • The Masque of the Red Death • Black Water Turns the Tide			
	UNIT-LEVEL ASSESSMENT	Benchmark Test			

Close Reading Focus	Conventions	Language Study	Speaking and Listening	Research	Writing
Close Reading: World Literature			Small-Group Discussion	Explanation: Climate in South Asia	Writing Model: Informative Text Writing: Argumentative Essay
Cultural Context Myths	Independent and Dependent Clauses	Academic Vocabulary Selection Vocabulary	Retelling		Myth
Cultural Context Epic and Epic Hero	Sentence Types	Academic Vocabulary Selection Vocabulary	Dialogue		News Story
Analyze Worldviews Legends and Legendary Heroes	Fixing Common Usage Problems	Academic Vocabulary Selection Vocabulary		"Influences" Chart	Script
Compare Worldviews Parody	Semicolons, Colons, and Ellipsis Points	Academic Vocabulary Selection Vocabulary		Biographical Brochure	Parody
Archetypal Narrative Patterns					Timed Writing: Explanatory Essay
		Idioms, Jargon, and Technical Terms			
			Delivering a Multimedia Presentation		
	Semicolons, Colons, and Ellipsis Points	Choosing Strong, Effective Words Revising to Vary Sentence Pattern		Focus on Research: Informative Text	Comparison-and-Contrast Essay
Dialogue	Direct Quotations Independent and Dependent Clauses	Diction and Style Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Knighthood in Medieval Tradition	Explanatory Text: Literary Criticism
Frame Story		Academic Vocabulary Selection Vocabulary	Debate	Investigate the Topic: Versions of Arthur	Informative Text: Analytical Essay
Parody		Academic Vocabulary Selection Vocabulary	Small Group Discussion	Investigate the Topic: Medieval Astronomy	Narrative: Fictional Narrative
Exposition		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: King Arthur and the Code of Chivalry	Argument: Persuasive Essay
Connotation		Academic Vocabulary Selection Vocabulary	Panel Discussion	Investigate the Topic: Arthur as the Last Roman	Argument: Response to Literature
Tone		Academic Vocabulary Selection Vocabulary	Partner Discussion	Investigate the Topic: Visiting "Camelot"	Narrative: Reflective Essay
		Academic Vocabulary Selection Vocabulary			Narrative: Short Story

Son of the Morning Star: Custer and Little Bighorn (N) • The Once and Future King (F) • The Metamorphosis (F) • Character (N)

on Florida Coral

SKILLS NAVIGATOR OVERVIEW

GRADE 11

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, <i>America Begins with a Promise and a Paradox</i> 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, <i>Inspired by Nature</i> 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, <i>Defining an Era</i> 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, <i>Literature as a Magic Carpet</i> 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, <i>The Purpose of Theater</i> 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: <i>King of the Road Trip</i> 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, <i>All-American Writer</i> 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

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 Constructed Response 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 Constructed Response 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 Constructed Response 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 Constructed Response 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 Constructed Response 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 Constructed Response 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, pp. 84 RI.6	Sermon, Archetypes, pp. 84
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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	
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	

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

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

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3	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
	DEMONSTRATING INDEPENDENCE	Extended Readings: Native American Literature (F) • Chronicle of the Narvaez Expedition (N) Democracy in America (N) • American Colonies: The Settling of North America (N) • 1776 (N)	
	UNIT-LEVEL ASSESSMENT	Benchmark Test	

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, Symbol, and Ambiguity, 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
	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
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
	Research Task, Topic: Changing the White House, p. 187 W.7, W.8	Critical Reading, p. 185; Test Practice: Reading, p. 187

• The Complete Writings (F) • Letters from an American Farmer (N) • The Interesting Narrative of The Life of Olaudah Equiano (N) •

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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test
Vocabulary , p. 334: pedestrian, impulsive, inarticulate, inscrutable, maledictions, prescient; Word Analysis: Latin Prefix mal- , 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, pp. 355; Selection Test; Open-Book Test

Unit 2: A Growing Nation (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3	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
	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 RL.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
DEMONSTRATING INDEPENDENCE		Extended Readings: The Scarlet Letter (F) • Selected Writings of Ralph Waldo Emerson (N) • Complete Stories of Edgar Allan Poe (F) • The Complete Poems of Emily Dickinson (F) •	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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	

Vocabulary	Grammar/Writing	Assessment
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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test
<ul style="list-style-type: none"> • Leaves of Grass (F) • Eyewitness to America: 500 Years of American History in the Words of Those Who Saw it Happen (N) • • Walden and Civil Disobedience (N) • An American Primer (N) 		

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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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
DEMONSTRATING INDEPENDENCE		Extended Readings: The Adventures of Huckleberry Finn (F) • Spoon River Anthology (F) • Empire Express: Building the First Continental Railroad (N) • What They Fought For 1861	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test</p>
<p>• My Antonia (F) • The Classic Slave Narratives (N) • Narrative of the Life of Frederick Douglass (N) • - 1865 (N) • Paradise Lost (N) • Samuel Johnson (N) • The American Reader: Words that Moved a Nation (N)</p>		

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
	"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 "Of Modern Poetry," Wallace Stevens, p. 786; "Ars Poetica," Archibald MacLeish, p. 789; "Poetry," Marianne Moore, p. 791	Paraphrase, p. 778 Analyze Philosophical Arguments, p. 784 RL.1	Author's Style, p. 778 RL.4, RL.5 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	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 706: tedious, insidious, digress, malingers, meticulous, obtuse; Word Analysis: Greek Prefix <i>di-</i> , p. 715; Vocabulary: Synonyms , p. 715	Writing to Sources: Character Analysis , p. 715 W.2, W.2.b, W.2.d	Critical Reading , p. 712; Selection Test; Open-Book Test
Vocabulary , p. 718: voluminous, dogma, apparition; Word Analysis: Forms of <i>appear</i> , p. 727; Vocabulary: True or False , p. 727 L.4.b	Writing to Sources: An Editor's Review of a Manuscript , p. 727 W.2, W.2.b	Critical Reading , pp. 721, 722, 724, 725; Selection Test; Open-Book Test
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	Subject-Verb Agreement , p. 755; Writing to Sources: Literary Criticism , p. 754 W.2, W.2.b, L.1	Critical Reading , p. 752; Selection Test; Open-Book Test
Vocabulary , p. 756: dispersal, plodding, embankment, frantic; Word Analysis: Latin Prefix <i>pro-</i> , p. 763; Vocabulary: Word/Phrase Relationships , p. 763; L.5	Writing to Sources: Essay About Historical Context , p. 763 W.2, W.2.b, W.2.c, W.7	Critical Reading , p. 761; Selection Test; Open-Book Test
Vocabulary , p. 765: migrant, exposures, huddled, stout		Critical Reading , p. 769; Selection Test; Open-Book Test
Vocabulary , p. 772: conduct, psychology, sensible; Word Analysis: Greek Root <i>-psych-</i> , p. 777; Vocabulary: Assessing Logic , p. 777; L.4.b	Writing to Sources: Political Approach to Literary Criticism , p. 777 W.2, W.2.b, W.2.f	Critical Reading , p. 775; Selection Test; Open-Book Test
Vocabulary , p. 778: sowed, reaped; Vocabulary: Analogies , p. 783 L.5	Writing to Sources: Poet's Introduction , p. 783 W.2, W.2.b	Critical Reading , p. 782; Selection Test; Open-Book Test
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	Writing to Sources: Comparison-and-Contrast Essay , p. 794 W.2, W.9.a	Critical Reading , pp. 787, 790, 792; Selection Test; Open-Book Test
Vocabulary , p. 798: detached, disgrace, resign; Vocabulary: Use New Words , p. 807 W.4, W.4.a	Writing to Sources: Critical Essay on Style , p. 807 W.2, W.2.b	Critical Reading , pp. 806, 813; Selection Test; Open-Book Test
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	Writing to Sources: Critical Review , p. 831 W.1	Critical Reading , pp. 827, 829; Selection Test; Open-Book Test
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	Writing: Stream-of-Consciousness Monologue , p. 845 W.3, W.3.b, W.3.d	Critical Reading , p. 843; Selection Test; Open-Book Test
Vocabulary , p. 846: grave, persistent, limber, obstinate; Vocabulary: Context Clues , p. 857 L.4.a	Writing: Sequel , p. 857 W.3, W.3.a	Critical Reading , p. 856; Selection Test; Open-Book Test
Vocabulary , p. 858: despondent, intervene, reluctant, blaspheming; Vocabulary: Context Clues , p. 865 L.4.a, L.5.a	Writing to Sources: Analytical Essay on Humor , p. 865 W.2, W.2.b, W.2.f	Critical Reading , p. 864; Selection Test; Open-Book Test
Vocabulary , p. 866: brutal, wanton, cunning; Vocabulary: Sentence Completions , p. 871 L.2.b, L.5.a	Writing to Sources: Analytical Essay , p. 871 W.2, W.2.b, W.9.a	Critical Reading , pp. 869, 870; Selection Test; Open-Book Test
Vocabulary , p. 872: poise, rueful, luminary; Word Root: Latin Root <i>-lum-</i> , p. 887; Vocabulary: Analogies , p. 887 L.4.b, L.5	Writing to Sources: Critical Essay , p. 887 W.1	Critical Reading , pp. 876, 879, 881, 885; Selection Test; Open-Book Test

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

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
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
DEMONSTRATING INDEPENDENCE		Extended Readings: <i>As I Lay Dying</i> (F) • <i>The Great Gatsby</i> (F) • <i>A Farewell to Arms</i> (F) • (N) • <i>The Reader's Companion to American History</i> (N)	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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
"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	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 901: lulled, dusky, liberty; Word Analysis: Latin Root -liber- , p. 909; Vocabulary: Analogies , p. 909; Connotation and Denotation: Words for Freedom , p. 909	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	Critical Reading , pp. 905, 907; Selection Test; Open-Book Test
Vocabulary , p. 913: Gather Vocabulary Knowledge: related forms of handiwork, heritage, ritual	Writing to Compare Literary Works , p. 919 W.2, W.9	Critical Reading , p. 918; Selection Test; Open-Book Test
Vocabulary , p. 922: benediction, increment, countenance, beguile; Vocabulary: Antonyms , p. 927 L.5, L.5.a	Writing to Sources: Compare-and-Contrast Essay , p. 927 W.2, W.2b	Critical Reading , pp. 925, 926; Selection Test; Open-Book Test
Vocabulary , p. 928: brazenness, caper, duration, exalted; Vocabulary: Use New Words , p. 937	Writing to Sources: Reflective Essay , p. 937 W.2, W.2.a, W.2.b, W.2.e	Critical Reading , p. 936; Selection Test; Open-Book Test

The Complete Poems of Robert Frost (F) • Dust Tracks on a Road (N) • The First World War (N) • Hard Times: An Oral History of the Great Depression

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 982: evacuated, volition, rendezvous, incessant, convivial; Military Words From Other Languages , p. 999; Sentence Completions , p. 999 L.6	Writing to Sources: Compare-and-Contrast Essay on Theme, SE , p. 999 W.2, W.2.b, W.2.f	Critical Reading , pp. 995, 997; Selection Test; Open-Book Test
Vocabulary , p. 1001: civilian, license, undertaking, canvass, collective, expenditures, estimates, receipts L.4.c, L.6	Research Task, Topic: Society and Culture in the Media , p. 1008 W.6, W.7, W.8	Critical Reading , p. 1006; Selection Test; Open-Book Test
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	Writing to Sources: Essay of Interpretation, SE , p. 1025 W.2, W.2.b, W.2.c, W.2.f	Critical Reading , p. 1023; Selection Test; Open-Book Test
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	Writing to Sources: Personality Profile , p. 1039 W.2.a, W.2.b	Critical Reading , p. 1037; Selection Test; Open-Book Test
Vocabulary , p. 1040: absurdity, realist, taut; Use New Words , p. 1045 L.4	Writing: Poem Using an Extended Metaphor , p. 1045 W.4	Critical Reading , p. 1043, 1049; Selection Test; Open-Book Test
Vocabulary , p. 1050: preconceptions, endured, transfusion, transformed; Sentence Completions , p. 1055 L.4	Writing to Sources: Analytical Essay , p. 1055 W.2	Critical Reading , p. 1054; Selection Test; Open-Book Test
Vocabulary , p. 1056: intricate, seeping, quail; Revise to Improve Logic , p. 1061	Writing to Sources: Essay Comparing Science to Poetry , p. 1061 L.3	Critical Reading , p. 1060; Selection Test; Open-Book Test
Vocabulary , p. 1062: frayed, wily, gaudy; Word/Phrase Relationships , p. 1069; Assessing Logic , p. 1069 L.4, L.4.a, L.5	Writing to Sources: Literary Criticism , p. 1069 W.2, W.2.b	Critical Reading , p. 1064, 1067; Selection Test; Open-Book Test
Vocabulary, SE , p. 1070: master, intent, permeated, extraneous; Latin Word extra , p. 1078; Synonyms , p. 1078 L.4.b, L.5	Writing to Sources: Multi-Genre Response to Poetry , p. 1078 W.5, W.6	Critical Reading , p. 1076; Selection Test; Open-Book Test

Unit 5: Prosperity and Protest (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3	"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
	<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	
	DEMONSTRATING INDEPENDENCE	Extended Readings: Baldwin: Early Stories and Novels (F) • Death of a Salesman (F) • A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King Jr (N) • Patriots:	
	UNIT-LEVEL ASSESSMENT	Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 1080: latent, engrossed, jubilant, superficial, perdition; Word Analysis: Latin Prefix <i>super-</i> , p. 1092; Categorizing Vocabulary , p. 1092 L.4.b, L.5	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	Critical Reading , pp. 1090; Selection Test; Open-Book Test
Vocabulary , p. 1094: summation, scenario, platitudes, appropriate; Vocabulary: Sentence Completions , p. 1101 L.4.a	Writing: Essay of Tribute , p. 1101 W.2, W.2.a	Critical Reading , p. 1100; Selection Test; Open-Book Test
Vocabulary , p. 1102: alliance, invective, adversary, eradicate, flagrant, profundity; Word Analysis: Latin Root <i>-vert-</i> or <i>-vers-</i> , 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; Open-Book Test
Vocabulary , p. 1123: predilection, ingratiating, dissembling, calumny, inculcation, propitiation, evade; Word Analysis: Latin Root <i>-grat-</i> , 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; Open-Book Test
Vocabulary , p. 1160: pallor, ameliorate, avidly, base, deference, theology; Word Analysis: Greek Suffix <i>-logy</i> , 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; Open-Book 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; Open-Book 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; Open-Book Test
Gather Vocabulary Knowledge : p. 1239: forms of vulnerability, acknowledge, statute, disregard RL.4	Writing to Compare Literary Works , p. 1249 W.2, W.10	Critical Reading , p. 1248; Selection Test; Open-Book Test
The Adventures of Augie March (F) • Anthology of Modern American Poetry (F) • A Raisin in the Sun (F) • The Vietnam War Remembered from All Sides (N) • A Man on the Moon: The Voyage of the Apollo Astronauts (N)		

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
	"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
	"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
	UNIT-LEVEL ASSESSMENT	Benchmark Test	
PART 3	"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
	DEMONSTRATING INDEPENDENCE	Extended Readings: Sailing Alone Around the Room (F) • Death and the King's Horseman (F) • On Nature: Great Writers on the Great Outdoors (N) • Dreaming in Cuban (F) • The Namesake (F)	
	UNIT-LEVEL ASSESSMENT	Benchmark 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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test
Vocabulary , p. 1346: crevices, terrain, refuge; Vocabulary: Synonyms , p. 1355 L.5, L.5.b	Writing to Sources: Analytical Essay on Theme , p. 1355 W.2	Critical Reading , p. 1354; Selection Test; Open-Book Test
Vocabulary , p. 1356: proclaiming, repent, steal; Word Analysis: Latin Prefix pro- , p. 1361; Vocabulary: Word Mapping , p. 1361 L.4.c, L.5	Writing to Sources: Autobiographical Essay , p. 1361 W.3, W.3.e	Critical Reading , p. 1359; Selection Test; Open-Book Test
Vocabulary , p. 1364: heady, ample, divine; Vocabulary: Sentence Completions , p. 1369 L.4	Writing to Sources: Interpretive Essay , p. 1369 W.2	Critical Reading , pp. 1368, 1372; Selection Test; Open-Book Test
Vocabulary , p. 1376: synonymous, derive, speculation, coinage; Vocabulary: Sentence Completions , p. 1381 L.4.A	Writing to Sources: Research Paper on Word Origins , p. 1381 W.2, W.7	Critical Reading , p. 1380; Selection Test; Open-Book Test
Vocabulary , p. 1382: contiguous, incorporated, vigorously, systemic, emit, punitive; Word Analysis: Latin Root -corpus- , p. 1391; Vocabulary: Definitions , p. 1391 4.B	Writing to Sources: Parody of an Opening Statement , p. 1391 W.1, W.1.A, W.1.C	Critical Reading , p. 1389; Selection Test; Open-Book Test
Vocabulary , p. 1392: mundane, induce, savagery, revelations, prosperity; Vocabulary: Use New Words , p. 1397 L.4	Writing to Sources: Letter to the Author , p. 1397 W.2, W.2.e	Critical Reading , p. 1396; Selection Test; Open-Book Test
Vocabulary , p. 1399: memorials, homages, intently, fatigues, intonation, regiment, casualties, cadence L.4.c, L.5, L.6	Research Task: The Value and Values of Memorials , p. 1407 W.1, W.7, W.8	Critical Reading , p. 1405; Selection Test; Open-Book Test
Vocabulary , p. 1408: transcribed, benign, ecstasy, daunting, aspirations; Word Analysis: Latin Root -scrib-, -script- , p. 1422; Vocabulary: Sentence Completions , p. 1422 L.3, L.4.b	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	Critical Reading , p. 1416, 1420; Selection Test; Open-Book Test
Vocabulary , p. 1424: inaudibly, gravity, oblivious, pastoral, supple; Word Analysis: Latin Root -aud- , p. 1440; Vocabulary: Sentence Completions , p. 1440 L.3.a, L.4.b	Varying Sentences , p. 1441; Writing: Memoir , p. 1440; Grammar in Your Writing , p. 1441 W.3, W.3.d	Critical Reading , p. 1432, 1438; Selection Test; Open-Book Test
Mother Love: Poems (F) • Nonfiction Readings Across the Curriculum (N) • The Tipping Point: How Little Things Can Make a Big Difference (N) • The Bluest Eye (F)		

SKILLS NAVIGATOR OVERVIEW

GRADE 12

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: From Ancient Epic to Graphic Novel</i> 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

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 Constructed Response pp. 230–231 SAT PREP ACT
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 Constructed Response pp. 458–459 SAT PREP ACT
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 Constructed Response pp. 710–711 SAT PREP ACT
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 Constructed Response pp. 936–937 SAT PREP ACT
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 Constructed Response pp. 1116–1117 SAT PREP ACT
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 Constructed Response pp. 1484–1485 SAT PREP ACT

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
	UNIT-LEVEL ASSESSMENT		Benchmark Test
PART 3	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
	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
DEMONSTRATING INDEPENDENCE		Extended Readings: <i>Beowulf: A Verse Translation</i> (F) • <i>Sir Gawain and the Green Knight</i> (F) • <i>A Distant Mirror: The Calamitous 14th Century</i> (N) • <i>The Story of English</i> (N)	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
Vocabulary , p. 18: admonish, sentinel, fervent, rancor, compassionate, rapture; Categorize Vocabulary , p. 32 L.5.a	Writing: Editorial , p. 32 W.1	Critical Reading , pp. 25, 29, 31; Selection Test; Open-Book Test
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	Coordinating Conjunctions , p. 67; Writing and Speaking Conventions , p. 67; Writing to Sources: Job Application , p. 66 W.1, W.1.d	Critical Reading , pp. 37, 64, 69; Selection Test; Open-Book Test
Cross-Curricular Vocabulary , p. 70: manuscripts, didactic, fragmentary, forefront, siege L.4.d	Timed Writing: Explanatory Text , p. 75 W.2, W.2.c	Critical Reading , p. 80
Vocabulary , p. 82: promontories, cultivated, innumerable, migrated; Categorize Vocabulary , p. 89 L.5	Writing to Sources: Business Memo , p. 89 W.1	Critical Reading , p. 88; Selection Test; Open-Book Test
Vocabulary , p. 95: solicitous, garnished, absolution, commission, sanguine, prevarication; Word Analysis: Latin Suffix -tion , p. 121; Context Clues , p. 121 L.4.a	Writing to Sources: Pilgrimage Blog , p. 121 W.5	Critical Reading , p. 119; Selection Test; Open-Book Test
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	Writing to Sources: Persuasive Sermon on Greed , p. 136 W.1.a	Critical Reading , p. 134; Selection Test; Open-Book Test
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	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	Critical Reading , p. 150; Selection Test; Open-Book Test
Vocabulary , p. 156: courtly, frugally, deference, affably, impertinence, despondent L.4.a, L.4.c	Timed Writing: Argumentative Essay , p. 166 W.1, W.10	Critical Reading , p. 165; Selection Test; Open-Book Test
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	Writing to Sources: Interior Monologue , p. 197 W.3, W.3.d	Critical Reading , pp. 183, 195; Selection Test; Open-Book Test
Vocabulary , p. 199: aldermen, succor, certify, remnant, ransacked, asunder, assault, bar, measure, melody L.6	Research Task: Report on the Manor in Medieval England p. 213 W.7, W.8	Critical Reading , pp. 204, 206, 208, 210; Selection Test; Open-Book Test

• The Canterbury Tales (F) • The Once and Future King (F) • The Ecclesiastical History of the English People (N) • The Book of Margery Kempe (N) •

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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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	
DEMONSTRATING INDEPENDENCE		Extended Readings: The Tragedy of Hamlet (F) • The Tempest (F) • Galileo's Daughter (N) • A Year in the Life of William Shakespeare: 1599 (N)	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
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	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	Critical Reading , pp. 256, 260; Selection Test; Open-Book Test
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	Writing to Sources: Compare-and-Contrast Essay , p. 271 W.2.c	Critical Reading , p. 269; Selection Test; Open-Book Test
Vocabulary , p. 272: scope, sullen, chronicle, prefiguring, impediments, alters; Word Analysis: Greek Root -chron- , p. 280; Vocabulary: Analogies , p. 280 L.5	Writing to Sources: Analysis of a Sonnet's Imagery , p. 280 W.2.b	Critical Reading , pp. 276, 278; Selection Test; Open-Book Test
Vocabulary , p. 283: treachery, tyrants, realms, stead, obedience, concord, valor, galleons L.6	Research Task: Report on the Defeat of the Spanish Armada , p. 291 W.7, W.8	Critical Reading , pp. 287, 289; Selection Test; Open-Book Test
Vocabulary , p. 296: righteousness, stature, prodigal, entreated, transgressed; Word Analysis: Latin Root -stat- , p. 306; Vocabulary: Synonyms , p. 306 L.1.a	Writing to Sources: Parable , p. 306 W.3, W.3.d	Critical Reading , pp. 300, 301, 304; Selection Test; Open-Book Test
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	Writing to Sources: Speaker Introduction , p. 341 W.3, W.3.d	Critical Reading , pp. 315, 339; Selection Test; Open-Book Test
Vocabulary , p. 342: augment, palpable, stealthy, multitudinous, equivocate, predominance; Word Analysis: Latin Word Root -voc- , p. 359; Vocabulary: Antonyms , p. 359	Writing to Sources: Argumentative Essay , p. 359 W.1, W.1.a	Critical Reading , p. 355; Selection Test; Open-Book Test
Vocabulary , p. 360: indissoluble, dauntless, predominant, infirmity, malevolence; Word Analysis: Latin Prefix mal- , p. 377; Vocabulary: Context Clues , p. 377 L.4.a	Writing to Sources: Soliloquy , p. 377 W.3, W.3.d, W.5	Critical Reading , p. 375; Selection Test; Open-Book Test
Vocabulary , p. 378: pernicious, judicious, sundry, intemperance, avarice, credulous; Word Analysis: Latin Root -cred- , p. 398; Vocabulary: Analogies , p. 398 L.4.d	Writing to Sources: Analysis of Archetypal Images , p. 398 W.2.b, W.2.f, W.5	Critical Reading , p. 396; Selection Test; Open-Book Test
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	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	Critical Reading , p. 415; Selection Test; Open-Book Test
Vocabulary , pp. 424–434: reverence, rites, infamy, tenacity, insatiableness L.6	Timed Writing: Explanatory Essay , p. 435 W.2, W.10	Critical Reading , pp. 428, 434; Selection Test; Open-Book Test

• The Sonnets (F) • Don Quixote (F) • Utopia (N) • Galileo's Daughter (N) • The Children of Henry VIII (N) •

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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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

Vocabulary	Grammar/Writing	Assessment
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	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	Critical Reading , pp. 483, 485, 487, 490; Selection Test; Open-Book Test
Vocabulary , p. 494: fate, lament, presumed, sound, divine, wreath; Multiple-Meaning Words , p. 502; Vocabulary: Synonyms , p. 502 L.1, L.4	Participles, Gerunds, and Infinitives , p. 503; Writing and Speaking Conventions , p. 503; Writing to Sources: Argumentative Text , p. 502 W.1	Critical Reading , pp. 497, 498, 500; Selection Test; Open-Book Test
Vocabulary , p. 504: coyness, amorous, languish, prime, wan, prevail; Vocabulary: Context , p. 514	Writing to Sources: Public Service Announcement , p. 514 W.1	Critical Reading , pp. 508, 510, 513; Selection Test; Open-Book Test
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	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	Critical Reading , pp. 522, 523, 534, 550; Selection Test; Open-Book Test
Vocabulary , p. 541: cowered, awe, writhes, shrill, nimble; Vocabulary: Synonyms , p. 551 L.6	Timed Writing: Comparison-and-Contrast Essay , p. 551 W.2, W.10	Critical Reading , p. 550; Selection Test; Open-Book Test
Vocabulary , p. 552: heedless, wallowed, burden, endeavored, dominions, substantial	Writing to Sources: Casting Memo , p. 557 W.2.b	Critical Reading , p. 555; Selection Test; Open-Book Test
Vocabulary , p. 558: breach, discretion, reprove, inconstancy	Writing to Sources: Dramatic Scene , p. 566 W.3.b	Critical Reading , pp. 561, 565; Selection Test; Open-Book Test
Vocabulary , p. 569: apprehensions, abated, lamentable, combustible, malicious, accounts, pernicious, magistrate, eminent, notorious, deliberation L.6	Research Task: Report on the Great Fire of London , p. 581	Critical Reading , pp. 577, 579; Selection Test; Open-Book Test
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	Writing to Sources: Reflective Essay , p. 597 W.3	Critical Reading , p. 595; Selection Test; Open-Book Test
Vocabulary , p. 604: conjecture, schism, expedient, sustenance, commodity, censure L.5	Writing to Sources: Plan for a Multimedia Presentation , p. 627 W.2.a	Critical Reading , pp. 616, 625; Selection Test; Open-Book Test

Unit 3: A Turbulent Time (*continued*)

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3	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
DEMONSTRATING INDEPENDENCE		Extended Readings: <i>Moll Flanders</i> (F) • <i>Gulliver's Travels</i> (F) • Donne: Selected Poetry (F)	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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

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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test
• The Diary of Samuel Pepys (N) • Selected Letters (N) • A Preface to Paradise Lost (N) • Samuel Johnson (N)		

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; Open-Book 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; Open-Book 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; Open-Book 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; Open-Book Test

Unit 4: Rebels and Dreamers *(continued)*

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 2	“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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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
DEMONSTRATING INDEPENDENCE		Extended Readings: Frankenstein (F) • The Complete Poetry and Prose of William Blake (F) From Montrose to Culloden: Bonnie Prince Charlie & Scotland’s Romantic Age (N) •	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

Vocabulary	Grammar/Writing	Assessment
Vocabulary , pp. 800–806: ancestral, morose, proffering, scurry, pathos, imperceptibly	Timed Writing: Explanatory Essay , p. 809 W.2, W.10	Critical Reading , pp. 801, 803, 808; Selection Test; Open-Book Test
Vocabulary , p. 818: averred, sojourn, expiated, reverence, sinuous, tumult; Word Analysis: Latin Root: -journ- , p. 851; Vocabulary: Antonyms , p. 851	Writing to Sources: Comparing Poetic Symbols , p. 851 W.2.b, W.2.d, W.9.a	Critical Reading , pp. 845, 849; Selection Test; Open-Book Test
Vocabulary , p. 852: arbiter, torrid, retort, credulous, copious, avarice; Word Analysis: Latin Suffix -ous , p. 865; Vocabulary: Context , p. 865 L.4.a	Writing to Sources: Interior Monologue of a Modern Byronic Hero , p. 865 W.3.c, W.3.d	Critical Reading , pp. 855, 859, 863; Selection Test; Open-Book Test
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	Writing to Sources: Develop a Research Plan for a Report , p. 879 W.7, W.8	Critical Reading , pp. 869, 872, 876; Selection Test; Open-Book Test
Vocabulary , p. 880: ken, surmise, gleaned, teeming, vintage, requiem; Word Analysis: Multiple Meanings , p. 894; Vocabulary: Sentence Completion , p. 894 L.5	Writing to Sources: Essay , p. 894 W.9.a	Critical Reading , pp. 885, 889, 892; Selection Test; Open-Book Test
Vocabulary , p. 897: measure, grievances, electors, constituency, extravagant, reverence, inauspicious, orthodox L.4.a	Research Task: Debate on the Reform Bill , p. 909 W.7, W.9	Critical Reading , p. 907; Selection Test; Open-Book Test
Vocabulary , p. 910: amiable, vindication, fastidious, specious, fortitude, gravity; Vocabulary: Synonyms and Antonyms , p. 919 L.1.a	Writing to Sources: E-mail on Marriage , p. 919	Critical Reading , pp. 915, 918; Selection Test; Open-Book Test
<ul style="list-style-type: none"> • A Defense of Poetry and Other Essays (N) • Pride and Prejudice (F) • The Portable Romantic Poets (F) • The Mirror and the Lamp: Romantic Theory and the Critical Tradition (N) • Romantic Poetry: Recent Revisionary Criticism (N) 		

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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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
DEMONSTRATING INDEPENDENCE		Extended Readings: <i>Wuthering Heights</i> (F) • <i>Jane Eyre</i> (F) • <i>Crime and Punishment</i> (F) •	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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

Hard Times (F) • The Essays of Virginia Woolf (N) • Queen Victoria (N) • Dickens (N) • The Ghost Map (N)

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	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
UNIT-LEVEL ASSESSMENT		Benchmark Test	
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 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

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

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

	Selection	Strategy for Reading Complex Texts	Close Reading Focus
PART 3	"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	
DEMONSTRATING INDEPENDENCE		Extended Readings: Heart of Darkness and The Secret Sharer (F) • Testament of Youth (N) • Once There Was a War (N) • Yeats (N)	
UNIT-LEVEL ASSESSMENT		Benchmark Test	

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

• The Importance of Being Earnest (F) • Early Short Stories: 1883-1888 (F) • White Teeth (F) • All Art is Propoganda: Critical Essays (N) •

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