

## Pearson Literature/Prentice Hall Writing Coach Alignment Guide

If you are using both the *Pearson Literature* and *Writing Coach* programs, this editable guide will help you plan for teaching from *Pearson Literature* and going into more in-depth instruction and coverage of Conventions, Language Study, Speaking & Listening, and Writing standards by using lessons from the *Writing Coach* program.

### HOW TO USE THIS ALIGNMENT GUIDE:

- The *Pearson Literature* Skills Navigator chart 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 and see how you can use *Writing Coach* for additional support.
- Users of *Pearson Literature* Writing Workshops and writing strand lessons can find point-of-use support in *Writing Coach* including Mentor Text, Student Models, writing process strategies, grammar/conventions practice and applications, and connected assignments.
- When covering grammar/conventions and listening & speaking skill strands in *Pearson Literature*, go to *Writing Coach* for additional in-depth instruction, activities, and practice. Strands with \*\* have *Writing Coach* page references which are found in the far right column.

### 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.

## PEARSON LITERATURE UNITS IN DETAIL

The following charts provide detailed listing of each unit's skills for *Pearson Literature* and \*\* columns show strands that *Writing Coach* can support.

Introductory Unit	Features	CC Standard Covered	PH Writing Coach Alignment
Building Academic Vocabulary	<ul style="list-style-type: none"> <li>• Technical Domain-Specific Academic Vocabulary</li> <li>• Vocabulary Across Content Areas</li> <li>• Academic Vocabulary: Critical Thinking Terms</li> </ul>	Language 6	<b>WRITING:</b> Word Bank, 67, 93, 121, 147, 173, 199, 225
Writing an Objective Summary	<ul style="list-style-type: none"> <li>• Model Objective Summary</li> </ul>	Literature 2; Informational Text 2	<b>WRITING:</b> Make Your Writing Count: Summary, 166–167
Comprehending Complex Texts	<ul style="list-style-type: none"> <li>• Strategy 1: Multidraft Reading</li> <li>• Strategy 2: Close Read the Text</li> <li>• Strategy 3: Ask Questions</li> </ul>	Literature 10	<b>WRITING:</b> Response to Literature, 196–197, 198–199, 202–203, 204–207, 208–209, 210–213, 214–215, 216, 217, 218–219, 220–221
Analyzing Arguments	<ul style="list-style-type: none"> <li>• The Art of Argument</li> </ul>	Language 6 Informational Text 5, 6	<b>WRITING:</b> Persuasion, 170–171, 172–173, 174–175, 176–177, 178–181, 182–182, 184–187, 188–189, 190, 191, 192–193, 194–195; Proposal, 262–263
Analyzing Legal Meanings and Reasonings	<ul style="list-style-type: none"> <li>• Understanding Legal Meanings</li> <li>• Model Court Decision</li> </ul>	Informational Text 4, 8; Writing 9, 9.b	<b>WRITING:</b> Research Writing, 222–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248, 249, 250–253, 254–255
Composing an Argument	<ul style="list-style-type: none"> <li>• Choosing a Topic</li> <li>• Establishing Claim and Significance</li> <li>• Developing a Claim</li> <li>• Concluding Statement</li> </ul>	Writing 1.a, 1.b, 1.e	<b>WRITING:</b> Persuasion, 170–171, 172–173, 174–175, 176–177, 178–181, 182–182, 184–187, 188–189, 190, 191, 192–193, 194–195; Proposal, 262–263
Conducting Research	<ul style="list-style-type: none"> <li>• Performing Short-Term and Long-Term Research</li> <li>• Research Process Workshop</li> <li>• Citing Sources and Preparing Manuscript</li> </ul>	Writing 7, 8	<b>WRITING:</b> Research Writing, 222–225, 226–229, 230–237, 238–241, 242–245, 246–247, 248, 249, 250–253, 254–255

Unit	Scholarship and Commentary	Focus on Literary Forms	Contemporary Connection	Informational Materials	Writing Workshop**	Speaking and Listening**	Language Study**	Text Set Workshop**	Test-Taking Practice
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 <i>Introduces 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	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
2. A Growing Nation: Literature of the American Renaissance (1800–1870)	Grete Ehrlich, <i>Inspired by Nature</i> pp. 222–223; Charles Johnson on Ralph Waldo Emerson pp. 362–363; Grete Ehrlich <i>Introduces 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	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
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 <i>Introduces 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	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
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 <i>Introduces “Ambush”</i> 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	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
5. Prosperity and Protest: Literature of the Postwar Era (1945–1970)	Arthur Miller, <i>The Purpose of Theater</i> pp. 978–979; <i>The Words of Arthur Miller on 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; <i>Artistic Upstarts Past and Present</i> pp. 1046–1049	Primary Sources pp. 1000–1008; Reading for Information pp. 1250–1255	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
6. New Voices, New Frontiers: Literature of the Contemporary Period (1970–Present)	Julia Alvarez, <i>All-American Writer</i> pp. 1290–1291; Julia Alvarez <i>Introduces “Antojos”</i> pp. 1294–1295	Essays pp. 1374–1375	Poetry and Numbers pp. 1370–1372	Primary Sources pp. 1398–1407; Reading for Information pp. 1442–1447	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

**NOTE: Common Core State Standards appear in red throughout the Skills Navigator.**

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 1	“The Earth on Turtle’s Back,” p. 20; “When Grizzlies Walked Upright” p. 24; from The Navajo Origin Legend, p. 27	Establish a Purpose for Reading, p. 18	Origin Myths, Archetypes, p. 18 <b>RI.2</b>	Vocabulary, p. 18: unconscious, depths, ancestors, protruded; Latin Root -trud- / -trus-, p. 30; Context Clues, SE, p. 30 <b>L.4.a</b>	Coordinating Conjunctions, p. 31; Connecting to the Essential Question, SE, p. 18; Writing to Sources: Play, SE, p. 30 <b>W.3, L.3.a</b>	Critical Reading, pp. 23, 28; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Coordinating Conjunctions, 326, 329, 330 <b>WRITING:</b> Writing for Media: Script Adaptation, 218–219
	from The Iroquois Constitution, p. 42 <b>A</b>	Reading Warm-ups A and B, Analyze Philosophical Assumptions and Beliefs, p. 40 <b>RI.6</b>	Political Documents, Symbols, p. 40	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	<b>WRITING:</b> Poetry and Description, 118–119; Feature Assignment: Ballad and Free Verse Poem, 120–138, 142–143
	“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 <b>RI.6</b>	Exploration Narratives, p. 46	Vocabulary, p. 46: entreated, feigned, subsisted, successive, advantageous, traversed; Use New Words Correctly, p. 55	Writing to Sources: Explorer’s Journal Entry, p. 55	Critical Reading, p. 54; Selection Test; Open-Book Test	<b>WRITING:</b> Historical Fiction, 90–116
	from Of Plymouth Plantation William Bradford, p. 58	Breaking Down Long Sentences, p. 56 <b>RI.6</b>	Author’s Purpose, Audience, p. 56	Vocabulary, p. 56: peril, habitation, subject to, adversity, calamity, relent Vocabulary Builder, Related Forms of peril, p. 67; Antonyms or Synonyms, p. 67 <b>L.4.b</b>	Writing to Sources: Explorer’s Journal Entry, p. 55; Writing: Speaker Introduction, p. 67 <b>W.6, W.7</b>	Critical Reading, p. 65; Selection Test; Open-Book Test	<b>WRITING:</b> Make Your Writing Count: Give a Speech to Persuade, 191; Evaluating a Speech, R31; also see: Mentor Text: Speech (Try It), 174–175
PART 2	“To My Dear and Loving Husband,” Anne Bradstreet, p. 76	Paraphrase, p. 74 <b>RI.5</b>	Puritan Plain Style, p. 74	Vocabulary, p. 74: quench, recompense, manifold, persevere	Writing to Sources: Interpretive Essay, p. 79 <b>W.2</b>	Critical Reading, p. 77; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 202–203, 204–216
	“Huswifery,” Edward Taylor, p. 82	Adjust Your Reading Rate, p. 80 <b>RI.5</b>	Metaphor, p. 80	Vocabulary, p. 80: affections, ordinances, judgment, apparel	Writing: Reflective Essay, p. 83 <b>W.2, W.2.d</b>	Critical Reading, p. 82; Selection Test; Open-Book Test	<b>WRITING:</b> Nonfiction Narration: Memoir, 64–89
	from Sinners in the Hands of an Angry God, Jonathan Edwards, p.86 <b>A</b>	Context Clues, pp. 84 <b>RI.6</b>	Sermon, Archetypes, pp. 84	Vocabulary, p. 84: constitution, prudence, omnipotent, mediator, induce; Word Analysis: Latin Prefix omni-, p. 93; Analogies, p. 93 <b>L.4, L.4.a, L.3.a, L.5</b>	Correlative Conjunctions, p. 94 Section 4; Writing to Sources: Evaluation of Persuasion, p. 93 <b>W.1, L.3.a</b>	Critical Reading, p. 91	<b>GRAMMAR:</b> Correlative Conjunctions, 326, 329–331, 416 <b>WRITING:</b> Persuasion: Mentor Text, 174–175, Revision Model, 184–185; Response to Literature, 196–221
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 <b>RI.6, RI.9</b>	Rhetorical Devices, p. 98 <b>RI.9</b> <b>Spiral Review, p. 102</b>	Vocabulary, p. 98: insidious, privileges, vigilant, despotism, salutary, unanimity; Relate New Vocabulary to Familiar Words, p. 109; Antonyms, p. 109 <b>L.5</b>	Writing to Sources: Compare-and-Contrast Essay, p. 109 <b>W.2, W.2.a</b>	Critical Reading, pp. 103, 107; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	The Declaration of Independence, Thomas Jefferson, p. 112; from The American Crisis, Number 1, Thomas Paine, p. 117 <b>A E</b>	Analyze Word Choice, p. 110 <b>RI.4, RI.9</b>	Persuasion, Argument, p. 110 <b>RI.9</b>	Vocabulary, p. 110: candid, assent, harass, tyranny, redress, acquiesce, rectitude, prudent; Word Analysis: Latin Word Parts -rect- and -tude-, p. 121 <b>L.4.b</b>	Writing Lesson: Persuasive Editorial, p. 121 <b>W.1</b>	Critical Reading, pp. 115, 119; Selection Test; Open-Book Test	<b>WRITING:</b> Persuasion, 170–195
	“To His Excellency, General Washington,” Phillis Wheatley, p. 124	Reread, p. 122	Heroic Couplets, Classical Mythology p. 122 <b>RI.5</b>	Vocabulary, p. 122: propitious, tempest, martial, implore, pensive, lament; Sentence Completions, p. 127	Writing: Persuasive Memorandum, p. 127 <b>W.1</b>	Critical Reading, p. 126; Test Practice: Reading, p. 133	<b>WRITING:</b> Proposal, 262–263; also see: Memos, 22
	from The Autobiography, Benjamin Franklin, p. 140; from Poor Richard’s Almanack, Benjamin Franklin, p. 148	Analyze Cause and Effect, p. 139 <b>RI.3</b>	Autobiography, Aphorisms, p. 139 <b>Spiral Review, p. 146</b>	Vocabulary, p. 139: arduous, avarice, vigilance, incorrigible, posterity, squander Word Analysis: Patterns of Word Changes, p. 153; Analogies, p. 153 <b>L.4, L.5</b>	Subordinating Conjunctions, p. 155; Writing to Sources: Essay Analyzing Cause and Effect, p. 154 <b>W.2.a, W.2.c, W.2.f</b>	Critical Reading, p. 150	<b>GRAMMAR:</b> Subordinating Conjunctions, 326–327, 329, 330 <b>WRITING:</b> Cause–and–Effect Essays, 15, 147; also see: Exposition: Pro-Con Essay, 144–169
	“Straw into Gold: The Metamorphosis of the Everyday,” Sandra Cisneros, p. 158	Autobiographical Writing, p. 157 <b>RI.3</b>		Vocabulary, p. 157: intuitively, capable, taboo, nostalgia, flourished <b>L.6</b>	Writing to Compare Literary Works, p. 165 <b>W.9, W.10</b>	Critical Reading, p. 164; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	from The Interesting Narrative of the Life of Olaudah Equiano, Olaudah Equiano, p. 170 <b>E</b>	Summarizing to Identify the Main Idea or Essential Message, p. 168 <b>RI.2</b>	Slave Narrative, p. 168	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 <b>L.4</b>	Response to Literature, p. 165; Writing Lesson: Museum Placard, p. 177 <b>W.7</b>	Critical Reading, p. 175; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221; Make Your Writing Count: Summary, 166–167
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 <b>RI.9</b>	Letters, p. 178		Research Task, Topic: Changing the White House, p. 187 <b>W.7, W.8</b>	Critical Reading, p. 185; Test Practice: Reading, p. 187	<b>WRITING:</b> Research Writing: Checklist for Evaluating Sources, 233; Collect and Organize Data, 234; Avoid Plagiarism, 235; Document Your Sources, 236–237; Provide and Document Evidence, 240; Use Graphics and Illustrations, 241; Add Citations, 244	

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 1	“The Devil and Tom Walker,” Washington Irving, p. 228 <b>A</b>	Evaluate the Influences of the Historical Period, p. 226	Characterization, p. 226 <b>RL.3</b>	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 <b>W.3, W.3d, L.2.a</b>	Critical Reading, p. 239; Selection Test; Open-Book Test	<b>WRITING:</b> Historical Fiction, 90–116
	“Commission of Meriwether Lewis,” Thomas Jefferson, p. 245; “Crossing the Great Divide,” Meriwether Lewis, p. 250	Identify the Writer’s Purpose, p. 242 <b>RI.9</b>	Commission, Field Report, p. 242	Vocabulary, p. 243: celestial, practicable, latitude, longitude, membranes, conciliatory, discretion, dispatched, prospect, conspicuous <b>L.4.c</b>	Research Task, Topic: The Life of Sacagawea, p. 255 <b>W.7, W.8</b>	Critical Reading, p. 253; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	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 <b>RL.1</b>	Meter, p. 256	Vocabulary, p. 256: efface, eloquence, pensive, venerable; Vocabulary: Antonyms, p. 268 <b>L.5</b>	Connecting to the Essential Question, p. 256; Writing to Sources: Comparing Literary Works, p. 268 <b>W.2</b>	Critical Reading, pp. 259, 264, 267; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
PART 2	“The Minister’s Black Veil,” Nathaniel Hawthorne, p. 272 <b>A</b>	Drawing Inferences, p. 270 <b>RL.5</b>	Parable, Symbol, and Ambiguity, p. 270 <b>Spiral Review, p. 284</b>	Vocabulary, p. 270: inanimate, venerable, pathos, impertinent, obstinacy, imperceptible; Word Analysis: Greek Root -path-, p. 286; Vocabulary: Word/Phrase Relationships, p. 286 <b>L.5</b>	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 <b>W.2.b, W.2.c, L.1, L.3.a</b>	Critical Reading, pp. 284; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Adjectival Clauses, 374–378, 380, 381, 385, 386; Adverbial Clauses, 378–379, 382–387, 409, 413, 414 <b>WRITING:</b> Response to Literature, 196–221
	“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 <b>RL.1, RL.3, RL.9</b>	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 <b>L.4.c</b>	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	<b>GRAMMAR:</b> Degrees of Comparison, 506–510; Making Clear Comparisons, 511–518 <b>WRITING:</b> Response to Literature, 196–221
	“Where Is Here?” Joyce Carol Oates, p. 325	Comparing Gothic Literature Past and Present, p. 323	Modern Gothic Literature, p. 323 <b>RL.3</b> <b>Spiral Review, p. 331</b>	Vocabulary, p. 323: Gather Vocabulary Knowledge: related forms of perplex, disturb, resent <b>L.4.c</b>	Writing to Compare Literary Works, p. 333 <b>W.9, W.10</b>	Critical Reading, pp. 332; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	from Moby-Dick, Herman Melville, p. 336	Identify Relevant Details to Determine the Essential Message, p. 334	Symbol and Theme, p. 334 <b>RL.2</b>	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 <b>W.1, W.1.a</b>	Critical Reading, pp. 355; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Verbal Phrases, 364–372 <b>WRITING:</b> Response to Literature, 196–221
PART 3	from Nature, Ralph Waldo Emerson, p. 366; from Self-Reliance, Ralph Waldo Emerson, p. 369; “Concord Hymn,” Ralph Waldo Emerson, p. 371	Challenging or Questioning the Text, p. 364	Figurative Language, p. 364 <b>RI.4</b>	Vocabulary, p. 364: perpetual, decorum, tranquil, conviction, chaos, aversion, absolve; Word Analysis: Latin Prefix ab-, p. 373; Vocabulary: Categorize Vocabulary, p. 373 <b>L.5</b>	Writing to Sources: Critical Evaluation of a Philosophical Essay, p. 373 <b>W.2, W.2.b</b>	Critical Reading, pp. 363, 368, 370, 371; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	from Walden, Henry David Thoreau, p. 378; from Civil Disobedience, Henry David Thoreau, p. 388 <b>A E</b>	Analyze the Author’s Implicit and Explicit Philosophical Assumptions, p. 376 <b>RL.1</b>	Author’s Style, Figurative Expressions, Metaphor, and Analogy, p. 376 <b>RL.4</b> <b>Spiral Review, p. 388</b>	Vocabulary, p. 376: dilapidated, sublime, superfluous, magnanimity, expedient, alacrity; Word Analysis: Latin Root -flu-, p. 391; Vocabulary: Synonyms, p. 391 <b>L.4.c, L.5</b>	Writing to Sources: Editorial, p. 391 <b>W.1</b>	Critical Reading, pp. 375, 387, 389; Selection Test; Open-Book Test	<b>WRITING:</b> Exposition: Pro-Con Essay, 144–169; also see: Editorials, 18, 173
PART 4	Emily Dickinson’s Poetry, Emily Dickinson, p. 408 <b>E</b>	Reread, p. 407	Exact and Slant Rhyme, Paradox, p. 407 <b>RL.4, RL.5, RL.6</b>	Vocabulary, p. 407: surmised, eternity, interposed, affliction, ample, finite, infinity; Word Analysis: Latin Root -fin-, p. 421; Vocabulary: Antonyms, 421 <b>L.5.a, L.4.c, L.5</b>	Writing to Sources: Blog Entry About Poetry, p. 421 <b>W.2, W.2.b</b>	Critical Reading, pp. 409, 411, 414, 417; Selection Test; Open-Book Test	<b>WRITING:</b> Blogs, 9, 20, 24, 67, 199, 267, R7; Response to Literature, 196–197; Forms of Interpretive Response, 198–199
	Poetry and Essay Excerpt by Walt Whitman, Walt Whitman, 426 <b>A E</b>	Adjust Your Reading Rate, p. 425	Epic Poetry, Style, p. 424 <b>RL.4, RL.5</b>	Vocabulary, p. 425: stirring, abeyance, effuse, bequeath, stealthily, robust; Multiple Meaning Words, p. 439; Vocabulary: Denotations, p. 439; <b>L.4, L.4.d</b>	Writing: Free Verse Poem in Honor of Whitman, p. 439 <b>W.3.d</b>	Critical Reading, pp. 427, 431, 433, 436; Selection Test; Open-Book Test	<b>WRITING:</b> Poetry and Description, 118–119; Feature Assignment: Ballad and Free Verse Poem, 120–138, 142–143

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

**E:** Indicates an Exemplar Text

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 1	“An Occurrence at Owl Creek Bridge,” Ambrose Bierce, p. 480	Analyzing the Story’s Pattern of Organization, p. 478 <b>Spiral Review, p. 483</b>	Point of View, p. 478	Vocabulary, p. 478: etiquette, deference, dictum, summarily, apprised, ineffable; Latin Root -dict-, p. 491; Vocabulary: Revising Sentences for Logic, p. 491 <b>L.3, L.9.a</b>	Writing to Sources: Critical Essay on a Stylistic Device, p. 491 <b>W.2, W.2.b</b>	Critical Reading, p. 489; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	from Mary Chesnut’s Civil War, 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 <b>RI.1, RI.6, RI.9</b>	Diaries and Journals, p. 492	Vocabulary, p. 493: adjourned, convention, intercepted, obstinate, recruits, fluctuation, spectator, offensive, brigade, entrenchments <b>L.4.c</b>	Research Task, Topic: Women and the Civil War, p. 505 <b>W.7, W.8</b>	Critical Reading, pp. 499, 501, 503; Test Practice: Reading, p. 505; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	“An Episode of War,” Stephen Crane, p. 508	Apply Background Knowledge, p. 506; Strategies for Reading Narrative Accounts, p. 517	Naturalism, p. 506 <b>RL.3, RL.9</b>	Vocabulary, p. 506: precipitate, aggregation, commotion, disdainfully, sinister; Latin Root -greg-, p. 515; Vocabulary: Analogies, p. 515 <b>L.4.b</b>	Writing to Sources: Essay in Response to Criticism, p. 515 <b>W.2, W.2.a</b>	Critical Reading, p. 513; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	from My Bondage and My Freedom, Frederick Douglass, p. 520 <b>A</b>	Setting a Purpose, p. 518	Autobiography, Author’s Purpose, p. 518 <b>RI.6, RI.9</b>	Vocabulary, p. 518: benevolent, deficient, fervent, opposition, consternation, intolerable; Latin Root -bene-, p. 529; Vocabulary: Sentence Completions, p. 529 <b>L.4.b, L.4.d</b>	Writing: College Application Essay, p. 529 <b>W.2, W.2.a, W.2.b, W.2.c</b>	Critical Reading, SE, p. 527; Selection Test; Open-Book Test	<b>WRITING:</b> College Applications, 23; College Application Essays, 257, 258–259
	“Go Down, Moses,” p. 532; “Swing Low, Sweet Chariot,” p. 534	Listening, p. 530	Spirituals, Biblical Allusions, Allegory, p. 530 <b>RL.4, RL.5</b>	Vocabulary, p. 530: oppressed, smite; Vocabulary: Antonyms, p. 535 <b>L.4</b>	Writing to Sources: Electronic Slide Presentation, p. 535 <b>W.6</b>	Critical Reading, SE, p. 534; Selection Test; Open-Book Test	<b>WRITING:</b> Multimedia Projects/Presentations, 25, 85, 139, 165, 191; also see Writing for Media, 24, 114, 115, 140, 141, 166–167, 192, 250, 251–252, 266–267
	“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 <b>RI.9</b>	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 <b>W.2, W.2.c</b>	Critical Reading, SE, p. 542; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	“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 <b>RI.6</b>	Vocabulary, p. 552: ascended, assault; Vocabulary: True or False, p. 557	Writing to Sources: Newspaper Article, p. 557 <b>W.2, W.2.a, W.2.b, L.2.e</b>	Thinking About the Commentary, SE, p. 551; Critical Reading, SE, p. 556; Selection Test; Open-Book Test	<b>WRITING:</b> Newspapers, 17, 147, 602; Feature Article, 166–167
PART 2	“The Boy’s Ambition” from Life on the Mississippi, Mark Twain, p. 570; “The Notorious Jumping Frog of Calaveras County,” Mark Twain, p. 576	Clarify and Interpret, p. 569	Humor, p. 569 <b>RL.6, RL.9, RI.4</b> <b>Spiral Review, p. 573</b>	Vocabulary, p. 569: transient, prodigious, eminence, garrulous, conjectured, monotonous, interminable; Greek Prefix mono-, p. 583; Vocabulary: Antonyms, p. 583; Using Resources to Build Vocabulary, p. 583 <b>L.4, L.4.b, L.4.c, L.5, L.5.b</b>	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 <b>W.2, W.2.a, W.2.b, W.2.f, L.1</b>	Critical Reading, pp. 574, 581; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Misplaced and Dangling Modifiers, 412–413, 414 <b>WRITING:</b> Response to Literature, 196–221
	from The Life and Times of the Thunderbolt Kid, Bill Bryson, p. 589		Comparing American Humor Past and Present, p. 587 <b>RI.4</b>	Vocabulary, p. 587: embark, dubious; Vocabulary: Logical Word Use, p. 593 <b>L.4.c, L.5.a</b>	Writing to Sources: Compare-and-Contrast Essay, p. 593 <b>W.2, W.2.b</b>	Critical Reading, p. 592; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	“To Build a Fire,” Jack London, p. 596	Predict, p. 594	Conflict, SE, p. 594 <b>RL.3, RL.6</b> <b>Spiral Review, p. 599</b>	Vocabulary, p. 594: conjectural, unwonted, appendage, conflagration, peremptorily; Word Analysis: Latin Root -pend-, p. 612; Vocabulary: Word/Phrase Relationships, p. 612 <b>L.4.b</b>	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 <b>W.1, L.1</b>	Critical Reading, p. 610; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Introductory Words & Expressions capitalizing, 544–545, 546; Commas After Introductory Material, 574–575, 594 <b>WRITING:</b> Response to Literature, 196–221
	“Heading West,” Miriam Davis Colt, p. 617, <b>A</b> ; “I Will Fight No More Forever,” Chief Joseph, p. 622 <b>A</b>	Analyzing an Author’s Implicit and Explicit Philosophical Assumptions and Beliefs, p. 614 <b>RI.1, RI.9</b>	Personal History, p. 614	Vocabulary, p. 615: shares, pervading, levee, emigrants, profusion, foothold, prairie, forded, ravine <b>L.4.b</b>	Research Task, Topic: Westward Expansion, p. 624 <b>W.7, W.8</b>	Critical Reading, pp. 621, 622; Test Practice: Reading, p. 624; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
PART 3	“The Story of an Hour,” Kate Chopin, p. 628 <b>A</b>	Analyze the Philosophical Argument, p. 626	Irony, p. 626 <b>RL.6</b>	Vocabulary, p. 626: forestall, repression, elusive, tumultuously; Vocabulary: Synonyms, p. 633	Writing: Reflective Essay, p. 633 <b>W.3, W.3.c</b>	Critical Reading, p. 632; Selection Test	<b>WRITING:</b> Nonfiction Narration: Memoir, 64–89
	“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 <b>RL.5</b>	Vocabulary, p. 634: salient, dissension, stark, guile, myriad; Vocabulary: Antonyms, p. 639 <b>L.5</b>	Writing to Sources: Report on Literary History, p. 639 <b>W.1</b>	Critical Reading, SE, p. 638; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255

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

**E:** Indicates an Exemplar Text

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 3 (cont)	“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. 40 <b>RL.3, RL.9</b>	Vocabulary, p. 640: repose, degenerate, epitaph, chronicles; Word Analysis: Latin Root -genus-, p. 649; Vocabulary: Evaluating Logic, p. 649 <b>L.4</b>	Writing: Outline for a Short Story, p. 649 <b>W.3</b>	Critical Reading, pp. 644, 647; Selection Test; Open-Book Test	<b>WRITING:</b> Historical Fiction, 90–116
	“A Wagner Matinée,” Willa Cather, p. 652	Ask Questions to Clarify Meaning, p. 650	Characterization, p. 50 <b>RL.3</b>	Vocabulary, p. 650: reverential, tremulously, inert, prelude, jocularity; Multiple Meaning Words from Music, p. 663; Vocabulary: Word Meanings, p. 663 <b>L.4, L.6</b>	Writing Argument: Editorial, p. 663 <b>RL.3, RL.9, W.1, W.5</b>	Critical Reading, p. 661; Selection Test; Open-Book Test	<b>WRITING:</b> Exposition: Pro-Con Essay, 144–169

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
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 <b>RL.4, RL.5</b>	Vocabulary, p. 706: tedious, insidious, digress, malingers, meticulous, obtuse; Word Analysis: Greek Prefix di-, p. 715; Vocabulary: Synonyms, p. 715	Writing to Sources: Character Analysis, p. 715 <b>W.2, W.2.b, W.2.d</b>	Critical Reading, p. 712; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	The Imagist Poets, p. 719	Engaging Your Senses, p. 718	Imagism, p. 718 <b>RL.4, RL.9</b>	Vocabulary, p. 718: voluminous, dogma, apparition; Word Analysis: Forms of appear, p. 727; Vocabulary: True or False, p. 727 <b>L.4.b</b>	Writing to Sources: An Editor’s Review of a Manuscript, p. 727 <b>W.2, W.2.b</b>	Critical Reading, pp. 721, 722, 724, 725; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“Winter Dreams,” F. Scott Fitzgerald, p. 730 <b>A</b>	Draw Inferences About Characters, p. 728 <b>RL.1, RL.3</b>	Characters, Characterization, p. 728 <b>Spiral Review, p. 744, 748</b>	Vocabulary, p. 728: fallowness, fortuitous, sinuous, mundane, poignant, sediment; Word Analysis: Latin Root -sed-, p. 754; Vocabulary: Context, p. 754 <b>L.4.a, L.4.b</b>	Subject-Verb Agreement, p. 755; Writing to Sources: Literary Criticism, p. 754 <b>W.2, W.2.b, L.1</b>	Critical Reading, p. 752; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Subject and Verb Agreement, 476–490  <b>WRITING:</b> “A Response to Walt Whitman’s ‘Song of Myself,’” 200–201; “Point of View in ‘An Occurrence at Owl Creek Bridge,’” 202–203
	“The Turtle” from The Grapes of Wrath, John Steinbeck, p. 758	Analyze Patterns of Symbolism, p. 756	Allegory, Theme, p. 756 <b>RL.1, RL.4, RL.6</b>	Vocabulary, p. 756: dispersal, plodding, embankment, frantic; Word Analysis: Latin Prefix pro-, p. 763; Vocabulary: Word/Phrase Relationships, p. 763; <b>L.5</b>	Writing to Sources: Essay About Historical Context, p. 763 <b>W.2, W.2.b, W.2.c, W.7</b>	Critical Reading, p. 761; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	“Migrant Mother,” Dorothea Lange, p. 767; “Dust Bowl Blues,” Woody Guthrie, p. 768	Drawing Inferences, p. 764 <b>RL.1, RL.1</b>		Vocabulary, p. 765: migrant, exposures, huddled, stout	Research Task: Topic: The WPA, p. 771	Critical Reading, p. 769; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	“The Unknown Citizen,” W. H. Auden, p. 774	Evaluate Structure as It Relates to Meaning, p. 772	Satire, Tone, p. 772	Vocabulary, p. 772: conduct, psychology, sensible; Word Analysis: Greek Root -psych-, p. 777; Vocabulary: Assessing Logic, p. 777; <b>L.4.b</b>	Writing to Sources: Political Approach to Literary Criticism, p. 777 <b>W.2, W.2.b, W.2.f</b>	Critical Reading, p. 775; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“old age sticks,” E. E. Cummings, p. 780; “anyone lived in a pretty how town,” E.E. Cummings, p. 781	Paraphrase, p. 778	Author’s Style, p. 778 <b>RL.4, RL.5</b>	Vocabulary, p. 778: sowed, reaped; Vocabulary: Analogies, p. 783 <b>L.5</b>	Writing to Sources: Poet’s Introduction, p. 783 <b>W.2, W.2.b</b>	Critical Reading, p. 782; Selection Test; Open-Book Test	<b>WRITING:</b> Poetry and Description, 118–119; Feature Assignment: Ballad and Free Verse Poem, 120–138, 142–143
	“Of Modern Poetry,” Wallace Stevens, p. 786; “Ars Poetica,” Archibald MacLeish, p. 789; “Poetry,” Marianne Moore, p. 791	Analyze Philosophical Arguments, p. 784 <b>RL.1</b>	Poetic Devices, p. 784 <b>RL.4</b>	Vocabulary, p. 784: suffice, insatiable, palpable, derivative; Word Analysis: Latin Root -satis-, p. 794; Vocabulary: Use New Words, p. 794; <b>W.4.b, W.4.d</b>	Writing to Sources: Comparison-and-Contrast Essay, p. 794 <b>W.2, W.9.a</b>	Critical Reading, pp. 787, 790, 792; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
PART 2	“In Another Country,” Ernest Hemingway, p. 800 <b>A</b>	Strategies for Close Reading Short Stories, p. 797; Identifying with Characters, p. 798	Author’s Style, Theme, p. 798 <b>RL.2, RL.4</b> <b>Spiral Review, p. 804</b>	Vocabulary, p. 798: detached, disgrace, resign; Vocabulary: Use New Words, p. 807 <b>W.4, W.4.a</b>	Writing to Sources: Critical Essay on Style, p. 807 <b>W.2, W.2.b</b>	Critical Reading, pp. 806, 813; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“A Rose for Emily,” William Faulkner, p. 816; Nobel Prize Acceptance Speech, William Faulkner, p. 828	Clarify Ambiguity, p. 814	Conflict, p. 814 <b>RL.1, RL.3</b> <b>Spiral Review, p. 819</b>	Vocabulary, p. 814: encroached, vanquished, vindicated, circumvent, virulent, inextricable; Word Analysis: Latin Prefix in-, p. 831; Vocabulary: Analogies, p. 831; <b>L.4.b, L.5</b>	Writing to Sources: Critical Review, p. 831 <b>W.1</b>	Critical Reading, pp. 827, 829; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“The Jilting of Granny Weatherall,” Katherine Anne Porter, p. 834	Clarify the Sequence of Events, p. 832	Stream of Consciousness, Flashback, p. 832 <b>RL.3, RL.5</b>	Vocabulary, p. 832: tactful, piety, dyspepsia; Word Analysis: Greek Prefix dys-, p. 845; Vocabulary: Sentence Completions, p. 845; <b>L.4.b, L.4.d</b>	Writing: Stream-of-Consciousness Monologue, p. 845 <b>W.3, W.3.b, W.3.d</b>	Critical Reading, p. 843; Selection Test; Open-Book Test	<b>WRITING:</b> Characters in Narratives, 66, 68, 77, 89, 92, 94, 96, 103, 105, 106, 107, 108, 117, 143
	“A Worn Path,” Eudora Welty, p. 848	Generate Questions, Then Make Predictions, p. 846	Archetype, Hero’s Quest, p. 846 <b>RL.3, RL.5</b>	Vocabulary, p. 846: grave, persistent, limber, obstinate; Vocabulary: Context Clues, p. 857 <b>L.4.a</b>	Writing: Sequel, p. 857 <b>W.3, W.3.a</b>	Critical Reading, p. 856; Selection Test; Open-Book Test	<b>WRITING:</b> Writing for Assessment: Short Story, 116–117
“The Night the Ghost Got In,” James Thurber, p. 860	Analyzing Cause and Effect, p. 858	Humorous Essay, p. 858 <b>RL.3, RL.4</b>	Vocabulary, p. 858: despondent, intervene, reluctant, blaspheming; Vocabulary: Context Clues, p. 865 <b>L.4.a, L.5.a</b>	Writing to Sources: Analytical Essay on Humor, p. 865 <b>W.2, W.2.b, W.2.f</b>	Critical Reading, p. 864; Selection Test; Open-Book Test	<b>WRITING:</b> Writing: Response to Literature, 196–221	

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 2 (cont)	“Chicago,” Carl Sandburg, p. 868; “Grass,” Carl Sandburg, p. 870	Evaluate the Effects of Repetition, p. 866	Apostrophe, p. 866 <b>RL.4, RL.5</b>	Vocabulary, p. 866: brutal, wanton, cunning; Vocabulary: Sentence Completions, p. 871 <b>L.2.b, L.5.a</b>	Writing to Sources: Analytical Essay, p. 871 <b>W.2, W.2.b, W.9.a</b>	Critical Reading, pp. 869, 870; Selection Test; Open-Book Test	<b>WRITING:</b> Writing: Response to Literature, 196–221
	Robert Frost’s Poetry, p. 874	Read Poetry in Sentences, p. 872	Blank Verse, p. 872 <b>RL.5, RL.9</b>	Vocabulary, p. 872: poise, rueful, luminary; Word Root: Latin Root -lum-, p. 887; Vocabulary: Analogies, p. 887 <b>L.4.b, L.5</b>	Writing to Sources: Critical Essay, p. 887 <b>W.1</b>	Critical Reading, pp. 876, 879, 881, 885; Selection Test; Open-Book Test	<b>WRITING:</b> Writing: Response to Literature, 196–221
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 <b>RL.2, RL.9</b>	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 <b>W.2, W.2.d, W.5, L.1</b>	Critical Reading, pp. 905, 907; Selection Test; Open-Book Test	Grammar: Pronoun-Antecedent Agreement, 491–499  <b>WRITING:</b> Response to Literature, 196–221
	“study the masters,” Lucille Clifton, p. 915; “For My Children,” Colleen McElroy, p. 916	Comparing Poetry of Cultural Identity, p. 913 <b>RL.2, RL.4</b>	Poetry of Cultural Identity, p. 913	Vocabulary, p. 913: Gather Vocabulary Knowledge: related forms of handiwork, heritage, ritual	Writing to Compare Literary Works, p. 919 <b>W.2, W.9</b>	Critical Reading, p. 918; Selection Test; Open-Book Test	<b>WRITING:</b> Compare—and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	“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 <b>RL.5, RL.9</b>	Vocabulary, p. 922: benediction, increment, countenance, beguile; Vocabulary: Antonyms, p. 927 <b>L.5, L.5.a</b>	Writing to Sources: Compare-and-Contrast Essay, p. 927 <b>W.2, W.2.b</b>	Critical Reading, pp. 925, 926; Selection Test; Open-Book Test	<b>WRITING:</b> Compare—and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	from Dust Tracks on a Road, Zora Neale Hurston, p. 930	Analyze the Effect of the Author’s Purpose, p. 928; Evaluate Validity and Reliability, p. 938 <b>RI.4, RI.6</b>	Autobiography, Social Context, p. 928 <b>Spiral Review, p. 932</b>	Vocabulary, p. 928: brazenness, caper, duration, exalted; Vocabulary: Use New Words, p. 937	Writing to Sources: Reflective Essay, p. 937 <b>W.2, W.2.a, W.2.b, W.2.e</b>	Critical Reading, p. 936; Selection Test; Open-Book Test	<b>WRITING:</b> Nonfiction Narration: Memoir, 64–89

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PART 1	from Hiroshima 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 <b>RL.1</b> <b>Spiral Review, p. 989</b>	Vocabulary, p. 982: evacuated, volition, rendezvous, incessant, convivial; Military Words From Other Languages, p. 999; Sentence Completions, p. 999 <b>L.6</b>	Writing to Sources: Compare-and-Contrast Essay on Theme, SE, p. 999 <b>W.2, W.2.b, W.2.f</b>	Critical Reading, pp. 995, 997; Selection Test; Open-Book Test	<b>WRITING:</b> Compare—and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	Junk Rally, p. 1003; “The Battle of the Easy Chair,” Dr. Seuss, p. 1004; “Backing the Attack,” Editors of The New York Times, p. 1005	Evaluate the Persuasive Use of Symbols, p. 1000 <b>RI.5, RI.7</b>	Editorial, p. 1000	Vocabulary, p. 1001: civilian, license, undertaking, canvass, collective, expenditures, estimates, receipts <b>L.4.c, L.6</b>	Research Task, Topic: Society and Culture in the Media, p. 1008 <b>W.6, W.7, W.8</b>	Critical Reading, p. 1006; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
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 <b>RL.1, RL.3</b> <b>Spiral Review, p. 1016</b>	Vocabulary, p. 1010: desolate, listed, ominous, ravenous, morose; Word Analysis: Latin Root -sol-, p. 1025; Vocabulary: Context Clues, p. 1025 <b>L.4.a, L.4.b</b>	Writing to Sources: Essay of Interpretation, SE, p. 1025 <b>W.2, W.2.b, W.2.c, W.2.f</b>	Critical Reading, p. 1023; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“The First Seven Years,” Bernard Malamud, p. 1028	Summarize, p. 1026 <b>RL.2</b>	Plot, p. 1026 <b>RL.3, RL.4</b> <b>Spiral Review, p. 1033</b>	Vocabulary, p. 1026: diligence, illiterate, unscrupulous, repugnant, discern; Word Analysis: Latin Root -litera-, p. 1039; Vocabulary: Context Clues, p. 1039 <b>L.4.a, L.4.b</b>	Writing to Sources: Personality Profile, p. 1039 <b>W.2.a, W.2.b</b>	Critical Reading, p. 1037; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“Constantly Risking Absurdity,” Lawrence Ferlinghetti, p. 1042	Visualizing or Picturing the Action, p. 1040	Extended Metaphor, p. 1040 <b>RL.4</b>	Vocabulary, p. 1040: absurdity, realist, taut; Use New Words, p. 1045 <b>L.4</b>	Writing: Poem Using an Extended Metaphor, p. 1045 <b>W.4</b>	Critical Reading, p. 1043, 1049; Selection Test; Open-Book Test	<b>WRITING:</b> Poetry and Description, 118–119; Feature Assignment: Ballad and Free Verse Poem, 120–138, 142–143
	“Mirror,” Sylvia Plath, p. 1052; “Courage,” Anne Sexton, p. 1053 A	Interpreting the Connotations, p. 1050	Figurative Language, p. 1050 <b>RL.4</b>	Vocabulary, p. 1050: preconceptions, endured, transfusion, transformed; Sentence Completions, p. 1055 <b>L.4</b>	Writing to Sources: Analytical Essay, p. 1055 <b>W.2</b>	Critical Reading, p. 1054; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
“Cuttings,” Theodore Roethke, p. 1058; “Cuttings (later),” Theodore Roethke, p. 1060	Using Background Knowledge, p. 1056	Sound Devices, p. 1056 <b>RL.4, RL.5</b>	Vocabulary, p. 1056: intricate, seeping, quail; Revise to Improve Logic, p. 1061	Writing to Sources: Essay Comparing Science to Poetry, p. 1061 <b>L.3</b>	Critical Reading, p. 1060; Selection Test; Open-Book Test	<b>WRITING:</b> Compare—and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221	

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 2 (cont.)	“The Explorer,” Gwendolyn Brooks, p. 1064; “Frederick Douglass,” Robert Hayden, p. 1066	Read the Poems Aloud, p. 1062	Repetition and Parallelism, p. 1062 <b>RL.4, RL.5</b>	Vocabulary, p. 1062: frayed, wily, gaudy; Word/Phrase Relationships, p. 1069; Assessing Logic, p. 1069 <b>L.4, L.4.a, L.5</b>	Writing to Sources: Literary Criticism, p. 1069 <b>W.2, W.2.b</b>	Critical Reading, p. 1064, 1067; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“One Art,” Elizabeth Bishop, p. 1072; “Filling Station,” Elizabeth Bishop, p. 1074	Read According to Punctuation, p. 1070	Diction and Rhetorical Devices, p. 1070 <b>RL.4, RL.5</b>	Vocabulary, SE, p. 1070: master, intent, permeated, extraneous; Latin Word extra, p. 1078; Synonyms, p. 1078 <b>L.4.b, L.5</b>	Writing to Sources: Multi-Genre Response to Poetry, p. 1078 <b>W.5, W.6</b>	Critical Reading, p. 1076; Selection Test; Open-Book Test	<b>WRITING:</b> Multimedia Projects/Presentations, 25, 85, 139, 165, 191; Response to Literature, 196–221
PART 3	“The Rockpile,” James Baldwin, p. 1082	Identify Cause-and-Effect Relationships, p. 1080 <b>RL.5</b>	Setting and Symbol, p. 1080 <b>RL.3</b>	Vocabulary, p. 1080: latent, engrossed, jubilant, superficial, perdition; Word Analysis: Latin Prefix super-, p. 1092; Categorizing Vocabulary, p. 1092 <b>L.4.b, L.5</b>	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 <b>W.3, W.3.b, L.1</b>	Critical Reading, pp. 1090; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Sentences: Tense Sequence, 444–447, 448–450, 451  <b>WRITING:</b> Convey Historical Themes in a Script, 113, 114, 115; Writing for Media: Script Adaptation, 218–219
	“Life in His Language,” Toni Morrison, p. 1096	Analyze Patterns of Organization, p. 1094 <b>RI.3, RI.5</b>	Eulogy, p. 1094	Vocabulary, p. 1094: summation, scenario, platitudes, appropriate; Vocabulary: Sentence Completions, p. 1101 <b>L.4.a</b>	Writing: Essay of Tribute, p. 1101 <b>W.2, W.2.a</b>	Critical Reading, p. 1100; Selection Test; Open-Book Test	<b>WRITING:</b> Nonfiction Narration: Memoir, 64–89
	Inaugural Address, John Fitzgerald Kennedy, p. 1104; from “Letter from Birmingham City Jail,” Martin Luther King, Jr., p. 1109 <b>A</b>	Identify Main Ideas and Supporting Details, p. 1102	Rhetorical Devices, p. 1102 <b>RI.5</b>	Vocabulary, p. 1102: alliance, invective, adversary, eradicate, flagrant, profundity; Word Analysis: Latin Root -vert- or -vers-, p. 1114; Synonyms, p. 1114 <b>L.4.b, L.5</b>	Using Active, Not Passive, Voice, p. 1115; Grammar in Your Writing, p. 1115; Writing Argument: Letter to the Editor, p. 1114 <b>W.1, W.1.d, L.3</b>	Critical Reading, p. 1107, 1112; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Using Active, Not Passive, Voice, 456–458, 459–460  <b>WRITING:</b> Letters: to Editors and Authors, 19, 20, 173, 199
	The Crucible, Act I, Arthur Miller, p. 1126	Identify the Text Structures, p. 1123 <b>RL.5</b>	Plot and Dramatic Exposition, p. 1123 <b>RL.3</b> <b>Spiral Review, p. 1140</b>	Vocabulary, p. 1123: predilection, ingratiating, dissembling, calumny, inculcation, propitiation, evade; Word Analysis: Latin Root -grat-, p. 1159; Sentence Completions, p. 1159 <b>L.4.b</b>	Writing to Sources: Newspaper Article, p. 1159 <b>W.2, W.2.a, W.2.b, W.2.e</b>	Thinking About the Commentary, p. 1121; Critical Reading, p. 1157; Selection Test; Open-Book Test	<b>WRITING:</b> Newspapers, 17, 147, 602; Feature Article, 166–167
	The Crucible, Act II, Arthur Miller, p. 1161	Making Predictions, p. 1160	Conflict and Biblical Allusions, p. 1160 <b>RL.3, RL.5, RL.7</b> <b>Spiral Review, p. 1167</b>	Vocabulary, p. 1160: pallor, ameliorate, avidly, base, deference, theology; Word Analysis: Greek Suffix -logy, p. 1183; True or False? p. 1183 <b>L.4.a, L.4.b</b>	Writing Argument: Persuasive Letter, p. 1183 <b>W.1</b>	Critical Reading, p. 1181; Selection Test; Open-Book Test	<b>WRITING:</b> Persuasion, 170–195; Proposal, 262–263; Letters: to Editors and Authors, 19, 20, 173, 199
	The Crucible, Act III, Arthur Miller, p. 1187	Evaluate Arguments, p. 1186	Characterization and Irony, p. 1186 <b>RL.3, RL.6</b> <b>Spiral Review, p. 1205</b>	Vocabulary, p. 1186: contentious, deposition, imperceptible, anonymity, effrontery, incredulously; Word Analysis: Legal Terms, p. 1215; Synonyms and Antonyms, p. 1215 <b>L.5, L.6</b>	Writing Argument: Workplace Document/Legal Brief, SE, p. 1215 <b>W.1, W.1.a, W.1.b, W.1.e</b>	Critical Reading, p. 1213; Selection Test; Open-Book Test	<b>WRITING:</b> Workplace Writing, 256–269
	The Crucible, Act IV, Arthur Miller, p. 1217	Evaluate the Influences of the Historical Period, p. 1216	Tragedy and Allegory, p. 1216 <b>RL.2, RL.3, RL.6</b> <b>Spiral Review, p. 1232</b>	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 <b>L.4, L.4.c, L.5</b>	Avoiding Sentence Fragments and Run-ons, p. 1237; Grammar in Your Writing, p. 1237; Writing to Sources: Literary Criticism on Universal Theme, p. 1236 <b>W.2, W.2.a, W.2.b, W.2.f</b>	Critical Reading, p. 1233; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Fragments, 339–340, 342, 407–409, 411; Run-ons, 407, 410, 411, 570  <b>WRITING:</b> Response to Literature, 196–221
	from Good Night, and Good Luck, George Clooney and Grant Heslov p. 1241	Comparing Political Drama Past and Present, p. 1239 <b>RL.1</b>		Gather Vocabulary Knowledge: p. 1239: forms of vulnerability, acknowledge, statute, disregard <b>RL.4</b>	Writing to Compare Literary Works, p. 1249 <b>W.2, W.10</b>	Critical Reading, p. 1248; Selection Test; Open-Book Test	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221

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	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 1	“Antojos,” Julia Alvarez, p. 1298	Making Predictions, p. 1296	Plot Devices, p. 1296 <b>RL.3, RL.5</b> <b>Spiral Review, p. 1303</b>	Vocabulary, p. 1296: dissuade, maneuver, appease, machetes, collusion, docile; Words from Other Languages: Spanish, p. 1309; Vocabulary: Synonyms or Antonyms, p. 1309 <b>L.4.a, L.5</b>	Connecting to the Essential Question, p. 1296; Writing to Sources: Same Story, Different Point of View, p. 1309 <b>W.3, W.3.b, W.3.c, W.3.d</b>	Critical Reading, pp. 1295, 1307; Selection Test; Open-Book Test	<b>WRITING:</b> Writing for Assessment: Short Story, 116–117; also see: Historical Fiction, 90–115
	“Everyday Use,” Alice Walker, p. 1312 <b>A</b>	Comparing and Contrasting Characters, p. 1310	Characterization, Dialect, p. 1310 <b>RL.3</b>	Vocabulary, p. 1310: homely, furtive, cowering, doctrines; Word Analysis: Latin Root -doc- / -doct-, p. 1322; Vocabulary: Analogies, p. 1322 <b>L.4, L.5</b>	Using Transitional Expressions, p. 1323; Writing to Sources: Critical Review, p. 1322; Grammar in Your Writing, p. 1323 <b>W.1, W.5, L.1</b>	Critical Reading, p. 1320; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Transitions, 146, 159, 161, 168, 169, 195, 212, 213, 221, 269 <b>WRITING:</b> Response to Literature, 196–221
PART 2	“Everything Stuck to Him,” Raymond Carver, p. 1326	Asking Questions, p. 1324 <b>RL.5</b>	Author’s Style, p. 1324 <b>RL.4</b>	Vocabulary, p. 1324: coincide, ambitions, striking, fitfully; Vocabulary: Use New Words, p. 1332 <b>L.4</b>	Writing to Sources: Analytical Essay on the Ending, p. 1332 <b>W.2</b>	Critical Reading, p. 1331; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“Traveling Through the Dark,” William Stafford, p. 1336; “The Secret,” Denise Levertov, p. 1339; “The Gift,” Li-Young Lee, p. 1342	Interpreting, p. 1334 <b>RL.1</b>	Lyric Poem, Epiphany, p. 1334	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	<b>WRITING:</b> Compare–and–Contrast Essays, 15, 20, 147; Comparison Essays, 199; Response to Literature, 196–221
	“Who Burns for the Perfection of Paper,” Martín Espada, p. 1348; “Camouflaging the Chimera,” Yusef Komunyakaa, p. 1350 <b>A</b> ; “Streets,” Naomi Shihab Nye, p. 1353	Drawing Inferences About the Poet’s Beliefs, p. 1346 <b>RL.1</b>	Voice, Social Commentary, p. 1346 <b>RL.4</b>	Vocabulary, p. 1346: crevices, terrain, refuge; Vocabulary: Synonyms, p. 1355 <b>L.5, L.5.b</b>	Writing to Sources: Analytical Essay on Theme, p. 1355 <b>W.2</b>	Critical Reading, p. 1354; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“Halley’s Comet,” Stanley Kunitz, p. 1358	Identify Key Details, p. 1356 <b>RL.1</b>	Free Verse, p. 1356 <b>RL.5, RL.6</b>	Vocabulary, p. 1356: proclaiming, repent, steal; Word Analysis: Latin Prefix pro-, p. 1361; Vocabulary: Word Mapping, p. 1361 <b>L.4.c, L.5</b>	Writing to Sources: Autobiographical Essay, p. 1361 <b>W.3, W.3.e</b>	Critical Reading, p. 1359; Selection Test; Open-Book Test	<b>WRITING:</b> Nonfiction Narration: Memoir, 64–89
	“The Latin Deli: An Ars Poetica,” Judith Ortiz Cofer, p. 1366	Analyze Sensory Details, p. 1364	Imagery, p. 1364 <b>RL.4</b>	Vocabulary, p. 1364: heady, ample, divine; Vocabulary: Sentence Completions, p. 1369 <b>L.4</b>	Writing to Sources: Interpretive Essay, p. 1369 <b>W.2</b>	Critical Reading, pp. 1368, 1372; Selection Test; Open-Book Test	<b>WRITING:</b> Response to Literature, 196–221
	“Onomatopoeia,” William Safire, p. 1378	Paraphrase, p. 1376	Expository Essay, Idiom, p. 1376 <b>RI.3, RI.4</b>	Vocabulary, p. 1376: synonymous, derive, speculation, coinage; Vocabulary: Sentence Completions, p. 1381 <b>L.4.A</b>	Writing to Sources: Research Paper on Word Origins, p. 1381 <b>W.2, W.7</b>	Critical Reading, p. 1380; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	“Coyote v. Acme,” Ian Frazier, p. 1384	Analyze Cause and Effect, p. 1382 <b>RI.5</b>	Parody and Satire, p. 1382 <b>RI.6</b> <b>Spiral Review, p. 1387</b>	Vocabulary, p. 1382: contiguous, incorporated, vigorously, systemic, emit, punitive; Word Analysis: Latin Root -corpus-, p. 1391; Vocabulary: Definitions, p. 1391 <b>4.B</b>	Writing to Sources: Parody of an Opening Statement, p. 1391 <b>W.1, W.1.A, W.1.C</b>	Critical Reading, p. 1389; Selection Test; Open-Book Test	<b>WRITING:</b> Persuasion: Speech, 170–195
PART 3	“One Day, Now Broken in Two,” Anna Quindlen, p. 1394 <b>A</b>	Relate the Literary Work to Primary Sources, p. 1392	Comparison-and-Contrast Essay, p. 1392 <b>RI.5</b>	Vocabulary, p. 1392: mundane, induce, savagery, revelations, prosperity; Vocabulary: Use New Words, p. 1397 <b>L.4</b>	Writing to Sources: Letter to the Author, p. 1397 <b>W.2, W.2.e</b>	Critical Reading, p. 1396; Selection Test; Open-Book Test	<b>WRITING:</b> Letters: to Authors, 20, 199; Response to Literature, 196–221
	“Urban Renewal,” Sean Ramsay, p. 1401; “Playing for the Fighting Sixty-Ninth,” William Harvey, p. 1403	Apply Background Knowledge, p. 1398 <b>RI.1</b>	Oral History and E-mail, p. 1398	Vocabulary, p. 1399: memorials, homages, intently, fatigues, intonation, regiment, casualties, cadence <b>L.4.c, L.5, L.6</b>	Research Task: The Value and Values of Memorials, p. 1407 <b>W.1, W.7, W.8</b>	Critical Reading, p. 1405; Selection Test; Open-Book Test	<b>WRITING:</b> Research Writing, 222–255
	“Mother Tongue,” Amy Tan, p. 1410; “For the Love of Books,” Rita Dove, p. 1418	Outline, p. 1408 <b>RI.1, RI.2</b>	Reflective Essay, p. 1408 <b>Spiral Review, p. 1415</b>	Vocabulary, p. 1408: transcribed, benign, ecstasy, daunting, aspirations; Word Analysis: Latin Root -scrib-, -script-, p. 1422; Vocabulary: Sentence Completions, p. 1422 <b>L.3, L.4.b</b>	Using Parallel Structure, p. 1423; Writing to Sources: Letter to the Author, p. 1422; Grammar in Your Writing, p. 1423 <b>W.2, W.2.d</b>	Critical Reading, p. 1416, 1420; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Parallelism, 188, 189, 415–417, 420 <b>WRITING:</b> Writing: Letters: to Authors, 20, 199; Response to Literature, 196–221
	from The Woman Warrior, Maxine Hong Kingston, p. 1426; from The Names, N. Scott Momaday, p. 1434	Relate [Memoirs] to Your Own Experience, p. 1424	Memoirs, p. 1424 <b>RI.6</b>	Vocabulary, p. 1424: inaudibly, gravity, oblivious, pastoral, supple; Word Analysis: Latin Root -aud-, p. 1440; Vocabulary: Sentence Completions, p. 1440 <b>L.3.a, L.4.b</b>	Varying Sentences, p. 1441; Writing: Memoir, p. 1440; Grammar in Your Writing, p. 1441 <b>W.3, W.3.d</b>	Critical Reading, p. 1432, 1438; Selection Test; Open-Book Test	<b>GRAMMAR:</b> Varying Sentences, 404–406 <b>WRITING:</b> Nonfiction Narration: Memoir, 64–89

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