

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 Standards Covered	PH Writing Coach Alignment
Building Academic Vocabulary	<ul style="list-style-type: none"> • Technical Domain-Specific Academic Vocabulary • Vocabulary Across Content Areas • Academic Vocabulary: Critical Thinking Terms 	Language 6	WRITING: Word Bank, 67, 93, 121, 147, 173, 199, 225, 257
Writing an Objective Summary	<ul style="list-style-type: none"> • Model Objective Summary 	Literature 2; Informational Text 2	WRITING: Summarizing, 234, 235, 246, 262, 265
Comprehending Complex Texts	<ul style="list-style-type: none"> • Strategy 1: Multidraft Reading • Strategy 2: Close Read the Text • Strategy 3: Ask Questions 	Literature 4; Informational Text 4, 9	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221
Analyzing Arguments	<ul style="list-style-type: none"> • The Art of Argument 	Language 6 Informational Text 6	WRITING: Persuasion: Op-Ed Piece, 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"> • Understanding Legal Meanings • Model Court Decision 	Informational Text 4, 8; Writing 9, 9.b	WRITING: Research Writing, 222–223, 224–225, 226–227, 228–229, 230–237, 238–241, 242–245, 246–247, 248, 249, 250–253, 254–255
Composing an Argument	<ul style="list-style-type: none"> • Choosing a Topic • Establishing Claim and Significance • Developing a Claim • Concluding Statement 	Writing 1.a, 1.b, 1.e	WRITING: Persuasion: Op-Ed Piece, 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"> • Performing Short-Term and Long-Term Research • Research Process Workshop • Citing Sources and Preparing Manuscript 	Writing 7, 8	WRITING: Research Writing, 222–223, 224–225, 226–227, 228–229, 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**	Unit
1. From Legend to History: The Old English and Medieval Periods (A.D. 449–1485)	Burton Raffel, “England’s Green, Fertile Land” pp. 14–15; Burton Raffel Introduces <i>Beowulf</i> pp. 36–37; Seamus Heaney Discusses <i>Beowulf</i> pp. 68–69	Defining Epics pp. 34–35	<i>Beowulf</i> : From Ancient Epic to Graphic Novel pp. 76–80	Reading for Information pp. 70–75; Primary Sources pp. 198–213	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	1. From Legend to History: The Old English and Medieval Periods (A.D. 449–1485)
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	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	2. Celebrating Humanity: The English Renaissance Period (1485–1625)
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	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	3. A Turbulent Time: The Seventeenth and Eighteenth Centuries (1625–1798)
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	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	4. Rebels and Dreamers: The Romantic Period (1798–1832)
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	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	5. Progress and Decline: The Victorian Period (1833–1901)
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	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	6. A Time of Rapid Change: The Modern and Postmodern Periods (1901–Present)

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 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	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	WRITING: Persuasion: Op-Ed Piece, 170–195
	From Beowulf, translated by Burton Raffel, p. 40 A	Determine the Main Idea or Essential Message, p. 38	Epic and Epic Hero, p. 38 RL.3	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	GRAMMAR: Coordinating Conjunctions, 326, 329, 330, 398, 401, 418–419 WRITING: Job Applications, 23; also see: Workplace Writing, 256–269
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	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	WRITING: Exposition: Classification Essay, 144–169
	from A History of the English Church and People, Bede, translated by Leo Sherley-Price, p. 84	Analyze the Clarity of Meaning, p. 82 RI.5	Historical Writing, p. 82	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	WRITING: Memos, 22; also see: Workplace Writing, 256–269
PART 3	from The Canterbury Tales: “The Prologue,” Geoffrey Chaucer, translated by Nevill Coghill, p. 96	Questioning, p. 95	Characterization and Social Commentary, p. 95 RI.1, RI.3 Spiral Review, p. 105	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	WRITING: Blogs, 9, 20, 24, 67, 266, 267, R7
	from The Canterbury Tales: “The Pardoner’s Tale,” Geoffrey Chaucer, translated by Nevill Coghill, p. 124	Reread, p. 123	Allegories and Archetypal Narrative Elements, p. 123 RL.5	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	WRITING: Speech to Persuade: Listening and Speaking, 191; Evaluating a Speech, R31; also see: Mentor Text: Speech (Try It), 174–175
	from The Canterbury Tales: “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	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	GRAMMAR: Correlative Conjunctions, 326, 329–331, 416 WRITING: Persuasion: Op-Ed Piece, 170–195
	from the Decameron by Giovanni Boccaccio, translated by G. H. McWilliam, p. 158	Comparing Frame Stories Across Cultures, p. 156 RI.10		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	WRITING: Persuasion: Op-Ed Piece, 170–195
	from Sir Gawain and the Green Knight, translated by Marie Borroff, p. 171; from Morte d’Arthur, Sir Thomas Malory, p. 185 A	Determine the Main Idea, or Essential Message, p. 168 RI.2	Medieval Romances and Legends, p. 168	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	WRITING: Movie Script, 113–115
PART 4	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	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	WRITING: 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 1	from Spenser's Sonnets, Edmund Spenser, p. 254; A from Sidney's Sonnets, Sir Philip Sidney, p. 259 A	Determine the Main Idea or Essential Message, p. 252	Sonnet, p. 252 RL.5	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	GRAMMAR: Subordinating Conjunctions, 326–327, 329, 330 WRITING: Create a Set of Instructions, 266–267; Procedural Text, 268–269
	"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	Vocabulary, p. 264: melodious, madrigals, reckoning, gall, wither; Word Analysis: Word Origins gall, 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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–201, 202–203, 204–216, 220–221
	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	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	WRITING: Sonnets and Free Verse Poem: Mentor Texts (Learn From Experience) 122–123; Response to Literature, 196–221
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	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	WRITING: Research Writing, 222–255
	from The King James Bible, p. 298	Determine the Main Idea, p. 296 RI.1	Psalms, Sermons, Parables, p. 296 RL.4	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	WRITING: Writing for Assessment: Short Story, 116–117
PART 3	The Tragedy of Macbeth, Act I, William Shakespeare, p. 322 A	Analyzing Information from Text Features, p. 321	Elizabethan Drama, Tragedy, and Soliloquy, p. 321 RL.3	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	WRITING: Speech to Persuade: Listening and Speaking, 191; Evaluating a Speech, R31; also see: Mentor Text: Speech (Try It), 174–175
	The Tragedy of Macbeth, Act II, William Shakespeare, p. 343	Analyzing Clarity of Meaning, pp. 342, 358	Blank Verse, p. 342 RL.5 Spiral Review, p. 345, 351	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	WRITING: Persuasion: Op-Ed Piece, 170–195
	The Tragedy of Macbeth, Act III, William Shakespeare, p. 361	Identify Cause-and-Effect Relationships, p. 360	Conflict, Climax, and Dramatic Irony, p. 360 RL.3	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	WRITING: Movie Script, 114–115
	The Tragedy of Macbeth, Act IV, William Shakespeare, p. 379	Analyze Text Structures, p. 378	Imagery, p. 378 RL.3	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	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221
	The Tragedy of Macbeth, 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	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	GRAMMAR: Adjective and Adverb Clauses, 188, 189, 374–382 WRITING: Response to Literature, 196–221
	from Oedipus the King, Sophocles, translated by David Grene, p. 423; from Faust, Wolfgang von Goethe, translated by Louis MacNeice, p. 430	Comparing Tragedy Past and Present, p. 421 RL.10		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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–201, 202–203, 204–216, 220–221

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

E: Indicates an Exemplar Text

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	Note
PART 1	Works of John Donne, John Donne, p. 482 A E	Analyze the Author's Perspective and How It Affects the Meaning, p. 480 RL.4	Metaphysical Poetry, Conceit, and Paradox, p. 480	Vocabulary, p. 480: profanation, laity, trepidation, contention, piety, covetousness; Word Analysis: Latin Prefix con-, 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	GRAMMAR: Degrees of Comparison, 506–510; Making Clear Comparisons, 511–518 WRITING: Nonfiction Narrative: Memoir, 64–89
	“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	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	GRAMMAR: Verbal Phrases, 364–366, 367 368–371, 372 WRITING: Persuasion: Op-Ed Piece, 170–195; Proposal, 262–263
	“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	Carpe Diem Theme, p. 504 RL.2 Spiral Review, p. 507	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	WRITING: Persuasion: Op-Ed Piece, 170–195
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	Vocabulary, p. 521: semblance, illumine, transgress, guile, obdurate, tempestuous, transcendent, ignominy; Word Analysis: Latin Root -lum-, 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	GRAMMAR: Misplaced and Dangling Modifiers, 412–413, 414 WRITING: Response to Literature, 196–221
	from the Divine Comedy: Inferno, Dante Alighieri, p. 543 A	Comparing Epics Around the World, p. 541 RL.3		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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–201, 202–203, 204–216, 220–221
	from The Pilgrim's Progress, John Bunyan, p. 554	Analyzing the Text Structure, p. 552	Allegory, p. 552 RL.2	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	WRITING: Memos, 22; also see: Workplace Writing, 256–269
	from Eve's Apology in Defense of Women, 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	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	WRITING: Movie Script, 114–115
	from The Diary Samuel Pepys, p. 571	Verify and Clarify Facts, p. 568 RI.1, RI.3	Diary and Policy Statement, p. 568	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	WRITING: Research Writing, 222–255
PART 3	from A Journal of the Plague Year, Daniel Defoe, p. 590	Asking Questions, p. 588	First-person Point of View, p. 588 RL.3	Vocabulary, p. 588: lamentations, distemper, delirious, resolution, importuning, prodigious; Word Analysis: Latin Prefix dis-, 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	WRITING: Nonfiction Narrative: Memoir, 64–89
	from Gulliver's Travels, 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, 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	WRITING: Multimedia Projects / Presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267
	from An Essay on Man, Alexander Pope, p. 628; from The Rape of the Lock, 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	Vocabulary, p. 628: stoic, disabused, obliquely, plebeian, destitute, assignments; 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	WRITING: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221
	from A Dictionary of the English Language, Samuel Johnson, p. 648; from The Life of Samuel Johnson, James Boswell, p. 655	Analyzing the Author's Purpose, p. 646 RI.3, RI.4, RI.9	Dictionary and Biography, p. 646	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	WRITING: Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–221
	“Elegy Written in a Country Churchyard,” Thomas Gray, p. 666; “A Nocturnal Reverie,” Anne Finch, Countess of Winchelsea, p. 673	Determine the Essential Message, p. 664	Pre-Romantic Poetry, p. 664 RL.2	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	WRITING: Create a Set of Instructions, 266–267; Procedural Text, 268–269
PART 4	The Aims of The Spectator, Joseph Addison, p. 682 A ; from Days of Obligation: 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	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	WRITING: Persuasion: Op-Ed Piece, 170–195; Business Letters, 22, R14

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	“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	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	WRITING: Speech to Persuade: Listening and Speaking, 191; Evaluating a Speech, R31; Persuasion: Op-Ed Piece, 170–195
	“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	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	GRAMMAR: Using Introductory Phrases and Clauses, 343, 346, 384–386, 387 WRITING: Response to Literature, 196–197
	Introduction to Frankenstein, Mary Wollstonecraft Shelley, p. 760 A	Make Predictions, p. 758	Gothic Literature and the Romantic Movement, p. 758 RI.3	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	GRAMMAR: Subject-Verb Agreement, 476–490 WRITING: Nonfiction Narrative: Memoir, 64–89
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, p. 779: recompense, roused, presumption, anatomize, sordid, stagnant; Word Analysis: Forms of <i>anatomize</i> , 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	GRAMMAR: Pronoun-Antecedent Agreement, 491–499 WRITING: Response to Literature, 196–197
	“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 The Book of Songs, “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	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	WRITING: Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–221
	“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	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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–221
	“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	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	WRITING: Script, 114–115
	“Ozymandias,” Percy Bysshe Shelley, p. 868; “Ode to the West Wind,” Percy Bysshe Shelley, p. 870; “To a Skylark,” Percy Bysshe Shelley, p. 873 E	Comparing and Contrasting Elements, p. 866	Imagery and Romantic Philosophy, p. 866 RL.1 Spiral Review, p. 874	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	WRITING: Make a Research Plan, 232–233
Poetry of John Keats, pp. 882–892 Pablo Neruda’s Odes, p. 888 “Ode on a Grecian Urn,” p. 890 E	Determine the Main Idea, p. 880	Ode, p. 880 RL.5	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	WRITING: Response to Literature, 196–197	
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	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	WRITING: Research Writing, 222–255
	“On Making an Agreeable Marriage,” Jane Austen, p. 912; A from A Vindication of the Rights of Woman, Mary Wollstonecraft, p. 916 A	Analyze the Author’s Purpose, p. 910	Social Commentary and Persuasive Techniques, p. 910 RI.6	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	WRITING: E-mails, Friendly letters, 22, 259, 261, R15

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	Note
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	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	WRITING: Biographical Narratives, 9, 67; Biographical Profiles, 225; Research Writing, 222–255
	"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	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	WRITING: Research Writing, 222–255
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	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	GRAMMAR: Shifts in Verb Tense, 444–447, 448–450 WRITING: Research Writing, 222–255
	"An Upheaval," Anton Chekhov, p. 1013		Comparing Social Criticism in Fiction, p. 1011 RL.1 Spiral Review, p. 1018	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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–221
	Web Site Home Page, Brochure, p. 1022	Predict the Content and Purpose, p. 1022 RI.5	Web Site Home Page and Brochure, p. 1022	Cross-Curricular Vocabulary, p. 1022: manuscripts, agricultural, tenant	Timed Writing: Analytical Essay, p. 1027	Critical: Reading, 1027	WRITING: Research Writing, 222–255
	from <i>Jane Eyre</i> , Charlotte Brontë, p. 1030 A E	Analyze the Author's Assumptions, p. 1028 RL.3 Spiral Review, p. 1032	Philosophical Assumptions, p. 1028 RL.3 Spiral Review, p. 1032	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	WRITING: Workplace Writing, 256–269
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	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	WRITING: Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–221
	"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	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	WRITING: Research Writing, 222–255
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	Vocabulary, p. 1072: obscure, languish, rapturous, gaunt, terrestrial, prodding; Latin Root -terr(a)-, 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	GRAMMAR: Active, Not Passive Voice, 456–460 WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Comparison Essay, 200–221
	"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	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	WRITING: Business Letters, 22, R14

Key: A: Indicates an Anchor Text

E: Indicates an Exemplar Text

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	Note
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	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	GRAMMAR: Fragments, 339–340, 342, 407–409, 411; Run-ons, 407, 410, 411, 570 WRITING: Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–221
	"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	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	GRAMMAR: Transitional Expressions, 587–588 WRITING: Multimedia Projects, 25, 85, 139, 165, 217, 249, 264, 266, 267
	"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	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	WRITING: Poetry and Description, 118–143
PART 2	"The Lady in the Looking Glass: A Reflection," Virginia Woolf, p. 1192; from Mrs. Dalloway, 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	Vocabulary, p. 1191: suffused, transient, upbraids, evanescence, reticent, vivacious, irrevocable, escapade; Word Analysis: Latin Root -trans-, p. 1205; Vocabulary: Sentence Completions, p. 1205; Precise Words for Movement, p. 1205 L.4.d	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	GRAMMAR: Parallel Structures, 188, 189; Parallelism, 415–417, 420 WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–221
	from Pedro Páramo, Juan Rulfo, p. 1211; from The Nine Guardians, Rosario Castellanos, p. 1213		Stream-of-Consciousness Narration, p. 1209 RL.3	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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–221
	"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	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	WRITING: Forms of Interpretive Response: Comparison Essay, 198–199; Featured Assignment: Comparison Essay, 200–221
	"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	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	WRITING: Movie Script, 114–115
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	Vocabulary, p. 1272: stealthy, ghastly, desolate, mockeries, pallor; Word Analysis: Anglo-Saxon Roots -ghost- 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	WRITING: Persuasion: Op-Ed Piece, 170–195
	"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	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	WRITING: Multimedia Projects, 25, 85, 139, 165, 217, 249, 264, 266, 267
	"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	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	WRITING: Fiction Narration: Realistic Fiction, 90–117
	World War II Poets, p. 1310	Understanding the Author's Purpose, p. 1308	Universal Theme and Irony, p. 1308 RL.6	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	WRITING: Memos, 22; also see: Workplace Writing, 256–269
	"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	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	GRAMMAR: Sentence Fluency, 27, 28, 58, 63, 83, 111, 137, 163, 189, 215, 247 WRITING: Problem–Solution Essays, 16, 147; Proposal, 262–263
	"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	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	WRITING: Nonfiction Narrative: Memoir, 64–89
from "Midsummer, XXII," Derek Walcott, p. 1360; from "Omeros," from Chapter XXVIII, Derek Walcott, p. 1362	Repair Comprehension by Understanding Allusions, p. 1358 RL.5	Political Critique and Allusion, p. 1358	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	WRITING: Multimedia Projects, 25, 85, 139, 165, 217, 249, 264, 266, 267	

	Selection	Strategy for Reading Complex Texts	Close Reading Focus	Vocabulary	Grammar/Writing**	Assessment	PH Writing Coach Alignment
PART 3 (cont)	“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	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	WRITING: Create a Set of Instructions, 266–267; Procedural Text, 268–269
	Come and Go, Samuel Beckett, p. 1380; That’s All, Harold Pinter, p. 1384	Compare and Contrast Literary Elements, p. 1378 RL.3	Theater of the Absurd, p. 1378	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	WRITING: Movie Script, 114–115
PART 4	“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	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	WRITING: Poetry and Description, 118–143
	“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	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	WRITING: Nonfiction Narrative: Memoir, 64–89
	“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	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	WRITING: Create a Script for a News Interview, 166–167
	“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	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	WRITING: Forms of Interpretive Response, 198– 199; Featured Assignment: Response to Literature Essay, 200–221
	“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	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	WRITING: Create an Advertisement Based on a Poem, 140–141
	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	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	WRITING: Research Writing, 222–255
	“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	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	WRITING: Research Writing, 222–255
	from Songbook: “I’m Like a Bird,” Nick Hornby, p. 1464	Outlining the Arguments and Strategies, p. 1462 RI.5	Personal Essay, p. 1462	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	WRITING: Write a Music Review of a Song, 218– 219

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

E: Indicates an Exemplar Text