



**NEVADA**  
**English Language Arts Grade 12**  
**The Glencoe Reader Course 4 © 2004**

OBJECTIVES	PAGE REFERENCES
<b>Reading</b>	
<b>Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
By the end of <b>Grade 12</b> , students know and are able to do everything required in previous grades and:	
1.12.3 Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.	I/S SE: 359 <i>Word Power 5</i> <i>Reading Coach 45, 57</i> <i>Going Solo 59</i> TAE: ELL 4
1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	I/S SE: 361 <i>Word Power 20, 194</i> TAE: ELL 3
1.12.5 Apply knowledge of syntax and literary <b>allusions</b> to acquire an understanding of new words and to comprehend text.	I/L SE: 360 <i>Reading Coach 249</i> <i>Buddy Up 251</i> <i>Think It Over 317</i>
<b>Content Standard 2.0:</b> <i>Students use reading process skills and strategies to build comprehension.</i>	
2.12.1 Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension. M 6.9	I/L SE: 364-365 <i>Reading Focus 53, 139, 235, 241, 263, 313, 321, 335, 341</i>
2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	I/L SE: <i>Reading Focus 75, 79, 114, 115, 118, 127, 140, 353</i> <i>Going Solo 76</i> <i>Buddy Up 134</i>
2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts. M 6.9	I/L SE: <i>Reading Check 52, 121, 153, 186, 196, 207, 216, 227</i> <i>How Do I Read It? 177, 181, 223</i>

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<b>Content Standard 3.0:</b> <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.12.1 Analyze characters, plots, setting, themes, and points of view in any given piece of literature. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	I/S SE: 28, 42, 368 <i>Literary Element</i> 38, 214, 216 <i>Buddy Up</i> 189 <i>Think It Over</i> 24, 166, 170
3.12.2 Make inferences supported by the text regarding characters, plots, settings, and themes. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	I/S SE: <i>Think It Over</i> 6, 8, 12, 20, 33, 37, 46, 120 <i>TeamWork</i> 13, 59
3.12.3 Analyze viewpoints and messages in relation to the historical and cultural context of recognized works of British, American, or world literature. G 2.12.2; G 2.12.3; H 6.12.16; H 7.12.20; H 8.12.4; H 10.12.6	I/L SE: 190 <i>Standardized Test Practice</i> 76 (A), 191 (A) <i>Literary Element</i> 185, 187 <i>Reading Focus</i> 208
3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	E/S SE: 42 <i>Standardized Test Practice</i> 211 (A) <i>Literary Element</i> 38, 40, 207 <i>TeamWork</i> 71 (2), 220 (2), 251 (2)
3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	I/S SE: 14, 60, 202 <i>Literary Element</i> 9, 11, 53, 69, 154 <i>Going Solo</i> 71, 84
3.12.6 Analyze how <b>irony</b> , tone, mood, style, <b>syntax</b> , and sound of language are used for <b>rhetorical</b> and <b>aesthetic</b> purposes.	I/S SE: 67, 72, 77 <i>Literary Element</i> 69 <i>Going Solo</i> 80 <i>Think It Over</i> 122 <i>Word Power</i> 82 <i>Reading Coach</i> 79
3.12.7 Analyze the effects of an author's choice of literary form.	I/L SE: 72, 336 <i>Word Power</i> 78
<b>Content Standard 4.0:</b> <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.12.1 and 4.12.2 Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes. C 4.12.4; C 4.12.6	I/S SE: 290-291, 372, 373, 375 <i>Word Power</i> 292 <i>Reading Coach</i> 296 <i>Author's Plan</i> 296, 300 <i>Buddy Up</i> 297

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<p>4.12.3 Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions. H 1.12.2; H 2.12.2; M 3.12.4; M 4.12.9</p>	<p>E/S SE: 353, 370, 373 <i>Standardized Test Practice</i> 271 (A), 297 (A), 302 (A) <i>Think It Over</i> 332 <i>Reading Check</i> 269 <i>TeamWork</i> 201, 270 <i>Buddy Up</i> 305</p>
<p>4.12.4 Critique the power, logic, reasonableness, and audience appeal of arguments advanced in texts. C 4.12.5; H 1.12.2; H 5.12.5; M 8.5; S 19.12.4; S 19.12.5</p>	<p>E/L SE: 259, 374 <i>Standardized Test Practice</i> 211 (A), 252 (A) <i>Think It Over</i> 268 <i>Reading Check</i> 250, 257 <i>Reading Focus</i> 208</p>
<p>4.12.5 Analyze how historical and cultural contexts influence the content and validity of informational texts. C 4.12.5; H 1.12.2; H 2.12.2</p>	<p>I/L SE: <i>Did You Know?</i> 182, 192, 212</p>
<p>4.12.6 Read and apply multi-step directions to perform complex procedures and tasks. M 6.7</p>	<p>E/L SE: 299-301, 347-350, 353-355, 374 <i>Reason to Read</i> 30, 68, 78, 88, 138, 204</p>