



NEVADA
English Language Arts Grade 12
The Glencoe Reader Course 5 © 2004

OBJECTIVES	PAGE REFERENCES
Reading	
Content Standard 1.0: <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
By the end of Grade 12 , 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: 360-363 <i>Word Power</i> 53, 68, 98, 142, 164
1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	I/S SE: 95, 288, 360-363
1.12.5 Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.	I/L SE: <i>Literary Element</i> 201, 206, 211, 214
Content Standard 2.0: <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: 259, 267, 271, 274
2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	I/L SE: 366-367 <i>Buddy Up</i> 298 <i>Reading Focus</i> 12, 22, 109, 348
2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts. M 6.9	I/L SE: 365-367 <i>Reading Focus</i> 45, 70, 145, 242

OBJECTIVES	PAGE REFERENCES
Content Standard 3.0: <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: 16 <i>Literary Element</i> 7, 13, 20, 165, 181
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>Going Solo</i> 35 <i>Team Work</i> 138 <i>Think It Over</i> 19, 121, 315, 329
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: 98, 116, 118, 142, 154
3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	E/S SE: <i>Reading Coach</i> 95 <i>Reading Focus</i> 145 <i>Think It Over</i> 233, 268, 305
3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	I/S SE: 367 <i>Reading Coach</i> 306 <i>Reading Focus</i> 55, 103
3.12.6 Analyze how irony , tone, mood, style, syntax , and sound of language are used for rhetorical and aesthetic purposes.	I/S SE: 105, 367 <i>Reading Focus</i> 307 <i>Think It Over</i> 128
3.12.7 Analyze the effects of an author's choice of literary form.	I/L SE: 2-3, 86-87, 106-107, 140-141
Content Standard 4.0: <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: 178-179 <i>Author's Plan</i> 288 <i>Buddy Up</i> 225 <i>Team Work</i> 213
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	E/S SE: 264-265, 298 <i>Reading Coach</i> 269, 277

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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	E/L SE: <i>Author's Plan</i> 277 <i>Reading Coach</i> 279 <i>Think It Over</i> 204, 209
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	I/L SE: 38, 98, 180, 200
4.12.6 Read and apply multi-step directions to perform complex procedures and tasks. M 6.7	E/L SE: 292, 294, 298 <i>Reading Coach</i> 277, 279