



**NEVADA**  
**English Language Arts Grade 12**  
***The Glencoe Reader World Literature* © 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: 210-211 <i>Going Solo</i> 12 <i>Word Power</i> 45, 105
1.12.4 Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.	I/S SE: 212-213 <i>Word Power</i> 16, 39 TAE: ELL7
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: 212-213 <i>Word Power</i> 57, 139
<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: 214-217 <i>Reading Focus</i> 191, 194, 200 TAE: T16
2.12.2 Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.	I/L SE: 219 <i>Literary Element</i> 71, 75, 82
2.12.3 Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts. M 6.9	I/L SE: 2-3, 42-43, 66-67, 84-85, 106-107

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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: <i>Literary Elements</i> 16, 18, 111, 116, 185
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>Team Work</i> 81 <i>Think It Over</i> 71, 79, 128, 232, 237, 240
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: 5-11, 49-50, 87-95, 149-150, 169-171, 204-205
3.12.4 Use textual evidence to analyze the theme or meaning of a selection.	E/S SE: 185, 285 <i>Buddy Up</i> 190 <i>Think It Over</i> 186
3.12.5 Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.	I/S SE: 65 <i>Reading Coach</i> 222, 223 <i>Team Work</i> 228
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: 52, 65 <i>Author's Plan</i> 157 <i>Literary Element</i> 6, 49 <i>Team Work</i> 160
3.12.7 Analyze the effects of an author's choice of literary form.	I/L SE: 2-3, 42-43, 66-67, 84-85, 106-107
<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: 148-151, 157-161, 169-172, 178-179
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: 192-197, 198-199, 208-209, 214-215

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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: 162-166, 203-206, 290-293
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: 156 <i>Going Solo</i> 136 <i>Reading Coach</i> 136
4.12.6 Read and apply multi-step directions to perform complex procedures and tasks. M 6.7	E/L SE: 2-7, 208, 211, 214, 292