

# Pennsylvania Literature and Language Arts Standards

## Correlated to EMC Publishing's *Mirrors & Windows*, Grade 12

### Standard Area - 1.1: Reading Independently

#### Grade Level - 1.1.12: GRADE 12 ENGLISH IV Standard

**1.1.12.A:** Apply appropriate strategies to construct meaning through interpretation and to analyze and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.

PAGES: 12, 36, 52, 188, 198, 306, 593, 842

**1.1.12.B:** Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

PAGES: 210, 259, 395, 537, 1013, 1121, 1245

**1.1.12.C:** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

PAGES: 55, 418, 612, 713, 739, 884, 1013

**1.1.12.D:** Demonstrate comprehension / understanding before reading, during reading, and after reading on a variety of grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

PAGES: 10, 13, 17, 340, 354, 359, 1019, 1025

**1.1.12.E:** Demonstrate fluency in silent reading based upon specific grade level text.

PAGES: 8, 213, 498, 529, 703, 808, 853

## **Standard Area - 1.2: Reading, Analyzing, and Interpreting Text**

### **Grade Level - 1.2.12: GRADE 12 ENGLISH IV Standard**

**1.2.12.A: Evaluate** and critique text organization and content to determine the author's purpose and effectiveness according to the **theses**, accuracy, thoroughness, logic, and reasoning

PAGES: 12, 13, 292, 300, 560, 561, 906

**1.2.12.B:** Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

PAGES: 151, 153, 434, 600, 761, 905, 907

**1.2.12.C:** Examine the author's explicit and implicit bias and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.

PAGES: 11, 240, 434, 437, 543, 561, 608, 957

**1.2.12.D:** Evaluate textual evidence to make subtle inferences and draw complex conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.

PAGES: 15, 152, 240, 675, 760, 957, 1001

**1.2.12.E:** Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal.

PAGES: 241, 300, 435, 533, 602, 906, 1006

## **Standard Area - 1.3: Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction**

### **Grade Level - 1.3.12: GRADE 12 ENGLISH IV Standard**

**1.3.12.A:** Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the themes and issues of its historical period.

PAGES: 28, 172, 216, 438, 677, 701, 1176

**1.3.12.B:** Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.

PAGES: 167, 272, 511, 530, 535, 592, 632

**1.3.12.C:** Analyze the effectiveness of literary elements used by authors in various genres.

- Analyze the author's development of complex characters as well as their roles and functions in a variety of texts.
- Determine the effectiveness of setting as related to character, plot, theme, and other key literary elements.
- Determine the effectiveness of the author's use of point of view as related to content and specific types of genre.
- Analyze how the author structures plot to advance the action.
- Identify major themes in literature, comparing and contrasting how they are developed across and variety of genres.
- Explain how voice and choice of speaker affect the mood, tone, and meaning of text.
- Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves style.

PAGES: 27, 52, 115, 172, 348, 391, 431, 825

**1.3.12.D:** Identify, interpret, and analyze the author's skill in employing literary devices in various genres. (e.g., figurative language, imagery, allegory, and symbolism).

- Identify, explain, and analyze the effects of sound, form, and structure of poems.
- Identify and analyze how dramatic conventions (e.g., stage directions, monologue, dialogue, soliloquy, dialect, chorus) support, interpret, and enhance dramatic script.

PAGES: 17, 127, 164, 167, 178, 349, 356, 702

## **Standard Area - 1.4: Types of Writing**

### **Grade Level - 1.4.12: GRADE 12 ENGLISH IV Standard**

**1.4.12.A:** Write poems, short stories, and plays with various organizational methods, literary elements and devices.

- Construct a strong story line with illustrative details that address a complex idea or examine a complex experience.
- Choose a method of organization that supports the intended purpose.

- Continue to exhibit a personal writing style.
- Demonstrate a sophisticated control of grammar, mechanics, spelling, usage, and sentence formation.

PAGES: 58, 80, 448, 655, 730, 766, 786

**1.4.12.B:** Write complex informational pieces (e.g. research papers, literary analytical essays, evaluations)

- Make and support inferences with relevant and substantial evidence and well-chosen details.
- Identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

PAGES: 222, 320, 460, 594, 755, 1018, 1098

**1.4.12.C:** Write persuasive pieces.

- Use rhetorical strategies (e.g., exposition, narration, description, argumentation, or some combination thereof) to support the main argument or position.
- Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.

PAGES: 158, 244, 292, 632, 916, 1166, 1230

## **Standard Area - 1.5: Quality of Writing**

### **Grade Level - 1.5.12: GRADE 12 ENGLISH IV Standard**

**1.5.12.A:** Write with a clear **focus**, identifying topic, task, and audience.

PAGES: 80, 222, 320, 460, 632, 766, 916, 1098, 1230

**1.5.12.B:** Develop content appropriate for the topic.

- Gather, organize, and determine validity and reliability of information.
- Employ the most effective format for purpose and audience.
- Write fully developed paragraphs that have details and information specific to the topic and relevant to the **focus**.

PAGES: 81, 320, 460, 633, 766, 916, 1098

**1.5.12.C:** Write with controlled and/or subtle organization.

- Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.

PAGES: 82, 222, 322, 460, 634, 767, 919

**1.5.12.D:** Write with an understanding of **style** using a variety of sentence structures and descriptive word choices. Create **tone** and **voice** through the use of precise language.

PAGES: 84, 223, 322, 461, 636, 767, 920

**1.5.12.E:** Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and **genre** have addressed.

PAGES: 84, 223, 322, 461, 636, 767, 920

**1.5.12.F:** Use grade appropriate **conventions of language** when writing and editing.

- Spell all words correctly.
- Use capital letters correctly.
- Punctuate correctly
- Use correct grammar and sentence formation.

PAGES: 19, 135, 156, 203, 972, 995, 1091

## **Standard Area - 1.6: Speaking and Listening**

### **Grade Level - 1.6.12: GRADE 12 ENGLISH IV Standard**

**1.6.12.A:** Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information or opinions.

PAGES: 221, 319, 459, 631, 1097, 1285, 1286

**1.6.12.B:** Demonstrate awareness of audience using appropriate volume and clarity in formal presentations

PAGES: 77, 459, 631, 765, 915, 1097, 1229

## **Standard Area - 1.7: Characteristics and Functions of the English Language**

### **Grade Level - 1.7.12: GRADE 12 ENGLISH IV Standard**

**1.7.12.A:** Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.

PAGES: 254, 580, 591, 612, 722, 1060, 1065

## **Standard Area - 1.8: Research**

### **Grade Level - 1.8.12: GRADE 12 ENGLISH IV Standard**

**1.8.12.A:** Formulate a clear research question and design a methodology for gathering and evaluating information on the chosen topic.

PAGES: 251, 303, 889, 1018, 1127, 1230, 1231

**1.8.12.B:** Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies.

Demonstrate that sources have been evaluated for accuracy, bias, and credibility.

Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research question.

Demonstrate the distinction between one's own ideas from the ideas of others, and includes a reference page.

PAGES: 251, 303, 889, 1230, 1231, 1232, 1233

**1.8.12.C:** Analyze, synthesize, and integrate data, creating a reasoned product that supports and appropriately illustrates inference and conclusions drawn from research.

PAGES: 251, 303, 889, 1232, 1233, 1234, 1235

**Standard Area - 1.9: Information, Communication, and Technology Literacy**

**Grade Level - 1.9.12: GRADE 12 ENGLISH IV**

**Standard**

**1.9.12.A:** Use media and technology resources for research, information, analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

PAGES: 251, 611, 960, 1072, 1134, 1199, 1230

**1.9.12.B:** Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness, importance, and social and cultural context.

PAGES: 251, 960, 1072, 1130, 1274, 1275, 1276