

EMC Mirrors & Windows, Correlation to Common Core State Standards, Grade 12

English Language Arts Standards, Grades 11–12	EMC Pages That Cover the Standards
<i>Reading Standards for Literature</i>	
Key Ideas and Details	
RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	17, 54, 69, 110, 133, 155, 201, 209, 251, 258, 265, 272, 278, 288, 303, 310, 359, 374, 397, 416, 438, 448, 457, 476, 482, 488, 494, 509, 518, 535, 545, 557, 566, 627, 655, 661, 677, 686, 712, 716, 723, 730, 737, 749, 755
RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	419, 438, 482, 677, 793, 1180, 1183
RL.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	110, 133, 155, 359, 374, 397, 416, 438, 448, 509, 518, 535, 566, 655, 712, 786, 803, 813, 831, 849, 945, 994, 1045, 1090, 1138, 1174, 1191, 1210, 1220
Craft and Structure	
RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	661, 737, 749, 755, 791, 849, 889, 909, 951, 1018, 1033, 1072, 1079, 1127, 1130, 1134, 1142, 1174
RL.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	359, 374, 397, 416, 438, 448, 494, 509, 518, 627, 655, 677, 686, 712, 716, 723, 730, 737, 749, 755, 791, 831, 849, 951, 960, 980, 994, 1011, 1025, 1045, 1090, 1127, 1138, 1146, 1174
RL.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	21, 113, 133, 136, 155, 338, 521, 535, 836, 945, 952, 960, 1079, 1112, 1120
Integration of Knowledge and Ideas	
RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	51–54, 176–202, 434–437, 438, 448 grade 11, <i>American Tradition</i> , covers the part of the standard regarding an American dramatist.
RL.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Not Applicable to Literature per CCSS guidelines
RL.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	This standard is amply covered in grade 11, <i>American Tradition</i> .

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Range of Reading and Level of Text Complexity	
RL.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	20–22, 246, 266–267, 337–339, 650, 750–751, 792–793, 1182–1183, 1200 The textbook contains reading and comprehension instruction throughout the book to help students meet this standard.

Reading Standards for Informational Text	
Key Ideas and Details	
RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	17, 200, 244, 292, 302, 437, 587, 594, 603, 611, 618, 668, 908, 944, 959, 1010, 1011, 1018, 1033, 1067, 1068, 1120, 1219
RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	200, 243, 292, 302, 396, 602, 611, 668, 765, 908, 944, 1010, 1067, 1120
RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	292, 618, 668, 1068, 1120
Craft and Structure	
RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).	292, 587, 611, 612, 1068, 1095
RI.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	17, 292, 319, 437, 594, 611, 618, 668, 944, 1068, 1011, 1120
RI.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	292, 319, 618, 638, 668, 944, 1067, 1068, 1120
Integration of Knowledge and Ideas	
RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	765, 915, 1230–1232, 1273–1276
RI.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Grade 11, <i>American Tradition</i> , 24–26, 80–84, 87, 88–90, 92–100, 982–984
RI.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Grade 11, <i>American Tradition</i> , 298, 299–300, 301–303, 722–728, 982–984

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Range of Reading and Level of Text Complexity

RI.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.

11–18, 159–161, 238–244, 434–439, 440–441, 528–536, 559–561, 570–588, 589–594, 595–603, 606–611, 613–619, 664–668, 759–763, 1000–1012, 1015–1018, 1026–1033, 1092–1095, 1112–1120

Writing Standards

Text Types and Purposes

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

88, 226, 244, 251, 288, 292, 303, 329, 374, 397, 464, 587, 618, 632–637, 640, 723, 737, 770, 849, 895, 916–921, 924, 1033, 1102, 1120, 1127, 1130, 1230–1237, 1240

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

54, 69, 110, 133, 155, 201, 209, 222–223, 265, 278, 310, 320–325, 416, 438, 482, 488, 494, 509, 518, 535, 557, 594, 603, 611, 627, 655, 661, 668, 677, 749, 755, 786, 791, 803, 813, 836, 883, 945, 960, 980, 986, 994, 1011, 1018, 1025, 1045, 1068, 1072, 1079, 1083, 1098–1099, 1191, 1210

W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced observed, or resolved over the course of the narrative.

80–85, 201, 258, 448, 518, 730, 766–767, 1134, 1174

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Production and Distribution of Writing	
W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	54, 69, 80–85, 88, 110, 133, 155, 201, 209, 222–223, 226, 244, 251, 258, 265, 278, 288, 292, 303, 310, 320–325, 329, 374, 397, 416, 438, 448, 464, 482, 488, 494, 509, 518, 535, 557, 587, 594, 603, 611, 618, 655, 661, 668, 677, 627, 632–637, 640, 723, 730, 737, 749, 755, 766–767, 770, 786, 791, 803, 813, 836, 849, 883, 895, 916–921, 924, 945, 960, 980, 986, 994, 1011, 1045, 1068, 1072, 1079, 1083, 1098–1099, 1018, 1025, 1033, 1102, 1120, 1127, 1130, 1134, 1174, 1191, 1210, 1230–1237, 1240
W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	80–85, 88, 222–223, 320–325, 328–329, 460–461, 464, 632–637, 640, 766–767, 770, 916–921, 924, 1098–1099, 1102, 1230–1237, 1240
W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	324, 494, 1018, 1033, 1045, 1072, 1142, 1235, 1291
Research to Build and Present Knowledge	
W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	251, 303, 482, 677, 723, 765, 889, 909, 980, 1018, 1072, 1079, 1130, 1230–1237, 1273–1278
W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	303, 482, 723, 765, 1018, 1045, 1072, 1228, 1230–1237, 1273–1278

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<p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>17, 54, 69, 110, 133, 155, 200, 201, 209, 244, 251, 258, 265, 272, 278, 288, 292, 302, 303, 310, 359, 374, 397, 416, 437, 438, 448, 457, 476, 482, 488, 494, 509, 518, 535, 545, 557, 566, 587, 594, 603, 611, 618, 627, 655, 661, 668, 677, 686, 712, 716, 723, 730, 737, 749, 755, 908, 944, 959, 1010, 1011, 1018, 1033, 1067, 1068, 1120, 1219</p>
<p>Range of Writing</p>	
<p>W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>54, 69, 80–85, 88, 110, 133, 155, 201, 209, 222–223, 226, 244, 251, 258, 265, 278, 288, 292, 303, 310, 320–325, 329, 374, 397, 416, 438, 448, 464, 482, 488, 494, 509, 518, 535, 557, 587, 594, 603, 611, 618, 655, 661, 668, 677, 627, 632–637, 640, 723, 730, 737, 749, 755, 766–767, 770, 786, 791, 803, 813, 836, 849, 883, 895, 916–921, 924, 945, 960, 980, 986, 994, 1011, 1045, 1068, 1072, 1079, 1083, 1098–1099, 1018, 1025, 1033, 1102, 1120, 1127, 1130, 1134, 1174, 1191, 1210, 1230–1237, 1240</p>

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Speaking and Listening

Comprehension and Collaboration

<p>SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>54, 69, 133, 251, 258, 303, 310, 359, 397, 448, 509, 668, 686, 723, 737, 755, 791, 836, 883, 900, 960, 1018, 1045, 1083, 1130, 1138, 1286, 1220, 1290–1291</p>
<p>SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>765, 922, 1098, 1230–1235, 1291</p>
<p>SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>221, 238–244, 319, 1058–1068,</p>

Presentation of Knowledge and Ideas

<p>SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>79, 221, 319, 459, 631, 765, 915, 1229</p>
<p>SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>494, 915, 1099, 1291</p>
<p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	<p>79, 221, 319, 459, 631, 677, 765, 915, 1229</p>

Language Standards

Conventions of Standard English

<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	<p>19, 71, 135, 156, 203, 245, 293, 311, 360, 483, 489, 558, 604, 669, 804, 814, 860</p>
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L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	55, 210, 259, 273, 360, 418, 537, 612, 713, 739, 884, 972, 995, 1013, 1091, 1121, 1155, 1245–1249
Knowledge of Language	
L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	55, 210, 259, 273, 360, 418, 537, 612, 713, 739, 884, 1013, 1121
Vocabulary Acquisition and Use	
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	55, 210, 259, 273, 360, 418, 537, 612, 713, 739, 884, 1013, 1121, 1245–1249
L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	55, 210, 259, 273, 360, 418, 537, 604, 612, 739, 884, 1013, 1121, 1245–1249
L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	55, 210, 259, 273, 360, 418, 537, 612, 739, 884, 1013, 1121, 1245–1249

Language Progressive Skills

Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	19, 84, 1253, 1271
L.3.3a. Choose words and phrases for effect.	245, 376, 398, 461, 558, 604, 612, 739, 1013
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	135, 156, 1250–1251, 1271
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	360, 884, 1249, 1271

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L.4.3b. Choose punctuation for effect.	804, 860, 972, 995, 1091, 1099, 1261–1266
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	483, 636, 1254–1256, 1271
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	71, 84, 1253
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	71, 84, 1253
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	19, 71, 135, 156, 203, 245, 293, 311, 483, 489, 558, 669, 804, 814, 860, 972, 995, 1091, 1155
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	804, 860, 919, 972, 1099
L.6.3b. Maintain consistency in style and tone.	245, 293, 398, 604, 1270
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	669, 767, 972, 1260
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	79, 376, 604, 612, 636, 1013

Range of Text Types

Literature

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

adventure stories

from *Beowulf*

from *Grendel*

"The Head of Humbaba"

from *Sir Gawain and the Green Knight*

from *Le Morte d'Arthur*

"Robin Hood and Allen a Dale"

from *Gulliver's Travels*

from *Oroonoko*

from *Jane Eyre*

"The Lagoon"

23–54

51–53

56–58

176–189

190–201

204–209

521–527

562–566

805–813

850–859

historical fiction

from *Balzac and the Little Chinese Seamstress*

1156–1162

mysteries

"The Mark of the Beast"

"The Lagoon"

"The Demon Lover"

839–849

850–859

1084–1090

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myths from <i>Grendel</i>	51-54
science fiction excerpt from "Delhi"	1228–1231
realistic fiction from <i>Madame Bovary</i> from <i>The Mayor of Casterbridge</i> "Araby" "The Garden Party" "A Shocking Accident" "B. Wordsworth" "Games at Twilight" "The Train from Rhodesia" "No Witchcraft for Sale" "Sparrows"	815–821 823–831 988–994 1046–1056 1148–1153 1168–1174 1184–1191 1192–1199 1203–1210 1211–1220
allegories from "The Conversion of King Edwin" from <i>The Pilgrim's Progress</i>	13 511–518
parodies <i>The Rape of the Lock</i> (mock epic)	546–557
satire "The Pardoner's Tale" "The Wife of Bath's Tale" from <i>Don Quixote</i> from <i>Gulliver's Travels</i> "A Modest Proposal" from <i>Candide</i> "Birds on the Western Front"	137–142 143–155 327 521–535 521–535 540–545 967–971
graphic novels from <i>Beowulf</i>	49–50
Drama: Includes one-act and multi-act plays, both in written form and on film	
one-act plays from <i>Everyman</i> <i>The Rising of the Moon</i> "That's All" Film Viewing Activity	162–174 934–945 1135–1138 448, 459
multi-act plays <i>The Tragedy of Macbeth</i> from <i>The Tragical History of Doctor Faustus</i> from <i>The Tragedy of Hamlet</i> from <i>The Tragedy of King Richard the Second</i> from <i>The Merchant of Venice</i> Film Viewing Activity	340–438 442–448 449–452 452–454 455–457 438, 448, 457, 459

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Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	
<p>narrative poems from <i>Beowulf</i> "Bonny Barbara Allan" "Get Up and Bar the Door" "Lord Randall" "A Hard Rain's A-Gonna Fall" "The Prologue" from <i>Canterbury Tales</i> "The Pardoner's Tale" "The Wife of Bath's Tale" from <i>Sir Gawain and the Green Knight</i> from <i>Paradise Lost</i> <i>The Rape of the Lock</i></p>	<p>23–54 101–110 101–110 101–110 107–109 113–133 137–142 143–155 176–201 495–509 546–557</p>
<p>lyrical poems "The Passionate Shepherd to His Love" "The Nymph's Reply to the Shepherd" "Song: To Celia" "Jack and Joan" "A Valediction: Forbidding Mourning" Song ("Go and catch a falling star") Song ("Why so pale and wan") "To Althea from Prison" "To Lucasta Going to the Wars" "The Lamb" and "The Tiger"</p>	<p>269–272 269–272 274–278 279–280 295–303 305–310 474–476 477–482 477–482 657–661</p>
<p>free verse poems "Preludes" "The Hollow Men" "I Explain a Few Things" "The Second Coming" "War Poet" "Not Waving but Drowning" "The Horses" "The Moment" "Telephone Conversation"</p>	<p>1019–1025 1019–1025 962–966 981–986 1069–1072 1132–1134 1139–1142 1165–1166 1176–1177</p>
<p>sonnets "Whoso list to hunt" "With how sad steps" "O ye who in these scattered rhymes may hear" "One day I wrote her name upon the strand" "Let me not to the marriage of true minds" "My mistress' eyes are nothing like the sun" "When in disgrace with Fortune and men's eyes" "Death be not proud" "How soon hath Time" "When I consider how my light is spent"</p>	<p>248–251 248–251 253–254 255–258 261–265 261–265 261–265 295–303 491–494 491–494</p>
<p>odes "Ode to the West Wind" "Ode to a Nightingale" "Ode on a Grecian Urn"</p>	<p>725–730 741–749 741–749</p>

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<p>ballads</p> <p>"Bonny Barbara Allan"</p> <p>"Get Up and Bar the Door"</p> <p>"Lord Randall"</p> <p>"A Hard Rain's A-Gonna Fall"</p> <p>"Sir Patrick Spens"</p> <p>"The Rime of the Ancient Mariner"</p>	<p>101–110</p> <p>101–110</p> <p>101–110</p> <p>107–109</p> <p>157–158</p> <p>687–712</p>
<p>epics</p> <p>from <i>Beowulf</i></p> <p>"The Head of Humbaba"</p> <p>from <i>The Faerie Queen</i></p> <p>from <i>Paradise Lost</i></p> <p><i>The Rape of the Lock</i> (mock epic)</p>	<p>23–54</p> <p>56–58</p> <p>326–327</p> <p>495–509</p> <p>546–557</p>
<p>Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</p>	
<p>personal essays</p> <p>"Meditation 17"</p> <p>"Shooting an Elephant"</p>	<p>305–310</p> <p>1112–1120</p>
<p>speeches</p> <p>"Speech to the Troops at Tilbury"</p> <p>Wartime Speech</p> <p>"Defending Nonviolent Resistance"</p>	<p>238–244</p> <p>1058–1068</p> <p>1063–1067</p>
<p>opinion pieces</p> <p>"To All Writing Ladies"</p> <p>"A Brief to Free a Slave"</p> <p>from <i>A Vindication of the Rights of Woman</i></p> <p>from <i>A Room of One's Own</i></p> <p>from "Reflections on the Death of a Porcupine"</p>	<p>559–561</p> <p>605–611</p> <p>664–668</p> <p>999–1011</p> <p>1026–1033</p>
<p>essays about art or literature</p> <p>"Of Studies"</p> <p>"A Quick and Rough Explication of Donne's Holy Sonnet 10"</p> <p>"Macbeth from Characters of Shakespeare's Plays"</p> <p>"Comparing Shakespeare's <i>Macbeth</i> to Holinshed's <i>Chronicles of England Scotland and Ireland</i>"</p> <p>from the introduction to <i>Frankenstein</i></p> <p>"The War Letters of Wilfred Owen"</p> <p>"Mr Sassoon's Poems"</p> <p>"The Music of Poetry"</p>	<p>289–292</p> <p>300–302</p> <p>393–397</p> <p>434–437</p> <p>759–763</p> <p>957–959</p> <p>999–1011</p> <p>1015–1018</p>
<p>biographies</p> <p>"Elizabeth I Queen of England"</p> <p>from <i>The Life of Samuel Johnson LL.D.</i></p>	<p>241–243</p> <p>613–619</p>
<p>memoirs</p> <p>from <i>The Book of Margery Kempe</i></p> <p>from <i>The Diary of Samuel Pepys</i></p> <p>from <i>The Diary of Fanny Burney</i></p> <p>from <i>Testament of Experience</i></p>	<p>159–161</p> <p>570–587</p> <p>595–603</p> <p>1092–1095</p>

EMC *Mirrors & Windows*, Correlation to Common Core State Standards, Grade 12

journalism "A Young Lady's Diary" "Reporting from the Terrain of the Mind" "Simply Divine"	589–594 1218–1219 151–154
historical scientific technical or economic accounts (including digital sources) written for a broad audience "The Conversion of King Edwin" "The Story of Caedmon" "Ten Steps to Keeping an On-Going Journal" from <i>A Dictionary of the English Language</i> "Cardiac Arrest in Healthy Young Athletes"	10–17 10–17 600–603 605–611 905–909

Texts Illustrating the Complexity, Quality, and Range of Student Reading

NOTE: *Mirrors & Windows* offers high-quality literary works that were carefully chosen to enrich and enhance students' understanding of themselves and their world. Each unit in the program presents a diverse body of rich and relevant selections related to a particular theme or topic. The following texts represent the complexity, quality, and range of those selections.

Literature: Stories, Drama, Poetry

"The Prologue" by Geoffrey Chaucer (circa 1386)	113–134
<i>The Tragedy of Macbeth</i> by William Shakespeare (1605–1606)	340–439
"Ode on a Grecian Urn" by John Keats (1820)	746–751
from <i>Jane Eyre</i> by Charlotte Brontë (1848)	805–813
"Sailing to Byzantium" by William Butler Yeats (1928)	984–987
"The Train from Rhodesia" by Nadine Gordimer (1952)	1192–1201
"Dead Men's Path" by Chinua Achebe (1972)	1224–1227

Informational Texts: Literary Nonfiction

"Speech to the Troops at Tilbury" by Queen Elizabeth I (1588)	238–244
"Meditation 17" by John Donne (1624)	305–310
"A Modest Proposal" by Jonathan Swift (1729)	528–536
from <i>A Vindication of the Rights of Women</i> by Mary Wollstonecraft (1792)	664–669
from <i>A Room of One's Own</i> by Virginia Woolf (1929)	1000–1012
"Shooting an Elephant" by George Orwell (1936)	1112–1120