

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Strand: Oral and Visual Communication</b>		
<b>Standard 1: Speaking</b>		
<i>Students shall demonstrate effective oral communication skills to express ideas and to present information.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Speaking to share understanding and information</b>		
<p>OV.1.12.1 Prepare and participate in such structured discussions as mock trials and other discussions or presentations outside the classroom</p>	<p>SL.1. Initiate and participate effectively in group discussions on grades 11–12 topics, texts, and issues being studied in class.</p> <p>SL.1.a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions.</p> <p>SL.1.b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).</p> <p>SL.1.c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.</p> <p>SL.1.d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.</p> <p>SL.1.e. Evaluate whether the team has met its goals.</p>	<p><b>PH Lit:</b> Panel discussion, 227; Debate, 476; Book talk, 1134; also see: Discussion, 14, 16, 91, 248, 250, 311, 476, 517, 728, 954, 993, 1134, 1153, 1162, 1433</p> <p><b>PH WC:</b> Collaborate and Discuss, 6, 37 52; Participating in a Group Discussion, R29</p>

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OV.1.12.2 Present a formal multi-media presentation	<p>SL.2. Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.</p> <p>SL.5. Make strategic use of digital media elements and visual displays of data to enhance understanding.</p>	<p><b>PH Lit:</b> Writing Workshop: Multimedia Presentation, 920–927, Publishing and Presenting, 1475; also see: Essential Question Workshops: Multimedia Report/Presentation, 227, Slideshow, 933, Documentary 1481; Research and Technology: Brochure, 248; Writing Lesson: Multimedia Presentation Plan, 627, 1365</p> <p><b>PH WC:</b> Multimedia projects / presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267, 217, 249, 264, 266, 267; Writing for Media, R6–R11</p>
	<p>SL.4. Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.</p>	<p><b>PH Lit:</b> Communications Workshop: Deliver a Persuasive Speech, 450–451; Deliver an Oral interpretation of Literary Work, 702–703; Writing Workshop: Publishing and Presenting, 701, 1475; Writing Activities: Persuasive Speech, 745; Debate, 476; Press Conference, 728; Oral Presentation, 1136</p> <p><b>PH WC:</b> Speeches, 173; Planning and Presenting a Speech, R30; Multimedia projects / presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267</p>

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<b>Speaking for literary response, expression and analysis</b>		
OV.1.12.3 Participate in a variety of such speaking activities as scenes from a play, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, and comparison of genre across eras	SL.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	<p><b>PH Lit:</b> Communications Workshop: Deliver a Persuasive Speech, 450–451; Deliver an Oral interpretation of Literary Work, 702–703; Writing Workshop: Publishing and Presenting, 701, 1475; Writing Activities: Persuasive Speech, 745; Debate, 476; Press Conference, 728; Oral Presentation, 1136</p> <p><b>PH WC:</b> For related content see: Writing for media: movie script, 114–115, music review, 218–219</p>
<b>Standard 2: Listening</b>		
<i>Students shall demonstrate effective listening skills in formal and informal settings.</i>		
<b>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</b>		
<b>Grade 12</b>		
<b>Listening for information, interpretation, critical analysis, and evaluation</b>		
OV.2.12.1 Demonstrate critical, empathetic, and reflective listening to interpret, respond to, and evaluate speakers' messages	SL.1.d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task.	<p><b>PH Lit:</b> Panel discussion, 227; Debate, 476; Interview, 707; Book talk, 1134; also see: Discussion, 14, 16, 91, 248, 250, 311, 476, 517, 728, 954, 993, 1134, 1153, 1162, 1433</p> <p><b>PH WC:</b> Participating in a Group Discussion, R29; Listening Critically to a Speech, R31; also see: Partner Talk, 7, 13, 15, 19, 20, 21, 23, 25, 37, 41, 47, 52, 55, 57, 58, 59, 70, 82, 87, 98, 110, 115, 124, 142, 162, 150, 167, 176, 188, 193, 202, 214, 219, 233, 235, 237, 241, 246, 251, 253, 259, 261, 263, 267</p>

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<p>OV.2.12.2 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations</p>		<p><b>PH Lit:</b> Peer review, 218, 446, 597, 698, 924, 1100, 1186, 1472; Panel discussion, 227; Debate, 476; Interview, 707; Book talk, 1134; also see: Discussion, 14, 16, 91, 248, 250, 311, 476, 517, 728, 954, 993, 1134, 1153, 1162, 1433</p> <p><b>PH WC:</b> Writing for media: script of fictional interview, 86,87, script for news interview, 166–167; Types of Listening, R28; Recognizing Different Kinds of Speeches, R30; Evaluating a Speech, R31; also see: Multimedia projects / presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267</p>
<p>OV.2.12.3 Identify barriers to listening and generate methods to overcome them</p>		<p><b>PH Lit:</b> Debate, 476; Deliver a Persuasive Speech, 450–451</p> <p><b>PH WC:</b> For related content see: Participating in a Group Discussion, R29; Listening Critically to a Speech, R31</p>
<p>OV.2.12.4 Critique the clarity, accuracy, relevance, organization of evidence, and effectiveness of delivery of a presentation</p>		<p><b>PH Lit:</b> Communications Workshop: Evaluate Persuasive Speech, 222–223; Compare Media Coverage of Same Event, 1476–1477; also see: Debate, 476</p> <p><b>PH WC:</b> Evaluating a Speech, R31</p>
<p>OV.2.12.5 Critique relationships among purpose, audience, and content of presentations</p>		<p><b>PH Lit:</b> Communications Workshop: Evaluate Persuasive Speech, 222–223; Compare Media Coverage of Same Event, 1476–1477; also see: Debate, 476</p> <p><b>PH WC:</b> For related content see: Speeches, 173; Planning and Presenting a Speech, R30; Multimedia projects / presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267</p>

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<p>OV.2.12.6 Demonstrate attentive, reflective, critical, and empathetic listening skills to respond and interpret speaker's message</p>	<p>SL.3. Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.</p>	<p><b>PH Lit:</b> Evaluate Persuasive Speech, 222–223; Panel discussion, 227; Debate, 476; Interview, 707; Book talk, 1134; also see: Discussion, 14, 16, 91, 248, 250, 311, 476, 517, 728, 954, 993, 1134, 1153, 1162, 1433</p> <p><b>PH WC:</b> Participating in a Group Discussion, R29; Listening Critically to a Speech, R31; also see: Partner Talk, 7, 13, 15, 19, 20, 21, 23, 25, 37, 41, 47, 52, 55, 57, 58, 59, 70, 82, 87, 98, 110, 115, 124, 142, 162, 150, 167, 176, 188, 193, 202, 214, 219, 233, 235, 237, 241, 246, 251, 253, 259, 261, 263, 267</p>
<p><b>Strand: Oral and Visual Communication</b></p>		
<p><b>Standard 3: Media Literacy</b></p>		
<p><i>Students shall demonstrate knowledge and understanding of media as a mode of communication.</i></p>		
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<p><b>Grade 12</b></p>		
<p><b>Analyzing media</b></p>		
<p>OV.3.12.1 Analyze techniques used in political and product ads</p>		<p><b>PH Lit:</b> Communication Workshop: Political advertisement (non-print) analyze, 928–929</p> <p><b>PH WC:</b> For related content see: Advertisements, 19, 24, 139, 173</p>

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<b>Evaluating media credibility</b>		
OV.3.12.2 Use appropriate criteria to evaluate the impact of media on public opinion, trends, and beliefs	SL.2. Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.	<p><b>PH Lit:</b> Communication Workshop: Political advertisement (non-print) analyze, 928–929, Entertainment Media, analyze, 1108–1109, Media coverage of same event, analyze, 1476–1477</p> <p><b>PH WC:</b> For related content see: Newspaper articles, 17, 147; News interview script, 166–167</p>
<b>Strand: Writing</b>		
<b>Standard 4: Process</b>		
<i>Students shall employ a wide range of strategies as they write, using the writing process appropriately.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Prewriting</b>		
W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion	W.5. 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.	<p><b>PH Lit:</b> Writing Workshop: Prewriting, 215, 443, 695, 921, 1097, 1469; Writing Lesson: Prewriting, 66, 121, 136, 153, 197, 226, 262, 271, 280, 306, 341, 359, 377, 398, 418, 454, 492, 502, 538, 597, 627, 645, 663, 706, 706, 745, 754, 766, 794, 851, 865, 879, 894, 932, 975, 988, 1008, 1051, 1084, 1095, 1112, 1150, 1168, 1186, 1206, 1243, 1270, 1279, 1307, 1357, 1431</p> <p><b>PH WC:</b> Prewriting (planning), 32–34, 72–75, 87, 100–103, 115, 126–129, 141, 152–155, 167, 178–181, 193, 204–207, 219, 230–237, 251, 259, 260, 263, 267</p>

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<b>Prewriting</b>		
W.4.12.2 Communicate clearly the purpose of the writing	W.4. Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.	<p><b>PH Lit:</b> Writing Workshop: Choosing and Narrowing Your Topic, 215, 443, 695, 921, 1097, 1469</p> <p><b>PH WC:</b> Purpose, 24, 32, 73, 89, 101, 127, 153, 179, 182, 205, 231, 244, 257–269, 265, 266, 269, 261263,</p>
W.4.12.3 Write clear and varied sentences		<p><b>PH Lit:</b> Improving Sentences, 938; Sentence fluency, 1099, 1473; Sentence order, normal/inverted, 1339; also see: Grammar and Style Lesson: Using Coordinating Conjunctions, 67; Subordinating Conjunctions, 263; Grammar, Usage, and Mechanics Handbook: Sentence Structure, R60</p> <p><b>PH WC:</b> Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Sentences, varying, 404–405, 406</p>
W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	L.3. Make effective language choices.	<p><b>PH Lit:</b> Vivid language, use, 197, 341, 446, 663, 851; Sensory details, 306, 766; Figurative language, strengthen, 377, 766, 1472; Words/images/sounds, chart, 627; Key descriptions, expand, 696; Vivid language, use, 1186; Description, include, 1270; Sensory details/language, use, 1307, 1472; Descriptive language, use, 1472</p> <p><b>PH WC:</b> Examples, 16, 146, 155, 240; Evidence, 20, 146, 148, 154, 160, 168, 169, 172, 180, 181, 186, 192, 194, 195, 198, 201, 206, 209, 210, 212, 213, 220, 221, 224, 226, 233, 258, 265; Descriptive essays, 14, 121; Word choice, 39, 41, 120</p>

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<p>W.4.12.5 Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p>		<p><b>PH Lit:</b> Audience/readers, remember, 262, 1470; also see: Arguments, anticipate/refute, 136, 418, 663, 745, 1051, 1243; Background information, review, 492, 502, 538, 794, 988, 1084, 1095, 1150, 1168, 1243, 1279, 1431</p> <p><b>PH WC:</b> Voice, in writing, 27, 58; also see: Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268; Word Bank, 67, 93, 121, 147, 173, 199, 225, 257; Word choice, 39, 41, 120</p>
<p>W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition</p>		<p><b>PH Lit:</b> Outline, develop, 538, 745, 794, 1168, 1243; Structure, use logical, 446; Structure, balance, 698; Organization, review, 894, 1100, 1472; also see: Writer's Toolbox: Organization, 447</p> <p><b>PH WC:</b> Paragraphs, 48, 50–52; Introductions / introductory paragraphs, 15, 53, 77, 80, 148, 156, 157, 158, 160, 166, 169, 182, 183, 183, 186, 195, 200, 208, 209, 209, 212, 230, 238, 244, 244; Conclusion / concluding paragraph, 15, 35, 53, 149, 157, 160, 169, 172, 182, 186, 195, 198, 208, 209, 212, 228, 230, 238, 244, 258; Transitions, 81, 83, 89, 109, 117, 135, 146, 157, 161, 169, 195, 213, 221, 255, 269</p>



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<b>Revising</b>		
<p>W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization</p>	<p>W.5. 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.</p>	<p><b>PH Lit:</b> Writing Workshop: Revising, 218, 446, 698, 924, 1100, 1472; Writing Lesson: Revising, 66, 121, 136, 153, 197, 262, 271, 280, 306, 341, 377, 398, 418, 492, 502, 538, 597, 627, 645, 663, 745, 754, 766, 794, 851, 865, 879, 879, 894, 975, 988, 1008, 1051, 1084, 1095, 1186, 1206, 1243, 1270, 1307, 1431</p> <p><b>PH WC:</b> Revising, 36–41, 37, 38–41, 78–81, 87, 106–109, 115, 132–135, 141, 158–161, 167, 184–187, 193, 210–213, 219, 242–245, 252, 259, 260, 263, 267, 561, 599</p>
<p>W.4.12.8 Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p>	<p>W.5. 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.</p>	<p><b>PH Lit:</b> Improving Sentences, 938; Sentence fluency, 1099, 1473; Sentence order, normal/inverted, 1339; also see: Grammar and Style Lesson: Using Coordinating Conjunctions, 67; Subordinating Conjunctions, 263; Grammar, Usage, and Mechanics Handbook: Sentence Structure, R60; also see: Writing Workshop: Revising, 218, 446, 698, 924, 1100, 1472</p> <p><b>PH WC:</b> Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Sentences, varying, 404–405, 406</p>

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<p>W.4.12.9 Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p>	<p>W.5. 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.</p>	<p><b>PH Lit:</b> Improving Sentences, 938; Sentence fluency, 1099, 1473; Sentence order, normal/inverted, 1339; also see: Grammar and Style Lesson: Using Coordinating Conjunctions, 67; Subordinating Conjunctions, 263; Grammar, Usage, and Mechanics Handbook: Sentence Structure, R60</p> <p><b>PH WC:</b> Basic Sentence Parts, 335, 336–342, 343–346, 347–354; Effective Sentences, 395, 396–397, 398–403, 404–406, 407–411, 412–414, 415–417, 418–420; also see: Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Sentences, varying, 404–405, 406</p>
<p>W.4.12.10 Evaluate how well questions of purpose, audience, and genre have been addressed</p>		<p><b>PH Lit:</b> Peer review, 218, 446, 597, 698, 924, 1100, 1186, 1472</p> <p><b>PH WC:</b> Peer feedback, 6, 81, 109, 187</p>
<p><b>Editing</b></p>		
<p>W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions</p>	<p>W.5. 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.</p> <p>L.3.a. Write and edit work so that it conforms to the guidelines in a style manual.</p>	<p><b>PH Lit:</b> Writing Workshop: Editing and Proofreading, 221, 449, 701, 927, 1475</p> <p><b>PH WC:</b> Editing, 42–45, 82–83, 87, 110–111, 115, 136–137, 141, 162–163, 167, 188–189, 193, 214–215, 219, 246–247, 253, 259, 260, 263, 267</p>

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<p>W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling</p>	<p>L.2. Observe conventions of capitalization, punctuation, and spelling. a. Observe the conventions concerning using hyphens to join words. b. Spell correctly.</p>	<p><b>PH Lit:</b> Punctuation Tip, 67; Spelling errors, 221, 449, 701, 1107, 1475; Proper Nouns and Titles, 927; Writer’s Toolbox: Punctuation, 1473; Parts of Speech: Proper Nouns, R58; Handbook: Capitalization, R63</p> <p><b>PH WC:</b> Spelling, 82, 110, 111, 136, 137, 162, 163, 188, 214, 215, 247, 257, 261; Punctuation, 82, 83, 137, 162, 163, 214, 215, 247, 257, 396, 397, 398, 401, 407, 410, 563–627; Capitalization, 111, 214, 215, 296, 407, 410, 543–562, 619; Spelling errors (word list), common, R17</p>
<b>Publishing</b>		
<p>W.4.12.13 Refine selected pieces frequently to publish for intended audiences and purposes</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><b>PH Lit:</b> Writing Workshop: Publishing and Presenting, 221, 449, 701, 927, 1107, 1475</p> <p><b>PH WC:</b> Publishing, 46–47, 58, 84, 87, 112, 115, 138, 141, 164, 167, 190, 193, 216, 219, 248, 253, 259, 260, 263, 267</p>
<p>W.4.12.14 Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations</p>		<p><b>PH Lit:</b> Reflecting on Your Writing &amp; Publishing and Presenting, 221, 449, 701, 927, 1107, 1475</p> <p><b>PH WC:</b> Portfolio, 7, 84, 112, 138, 248</p>

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<p>W.4.12.15 Use available technology for all aspects of the writing process</p>	<p>W.6. Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.</p>	<p><b>PH Lit:</b> For related content see: Writing Workshop: Multimedia Presentation, 920–927, Publishing and Presenting, 1475; also see: Essential Question Workshops: Multimedia Report/Presentation, 227, Annotated Film Database 455, Slideshow, 933, Documentary 1481; Research and Technology: Brochure, 248; Writing Lesson: Multimedia Presentation Plan, 627, 1365, Internet Publication, 701; also see: Writing Workshop: Publishing and Presenting, 221, 449, 701, 927, 1107, 1475</p> <p><b>PH WC:</b> Multimedia projects / presentations, 25, 85, 139, 165, 217, 249, 264, 266, 267; Writing for media, 24, 25, 86, 87, 114–115, 140–141, 166–167, 192–193, 218–219, 250, 251–253</p>

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<b>Strand: Writing</b>		
<b>Standard 5: Purposes, Topics, Forms, and Audiences</b>		
<i>Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Purposes and Audiences</b>		
W.5.12.1 Use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive assignments		<p><b>PH Lit:</b> Writing Workshop: Autobiographical narrative, 214–221, Persuasive essay, 442–449, Reflective essay, 694–701, Multimedia presentation, 920–927, Research: historical investigation, 1096–1107, Narration: short story, 1468–1475</p> <p><b>PH WC:</b> Memoir, 64–85; Realistic Fiction, 90–113; Exposition, 144–169; Response to Literature, 196–221; Research Writing, 222–255; also see: Writing for Assessment, 88–89, 168–169, 194–195, 268–269</p>

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<b>Topics and Forms</b>		
<p>W.5.12.2 Write expository compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> <li>• make distinctions between the relative value and significance of data, facts and ideas</li> <li>• employ visual aids when appropriate</li> </ul>	<p>W.2. Write informative/explanatory texts in which they:</p> <p>W.2. a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.</p> <p>W.2. b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.</p> <p>W.2. c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.</p> <p>W.2. d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.</p> <p>W.2. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</p>	<p><b>PH Lit:</b> Writing Workshop: Persuasive essay, 442–449 Reflective essay, 694–701 Research: historical investigation, 1096–1107; also see: Compare-and-contrast essay, 226, 271, 551, 909, 1021, 1215; Analytical essay, 291, 398, 1295; Biographical essay, 975, 1480</p> <p><b>PH WC:</b> Exposition, 144–169; Response to Literature, 196–221; Research Writing, 222–255; also see: Writing for Assessment: expository, 168–169, response to literature, 220–221, research, 254–255</p>

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<p>W.5.12.3 Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification</p>	<p>W.1. Write arguments in which they:</p> <p>W.1.c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>W.1.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience’s knowledge, values, and possible biases.</p>	<p><b>PH Lit:</b> Writing Workshop: Persuasive Essay, 442–449; Historical Investigation, 1096–1107; Writing Activities: Editorial, 32, 663; Persuasive Sermon, 136; Public Service Announcement, 514; Persuasive Speech, 745; Response to Literature, 1051; Position Statements, 233, 461, 939, 1487; also see: Informational Texts: rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295</p> <p><b>PH WC:</b> Rhetorical strategies, 230; also see: Rhetorical devices, 54–55, 77, 89, 105, 116, 117, 131, 146, 157, 169, 172, 183, 187, 195, 198, 209, 221, 221, 252, 255; Rhetorical questions, 116, 187; Rhetorical purpose, 213, 245</p>

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<p>W.5.12.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> <li>• structure ideas and arguments</li> <li>• clarify and defend positions with precise and relevant evidence</li> <li>• use specific rhetorical devices to support assertions</li> <li>• address readers' concerns, counterclaims, biases, and expectations</li> </ul>	<p>W.1. Write arguments in which they:</p> <p>W.1.a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced.</p> <p>W.1.b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.</p> <p>W.1.c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>W.1.d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.</p> <p>W.1. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.</p>	<p><b>PH Lit:</b> Writing Workshop: Persuasive Essay, 442–449; Historical Investigation, 1096–1107; Writing Activities: Editorial, 32, 663; Persuasive Sermon, 136; Public Service Announcement, 514; Persuasive Speech, 745; Response to Literature, 1051; Position Statements, 233, 461, 939, 1487</p> <p><b>PH WC:</b> Persuasion, 170–171, 172–173, 174–175, 176–177, 178–181, 182–182, 184–187, 188–189, 190, 191, 192–193, 194–195; Proposal, 262–263</p>



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<p>W.5.12.5 Write a variety of letters, including cover letters and letters of recommendation, that</p> <ul style="list-style-type: none"> <li>• follow a conventional format</li> <li>• address the intended audience</li> <li>• provide clear, purposeful information</li> <li>• use appropriate vocabulary, tone, and style</li> </ul>	<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><b>PH Lit:</b> Letter to the editor, 685; Letter of recommendation, 1095; Business Letter, R38</p> <p><b>PH WC:</b> Letters: to editors, 19, 173, to authors, 20, 199, friendly / business, 22, 555, 581, 591, R15</p>
<p>W.5.12.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets</p>		<p><b>PH Lit:</b> Soliloquy in blank verse, 377; Mock-heroic poem, 645; Poem, 1186; Parody in form of poem, 1399</p> <p><b>PH WC:</b> Poetry and Description, 118–119; Feature Assignment: Sonnet and Free Verse Poem, 120–121, 122–123, 124–125, 126–138, 142–143</p>
<p>W.5.12.7 Write responses to literature that</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas and viewpoints</li> <li>• analyze and evaluate the author’s use of stylistic devices</li> <li>• evaluate the impact of ambiguities, nuances, and complexities using evidence from the text</li> </ul>	<p>W.9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>W.9.a. Apply grades 11–12 reading standards to literature (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”).</p> <p>W.9.b. Apply grades 11–12 reading standards to literary nonfiction (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).</p>	<p><b>PH Lit:</b> Response to Literature, 153, 166, 280, 359, 418, 435, 454, 502, 538, 794, 809, 851, 894, 932, 1051, 1084, 1150, 1168, 1206, 1243, 1270, 1279, 1307; Essay, 359; Literary Analysis, 398; Annotated Bibliography, 1008</p> <p><b>PH WC:</b> Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221</p>

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W.5.12.8 Write on demand to a specified prompt within a given time frame	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><b>PH Lit:</b> Timed Writing, 75, 213, 291, 441, 461, 581, 603, 713, 817, 909, 939, 1027, 1070, 1119, 1295, 1459, 1487</p> <p><b>PH WC:</b> Writing for Assessment, 88–89, 168–169, 194–195, 268–269</p>
W.5.12.9 Write across the curriculum	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><b>PH Lit:</b> Research: historical investigation, 1096–1107; also see: Database, 455; Annotated filmography, 730; Documentary, 1481; Annotated bibliography, 1008; Magazine advertisement, 1443</p> <p><b>PH WC:</b> For related content see: Writing for media: script of fictional interview, 86, 87, movie script, 114–115, definition essay, 140–141, script for news interview, 166–167, evaluative essay, 192–193, music review, 218–219, summary of research reports, 250, 251–253</p>

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	<p>W.3. Write narratives in which they:</p> <p>W.3.a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.</p> <p>W.3. b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.</p> <p>W.3. c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.3.d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.</p> <p>W.3. e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>PH Lit:</b> Writing Workshop: Autobiographical narrative, 214–221, Narration: short story, 1468–1475; also see: Parable, 306; Biographical narrative plan, 492; Autobiographical narrative, 766</p> <p><b>PH WC:</b> Memoir, 64–85; Writing for Assessment: Narrative Nonfiction, 88–89; Realistic Fiction, 90–113; Writing for Assessment: Short Story, 116–117</p>

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<b>Strand: Writing</b>		
<b>Standard 6: Conventions</b>		
<i>Students shall apply knowledge of Standard English conventions in written work.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Sentence Formation</b>		
W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing		<p><b>PH Lit:</b> Improving Sentences, 938; Sentence fluency, 1099, 1473; Sentence order, normal/inverted, 1339; also see: Grammar and Style Lesson: Using Coordinating Conjunctions, 67; Subordinating Conjunctions, 263; Grammar, Usage, and Mechanics Handbook: Sentence Structure, R60</p> <p><b>PH WC:</b> Basic Sentence Parts, 335, 336–342, 343–346, 347–354; Effective Sentences, 395, 396–397, 398–403, 404–406, 407–411, 412–414, 415–417, 418–420; also see: Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Sentences, varying, 404–405, 406</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Usage</b>		
<p>W.6.12.2 Apply usage rules appropriately in all formal writing</p>	<p>L.1. Observe conventions of grammar and usage.                      L.1.a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.                      L.1.b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., Merriam-Webster's Dictionary of English Usage) as needed for guidance.</p>	<p><b>PH Lit:</b> Writing Workshop: Editing and Proofreading, 221, 449, 701, 927, 1475; also see: Grammar, Usage and Mechanics, 67, 154, 263, 419, 493, 503, 539, 755, 767, 795, 1009, 1085, 1151, 1169, 1207, 1339; Grammar, Usage and Mechanics Handbook, R58–R65  <b>PH WC:</b> Editing, 42–45, 82–83, 87, 110–111, 115, 136–137, 141, 162–163, 167, 188–189, 193, 214–215, 219, 246–247, 253, 259, 260, 263, 267; Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Verb Usage, 421–460; Pronoun Usage, 461–474; Agreement, 475–504; Using Modifiers, 505–518; Miscellaneous Problems in Usage, 519–542</p>
<b>Spelling</b>		
<p>W.6.12.3 Apply conventional spelling to all pieces</p>	<p>L.2.b. Spell correctly.</p>	<p><b>PH Lit:</b> Spelling errors, 221, 449, 701, 1107, 1475  <b>PH WC:</b> Spelling, 82, 110, 111, 136, 137, 162, 163, 188, 214, 215, 247, 257, 261; Spelling errors (word list), common, R17</p>
<b>Capitalization</b>		
<p>W.6.12.4 Apply conventional rules of capitalization in writing</p>	<p>L.2. Observe conventions of capitalization, punctuation, and spelling.</p>	<p><b>PH Lit:</b> Proper Nouns and Titles, 927; Parts of Speech: Proper Nouns, R58; Handbook: Capitalization, R63  <b>PH WC:</b> Capitalization, 111, 214, 215, 296, 407, 410, 543–562, 619</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Punctuation</b>		
W.6.12.5 Apply the punctuation rules appropriately in writing	L.2. Observe conventions of capitalization, punctuation, and spelling.	<p><b>PH Lit:</b> Writing Workshop: Editing and Proofreading, 221, 701, 927, 1107, 1475; also see: Punctuation Tip, 67; Writer's Toolbox: Punctuation, 1473; Handbook, R63–R64</p> <p><b>PH WC:</b> Punctuation, 82, 83, 137, 162, 163, 214, 215, 247, 257, 396, 397, 398, 401, 407, 410, 563–627</p>
	L.2. a. Observe the conventions concerning using hyphens to join words.	<b>PH WC:</b> Hyphens, with compound words, 295, 315, 606–607
<b>Strand: Writing</b>		
<b>Standard 7: Craftsmanship</b>		
<i>Students shall develop personal style and voice as they approach the craftsmanship of writing.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Purposefully shaping and controlling language</b>		
W.7.12.1 Use figurative language effectively with emphasis on extended metaphor		<p><b>PH Lit:</b> Figurative language, strengthen, 377, 766, 1472</p> <p><b>PH WC:</b> Figurative language, 55, 122, 129</p>
W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest		<p><b>PH Lit:</b> Improving Sentences, 938; Sentence fluency, 1099, 1473; Sentence order, normal/inverted, 1339; also see: Grammar and Style Lesson: Using Coordinating Conjunctions, 67; Subordinating Conjunctions, 263; Grammar, Usage, and Mechanics Handbook: Sentence Structure, R60</p> <p><b>PH WC:</b> Sentence structures, 52, 66, 92, 110, 111, 146, 149, 160, 162, 163, 169, 172, 189, 195, 198, 224; Effective Sentences, 395, 396–397, 398–403, 404–406, 407–411, 412–414, 415–417, 418–420; also see: Basic Sentence Parts, 335, 336–342, 343–346, 347–354</p>

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<p>W.7.12.3 Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments</p>		<p><b>PH Lit:</b> Writing Workshop: Autobiographical narrative, 214–221, Persuasive essay, 442–449, Reflective essay, 694–701, Multimedia presentation, 920–927, Research: historical investigation, 1096–1107, Narration: short story, 1468–1475</p> <p><b>PH WC:</b> Memoir, 64–85; Realistic Fiction, 90–113; Exposition, 144–169; Response to Literature, 196–221; Research Writing, 222–255; also see: Writing for Assessment, 88–89, 168–169, 194–195, 268–269</p>
<p>W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing</p>		<p><b>PH Lit:</b> Structure, use logical, 446; Writer's Toolbox: Organization, 447; Structure, balance, 698; Organization, review, 894, 1100, 1472; Transition words, use, 988; Transitions, clarify, 922</p> <p><b>PH WC:</b> Organization, 56, 76, 78, 102, 104, 146, 148, 156, 158, 160, 169, 172, 181, 182, 184, 185, 186, 192, 195, 195, 208, 209, 210, 212, 221, 234, 234, 238, 251, 259, 261–263, 265, 267, 269; Transitions, 81, 83, 89, 109, 117, 135, 146, 157, 161, 169, 195, 213, 221, 255, 269; Sequential events, expressing, 444–447, 448–450</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<p>W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing</p>		<p><b>PH Lit:</b> Elaboration, provide, 216, 444, 696, 922, 1098, 1470; also see; Supporting details/evidence, add, 745, 794, 1206, 1243, 1279; Organization, review, 894, 1100, 1472; Evidence and support, ensure, 975</p> <p><b>PH WC:</b> Ideas: developing, 27, 57, for poetry and description, 128, in response to literature, 209; Controlling idea, 131, 132, 200, 201, 210, 234; also see: Mentor Texts, 68–69–69, 94–95–97, 122–123–123, 148–149–149, 174–175–175, 200–201</p>
<p>W.7.12.6 Balance concrete and commentary information within a piece</p>		<p><b>PH Lit:</b> Supporting details/evidence, add, 745, 794, 1206, 1243, 1279; Organization, review, 894, 1100, 1472; Evidence and support, ensure, 975; also see: Arguments, anticipate/refute, 136, 418, 663, 745, 1051, 1243; Opinions, support with facts, 447; Analysis, support, 454, 706; Examples, use, 745; Opinion, defend, 1431</p> <p><b>PH WC:</b> Examples, 16, 146, 155, 240; Evidence, 20, 146, 148, 154, 160, 168, 169, 172, 180, 181, 186, 192, 194, 195, 198, 201, 206, 209, 210, 212, 213, 220, 221, 224, 226, 233, 258, 265</p>



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<p>W.7.12.7 Use precise word choices that convey specific meaning</p>		<p><b>PH Lit:</b> Vivid language, use, 197, 341, 446, 663, 851; Sensory details, 306, 766; Figurative language, strengthen, 377, 766, 1472; Words/images/sounds, chart, 627; Key descriptions, expand, 696; Vivid language, use, 1186; Description, include, 1270; Sensory details/language, use, 1307, 1472; Descriptive language, use, 1472</p> <p><b>PH WC:</b> Word choice, 39, 41, 120; Figurative language, 55, 122, 129</p>
<p>W.7.12.8 Personalize writing to convey voice in formal and informal pieces</p>		<p><b>PH Lit:</b> Formal language, use, 1095; also see: Vivid language, use, 197, 341, 446, 663, 851; Sensory details, 306, 766; Figurative language, strengthen, 377, 766, 1472; Words/images/sounds, chart, 627; Key descriptions, expand, 696; Vivid language, use, 1186; Description, include, 1270; Sensory details/language, use, 1307, 1472; Descriptive language, use, 1472</p> <p><b>PH WC:</b> Voice, in writing, 27, 58</p>

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<p>W.7.12.9 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p>		<p><b>PH Lit:</b> Writing Workshop: Autobiographical narrative, 214–221, Narration: short story, 1468–1475; also see: Parable, 306; Biographical narrative plan, 492; Autobiographical narrative, 766</p> <p><b>PH WC:</b> Characters: in narrative nonfiction, 66, 69, 77, 89, 143, in fiction narration, 92, 94, 102, 103, 105, 114, 117; Point of view (viewpoint): in analytical essays, 157, in persuasive writing, 174, 180, 181, 186, 195, 221, in research writing, 224, 231, 240, in workplace writing, 258, 261–263, 266, 267, 269; Style, 172, 181, 183, 186, 221</p>
<p>W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples</p>		<p><b>PH Lit:</b> Arguments, anticipate/refute, 136, 418, 663, 745, 1051, 1243; Rhetorical devices, use, 444; Opinions, support with facts, 447; Analysis, support, 454, 706; Supporting details/evidence, add, 745, 794, 1206, 1243, 1279; Opinion, defend, 1431</p> <p><b>PH WC:</b> Persuasion, 170–195; also see: Examples, 16, 146, 155, 240; Evidence, 20, 146, 148, 154, 160, 168, 169, 198, 201, 206, 209, 210, 212, 213, 220, 221, 224, 226, 233, 258, 265</p>
<p>W.7.12.11 Critique professional and peer writing for consistency of style</p>		<p><b>PH Lit:</b> Peer review, 218, 446, 597, 698, 924, 1100, 1186, 1472; also see: Book talk, 1134</p> <p><b>PH WC:</b> Peer feedback, 6, 81, 109, 187; Rubrics, 28–29, 37, 83, 111, 137, 163, 189, 215, 247; Mentor Texts, 68–69, 94–97, 122–123, 148–149, 174–175, 200</p>

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<b>Strand: Reading</b>		
<b>Standard 9: Comprehension</b>		
<i>Students shall apply a variety of strategies to read and comprehend printed material.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Literal and inferential understanding</b>		
R.9.12.1 Connect own background knowledge to recognize and analyze personal biases brought to a text with an emphasis on gender and national origin		<p><b>PH Lit:</b> Background knowledge, apply, 1340, 1343, 1346, 1352, 1356, 1358</p> <p><b>PH WC:</b> Response to Literature: What Do You think?, 197; Consider and Discuss, 204; also see: Learn From Experience, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Use a Reader’s / Writer’s Eyes, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226–227</p>
R.9.12.2 Challenge or defend use of writer’s diction and style		<p><b>PH Lit:</b> Style, 652, 702, 1366, 1376, 1388, 1390, 1393, 1396, 1399; Diction, 779, 792, 1366, 1376</p> <p><b>PH WC:</b> For related content see: Learn From Experience, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Use a Reader’s Eye, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226</p>

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R.9.12.3 Evaluate and select individualized strategies to support active reading and engagement		<p><b>PH Lit:</b> Paraphrasing, 42, 45, 48, 51, 52, 53, 58, 61, 65, 309, 668, 670, 880, 883, 887, 888, 893; Clarity of meaning, analyze, 82, 85, 86, 89, 342, 343, 350, 353, 358; Comprehension, repair, 95, 98, 106, 108, 112, 115, 120, 123, 126, 127, 128, 130, 135, 588, 592, 596, 852, 856, 864, 1191, 1193, 1203, 1204; Context clues, check, 137, 140, 141, 143, 145, 151</p> <p><b>PH WC:</b> For related content see: Learn From Experience, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Use a Reader’s Eye, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226</p>

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<p>R.9.12.4 Analyze and evaluate how works of a given period reflect author’s background, historical events, and cultural influences</p>		<p><b>PH Lit:</b> Historical context, understand, 18, 28, 32, 679; Historical writing, 82, 85, 88, 89; Comparing Literary Works: Frame stories across cultures, 156; Relate to historical period, 558, 566, 1043, 1154, 1156, 1158, 1167; Understand historical period, 779, 782, 784, 792; Cultural conflict, 1316, 1319, 1330, 1337; Knowledge of history, apply, 1340, 1343, 1346, 1350, 1351, 1352, 1355, 1356; also see: Snapshot of the period, 2–3, 236–237, 464–465, 716–717, 942–943, 1122–1123; Historical and Literary Background, 4–13, 238–247, 466–475, 718–727, 944–953, 1124–1133; Essential Questions of the Literary Period, 14, 248, 476, 728, 954, 1134; Literary History, 90–91, 155–156, 310–311, 516–517, 540–541, 796–797, 992–993, 1010–1011, 1152–1153, 1160–1161, 1208–1209, 1432–1433, 1460–1461</p> <p><b>PH WC:</b> For related content see: Mentor Texts, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201</p>
<p>R.9.12.5 Draw inferences from multiple selections and author’s (including conclusions, generalizations, and predictions) and support them with text evidence</p>	<p>R-L.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 things uncertain.</p> <p>R-IT.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 things uncertain.</p>	<p><b>PH Lit:</b> Inferences, draw/support, 300, 305, 1272, 1278</p> <p><b>PH WC:</b> Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221–216</p>

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R.9.12.6 Suspend personal biases in approaching texts		<p><b>PH Lit:</b> Response to Literature, 153, 166, 280, 359, 418, 435, 454, 502, 538, 794, 809, 851, 894, 932, 1051, 1084, 1150, 1168, 1206, 1243, 1270, 1279, 1307; Essay, 359; Literary Analysis, 398; Annotated Bibliography, 1008</p> <p><b>PH WC:</b> Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221</p>
<b>Summary and Generalization</b>		
R.9.12.7 Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details	<p>R-L.2. Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>R-L.5. Analyze how an author’s choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.</p> <p>R-IT.2. Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.</p> <p>R-IT.3. Analyze in detail an author’s ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger portions of a text.</p> <p>R-IT.5. Analyze how an author’s choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.</p>	<p><b>PH Lit:</b> Paraphrasing, 42, 45, 48, 51, 52, 53, 58, 61, 65, 309, 668, 670, 880, 883, 887, 888, 893; Summarize, 168, 172, 176, 181, 183, 186, 189, 194, 196, 282, 283, 289, 291, 1366, 1370, 1376; Text structure, analyze, 272, 279, 378, 381, 391, 392, 397, 552, 557; Cause-and-effect relationships, 360, 363, 365, 367, 370, 376, 1218, 1222, 1225, 1227, 1228, 1233, 1238, 1239, 1242</p> <p><b>PH WC:</b> For related Content: Learn From Experience, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Use a Reader’s / Writer’s Eyes, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226–227</p>

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<b>Analysis and Evaluation</b>		
R.9.12.8 Investigate both the features and the rhetorical devices of different policy statements, speeches, debates, or other public documents and the ways in which authors use those features and devices		<p><b>PH Lit:</b> Informational Texts: digital reference tools: speech, eyewitness account, 282–290, diary, policy statement, 568–581, government report, travel guide, 810–817, parliamentary debate, letters, 896–909, speech, government memorandum, 1284–1295</p> <p><b>PH WC:</b> For related content see: Op-Ed Piece, 174–175, 176–177</p>
R.9.12.9 Evaluate the effect of point of view on elements of text (e.g., tone, theme, and purpose, etc.)		<p><b>PH Lit:</b> Point of view, 588, 591, 593, 596, 1191, 1194, 1195, 1244, 1252, 1257, 1258, 1269</p> <p><b>PH WC:</b> For related content see: Point of view (viewpoint): in analytical essays, 157, in persuasive writing, 174, 180, 181, 186, 195, 221, in research writing, 224, 231, 240, in workplace writing, 258, 261–263, 266, 267, 269</p>
R.9.12.10 Challenge or defend author’s use of fallacies		<p><b>PH Lit:</b> Logical fallacies, 223, 928; also see: Persuasive techniques, 222, 910, 929, 1062; Rhetorical questions, 223, 451; Informational Texts: evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295</p> <p><b>PH WC:</b> For related content see: Rhetorical devices, 54–55, 77, 89, 105, 116, 117, 131, 146, 157, 169, 172, 183, 187, 195, 198, 209, 221, 221, 252, 255; Rhetorical strategies, 230; Rhetorical language, R30</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.9.12.11 Defend and justify a position using concepts gained from reading	R-IT.8. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.  R-IT.9. Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.	<b>PH Lit:</b> Panel discussion, 227; Debate, 476; Book talk, 1134; also see: Discussion, 14, 16, 91, 248, 250, 311, 476, 517, 728, 954, 993, 1134, 1153, 1162, 1433  <b>PH WC:</b> For related content see: Op-Ed Piece, 174–175, 176–177
R.9.12.12 Analyze and evaluate the effects of rhetorical devices		<b>PH Lit:</b> Rhetorical questions, 223, 451; Informational Texts: rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295  <b>PH WC:</b> Rhetorical strategies, 230; also see: Rhetorical devices, 54–55, 77, 89, 105, 116, 117, 131, 146, 157, 169, 172, 183, 187, 195, 198, 209, 221, 221, 252, 255; Rhetorical questions, 116, 187; Rhetorical purpose, 213, 245
R.9.12.13 Analyze and evaluate the author’s use of tone, diction, and syntax such as anaphora and inversion		<b>PH Lit:</b> For related content see: Tone, 696, 702, 1272, 1275, 1278; Diction, 779, 792, 1366, 1376



Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.9.12.14 Evaluate the credibility of information sources, including how the writer’s motivation affects that credibility		<p><b>PH Lit:</b> Informational Texts: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, 568–581; Evaluate reliability of sources for oral research report, 707; Sources, list/evaluate, 879; Sources, evaluate for reliability, 1008; also see: Historical investigation: Handle sources well, 1098, Facts to be cited, 1102</p> <p><b>PH WC:</b> Research Writing: Evaluate Your Sources, 232; Careful Note-taking matters, 235; Provide and Document Evidence, 240</p>
	R-L.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).	<p><b>PH Lit:</b> Response to Literature, 153, 166, 280, 359, 418, 435, 454, 502, 538, 794, 809, 851, 894, 932, 1051, 1084, 1150, 1168, 1206, 1243, 1270, 1279, 1307; Essay, 359; Literary Analysis, 398; Annotated Bibliography, 1008</p> <p><b>PH WC:</b> For related content see: Response to Literature, 196–197; Forms of Interpretive Response, 198–199; Featured Assignment: Response to Literature Essay, 200–201, 202–203, 204–216, 220–221</p>
	R-L.9. Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).	<p><b>PH Lit:</b> The Changing Tragic Hero, 420–422; also see: Contemporary Connection: <i>Beowulf</i>: From Ancient Epic to Graphic Novel, 76, Victorian Themes Past and Present, 1060; Literary History: The epic, 540, Making "darkness visible": Milton's epic ambition, 516, Curious workshop of Charles Dickens: making myths, 992; World Literature Connection: Greek anthology, 1081, Renewing the literary tradition, 531</p>

Correlated to:

Arkansas English Language Arts Curriculum Frameworks Grade 12

Common Core Curriculum *draft*

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
	<p>R-L.10. In grade 11, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. In grade 12, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.</p>	<p><b>PH Lit:</b> Independent Reading, 225, 453, 705, 931, 1111, 1479</p>
	<p>R-IT.4. Interpret 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 faction in Federalist No. 10 and No. 51).</p>	<p><b>PH Lit:</b> Author's arguments, outline, 1462, 1464, 1467; also see: Clarity of meaning, analyze, 82, 85, 86, 89; Informational Texts: summarizing, restating main ideas, 282–291, evaluate author's purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295</p>
	<p>R-IT.6. Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., The Federalist, landmark U.S. Supreme Court majority opinions and dissents).</p>	<p><b>PH Lit:</b> Critical Commentary, 15, 36, 68, 122, 217, 249, 314, 356, 399, 445, 477, 535, 686, 697, 729, 756, 789, 923, 955, 1005, 1052, 1101, 1135, 1201, 1416; also see: Comparing Literary Works, 18, 32, 156, 196, 212, 252, 261, 270, 290, 296, 305, 421, 435, 480, 541, 551, 558, 566, 580, 662, 662, 662, 676, 732, 744, 753, 753, 779, 792, 797, 809, 850, 852, 864, 878, 893, 908, 919, 987, 1011, 1069, 1083, 1094, 1209, 1215, 1365</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
	R-IT.7. Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.	<p><b>PH Lit:</b> Research and Technology, 14, 227, 248, 455, 707, 728, 730, 933, 954, 1113, 1461, 1481</p> <p><b>PH WC:</b> For related content see: Op-Ed Piece, 178–191; also see: Research Writing: Evaluate Your Sources, 232; Careful Note-taking matters, 235; Provide and Document Evidence, 240</p>
<b>Strand: Reading</b>		
<b>Standard 10: Variety of Text</b>		
<i>Students shall read, examine, and respond to a wide range of texts.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Practical Texts</b>		
R.10.12.1 Read across the curriculum a variety of such practical texts as advertisements, warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, and contracts		<p><b>PH Lit:</b> Informational Texts: digital reference tools: transit map and schedule, annual report, 598–603, technical documents: technical article, press release, 1454–1459–1213</p> <p><b>PH WC:</b> For related content see: Procedural texts, 23, 257, 266–267, 268</p>
R.10.12.2 Evaluate clarity and accuracy of information in practical texts		<p><b>PH Lit:</b> Informational Texts: evaluate information from text features, 598–603, analyze cause-and-effect relationships, 1454–1459</p> <p><b>PH WC:</b> For related content see: Procedural texts, 23, 257, 266–267, 268 –267</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Poetry</b>		
<p>R.10.12.3 Read a variety of poetry, including free and formal verse and narrative and lyric poetry</p>	<p>R-L.4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.</p>	<p><b>PH Lit:</b> Focus on Literary Forms: Lyric poetry, 774–775; also see: Figurative language, 223, 451, 774, 852; Sonnet, 252; English/Shakespearean, 272, 1410; Italian/Petrarchan, 521; Defining Lyric Poetry, 774–775; Poetic sound devices, 818, 821, 823, 828, 830, 832, 834, 835, 837, 841, 848, 850; End–stopped line, 976, 987; Meter, 1090, 1094, 1400, 1403, 1404, 1405, 1409; Free verse, 1388, 1400; also see: Comparing Literary Works: Elegy, 18, 32, Sonnet sequences, 252, 261, Pre–romantic poetry, 676, Lyric poetry, 797, 809, Imagery, 878, Odes, 893</p> <p><b>PH WC:</b> Poetry and Description: Mentor Text, 122–123–123, Student Model, 124–125–125</p>
<p>R.10.12.4 Evaluate the effectiveness of an author’s use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices</p>	<p>R-L.4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.</p>	<p><b>PH Lit:</b> Figurative language, 223, 451, 774, 852; Poetic sound devices, 818, 821, 823, 828, 830, 832, 834, 835, 837, 841, 848, 850; End–stopped line, 976, 987; Meter, 1090, 1094, 1400, 1403, 1404, 1405, 1409; Free verse, 1388, 1400</p> <p><b>PH WC:</b> Poetry characteristics, 120, 122, 123, 125, 130; Poet’s Toolbox, 129; Poetic Conventions, 134</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.5 Analyze and compare characteristics of formal verse, including sonnets, sestinas, and villanelles		<p><b>PH Lit:</b> Sonnet, 252; English/Shakespearean, 272, 1410; Italian/Petrarchan, 521; also see: Comparing Literary Works: Elegy, 18, 32, Sonnet sequences, 252, 261, Pre-romantic poetry, 676, Lyric poetry, 797, 809, Imagery, 878, Odes, 893</p> <p><b>PH WC:</b> Sonnet Characteristics, 120, 124, 130</p>
R.10.12.6 Evaluate traditional and contemporary works of poets from many cultures		<p><b>PH Lit:</b> Focus on Literary Forms: Lyric poetry, 774–775; also see: Figurative language, 223, 451, 774, 852; Sonnet, 252; English/Shakespearean, 272, 1410; Italian/Petrarchan, 521; Defining Lyric Poetry, 774–775; Poetic sound devices, 818, 821, 823, 828, 830, 832, 834, 835, 837, 841, 848, 850; End-stopped line, 976, 987; Meter, 1090, 1094, 1400, 1403, 1404, 1405, 1409; Free verse, 1388, 1400; also see: Comparing Literary Works: Elegy, 18, 32, Sonnet sequences, 252, 261, Pre-romantic poetry, 676, Lyric poetry, 797, 809, Imagery, 878, Odes, 893</p> <p><b>PH WC:</b> Mentor Text, 122–123–123; Student Model, 124–125–125</p>
R.10.12.7 Evaluate the effectiveness of the author’s use of persona		<p><b>PH Lit:</b> For related material see: Poetry: epic, 426, 526, 527, 529, 530, 533, metaphysical, 480, 487, 488, 489, lyric, 774, 792, 797, 809</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.8 Evaluate techniques poets use to evoke emotion in a reader	R-L.4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.	<p><b>PH Lit:</b> Figurative language, 223, 451, 774, 852; Sonnet, 252; Poetic sound devices, 818, 821, 823, 828, 830, 832, 834, 835, 837, 841, 848, 850; also see: Comparing Literary Works: Elegy, 18, 32, Pre-romantic poetry, 676, Lyric poetry, 797, 809, Imagery, 878</p> <p><b>PH WC:</b> Poetry characteristics, 120, 122, 123, 125, 130; Poet's Toolbox, 129; Poetic Conventions, 134</p>
R.10.12.9 Evaluate the effectiveness of word choice, tone, and voice	R-L.4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.	<p><b>PH Lit:</b> Figurative language, 223, 451, 774, 852;</p> <p><b>PH WC:</b> Figurative language: in poetry and description, 122, 123, 125, 129</p>
R.10.12.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing multiple selections and authors		<p><b>PH Lit:</b> Paraphrasing, 42, 45, 48, 51, 52, 53, 58, 61, 65, 309, 668, 670, 880, 883, 887, 888, 893</p> <p><b>PH WC:</b> For related content see: Mentor Text, 122–123–123; Student Model, 124—125–125</p>
<b>Drama</b>		
R.10.12.11 Read and critique dramatic selections from a variety of authors	R-L.7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)	<p><b>PH Lit:</b> Focus on Literary Forms: Drama, 308–309; Literary History, 310–311; Contemporary Commentary, 314–315; Author in Depth: Shakespeare, 316–319; “Macbeth,” 322–416; Comparing Tragedy Past and Present, 420–435</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.12 Evaluate stage, film, or television adaptations and interpretations of a drama	R-L.7. Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)	<b>PH Lit:</b> Contemporary Commentary, 314–315; Comparing Tragedy Past and Present, 420–435; Informational Texts: feature article, theater review, 436–441
R.10.12.13 Evaluate the effectiveness of an author's use of dramatic conventions		<b>PH Lit:</b> Focus on Literary Forms: Drama, 308–309; Literary History: The Elizabethan Theater, 310–311; Elizabethan drama, 325, 327, 328, 333, 334; Soliloquy, 321, 337, 340; Shakespearean tragedy, 400, 403, 404, 406, 407, 409, 411, 416; Dramatic monologue, 976, 980, 987; Dramatic structure, 1409; Comparing Tragedy Past and Present, 420–435
R.10.12.14 Analyze and evaluate the most effective elements of selected plays		<b>PH Lit:</b> Contemporary Commentary, 314–315; Elizabethan drama, 325, 327, 328, 333, 334; Soliloquy, 321, 337, 340; Dramatic irony, 360, 376; Shakespearean tragedy, 400, 403, 404, 406, 407, 409, 411, 416; Dramatic monologue, 976, 980, 987; Dramatic structure, 1409; Comparing Tragedy Past and Present, 420–435
R.10.12.15 Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect		<b>PH Lit:</b> Elizabethan drama, 325, 327, 328, 333, 334; Soliloquy, 321, 337, 340; Shakespearean tragedy, 400, 403, 404, 406, 407, 409, 411, 416; Dramatic monologue, 976, 980, 987; Dramatic structure, 1409; Comparing Tragedy Past and Present, 420–435; Theater of the Absurd, 1378

**Prentice Hall Literature, The British Tradition, © 2010**  
**Prentice Hall Writing Coach, Grade 12, ©2012**  
**Correlated to:**  
**Arkansas English Language Arts Curriculum Frameworks Grade 12**  
**Common Core Curriculum *draft***

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.16 Compare and contrast tragic heroes from various literary eras		<b>PH Lit:</b> Tragic hero, 421, 425, 435
<b>Literary and Content Prose</b>		
R.10.12.17 Read a variety of literary and content prose		<p><b>PH Lit:</b> Comparing Literary Works, 18, 32, 156, 196, 212, 252, 261, 270, 290, 296, 305, 421, 435, 480, 541, 551, 558, 566, 580, 662, 662, 662, 676, 732, 744, 753, 753, 779, 792, 797, 809, 850, 852, 864, 878, 893, 908, 919, 987, 1011, 1069, 1083, 1094, 1209, 1215, 1365; Focus on Literary Forms: Epic, 34–35, Drama, 308–309, Essay, 678–679, Lyric poetry, 774–775, Novel, 990–991, Short story, 1216–1217; Informational Texts, 70–75, 198–213, 282–290, 435–441, 568–580, 598–603, 810–817, 896–908, 1022–1027, 1284–1295, 1454–1459–1213</p> <p><b>PH WC:</b> Response to Literature, 196–221; – 216also see: Mentor Texts, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Models, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226–227</p>



Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<p>R.10.12.18 Evaluate the influence of historical context on the form, style, and point of view of a written work</p>		<p><b>PH Lit:</b> Historical context, understand, 18, 28, 32, 679; Historical writing, 82, 85, 88, 89; Comparing Literary Works: Frame stories across cultures, 156; Relate to historical period, 558, 566, 1043, 1154, 1156, 1158, 1167; Understand historical period, 779, 782, 784, 792; Cultural conflict, 1316, 1319, 1330, 1337; Knowledge of history, apply, 1340, 1343, 1346, 1350, 1351, 1352, 1355, 1356; also see: Snapshot of the period, 2–3, 236–237, 464–465, 716–717, 942–943, 1122–1123; Historical and Literary Background, 4–13, 238–247, 466–475, 718–727, 944–953, 1124–1133; Essential Questions of the Literary Period, 14, 248, 476, 728, 954, 1134; Literary History, 90–91, 155–156, 310–311, 516–517, 540–541, 796–797, 992–993, 1010–1011, 1152–1153, 1160–1161, 1208–1209, 1432–1433, 1460–1461</p> <p><b>PH WC:</b> For related content see: Mentor Texts, 68–69, 94–97, 122–123, 148–149, 174–175, 200–201; Student Models, 70–71, 98–99, 124–125, 150–151, 176–177, 202–203, 226–227</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.19 Compare and contrast the literary contributions of various cultures		<p><b>PH Lit:</b> The selections in Prentice Hall Literature represent the widest possible range of cultures, literary approaches, genres, and time periods in order to reflect the complexity of human experience. Some of the authors in the grade 9 text include: <i>Authors:</i> Matthew Arnold, 1041, 1042; Eavan Boland, 1373, 1374; Elizabeth Barrett Browning, 985, 986; Arthur C. Clarke, 1445, 1446, 1455; Charles Dickens, 994, 998; Anita Desai, 1135, 1135, 1416, 1416, 1419, 1420, 1471; Nadine Gordimer, 1341, 1342; Nick Hornby, 1463, 1464; Doris Lessing, 1327, 1328; V. S. Naipaul, 1348, 1349; Richard Rodriguez, 477, 477, 686, 686, 689, 697; Derek Walcott, 1359, 1360, 1363</p>
R.10.12.20 Evaluate an author's use of literary devices		<p><b>PH WC:</b> Response to Literature, 196–221; – 216 also see: Poetry characteristics, 120, 122, 123, 125, 130; Poet's Toolbox, 129; Poetic Conventions, 134</p>
R.10.12.21 Evaluate the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology.	R-L.4. Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.	<p><b>PH Lit:</b> Figurative language, 223, 451, 774, 852</p> <p><b>PH WC:</b> For related content see: Figurative language: in poetry and description, 122, 123, 125, 129</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.10.12.22 Evaluate the significance of literary elements in a work		<p><b>PH Lit:</b> Response to Literature, 153, 166, 280, 359, 418, 435, 454, 502, 538, 794, 809, 851, 894, 932, 1051, 1084, 1150, 1168, 1206, 1243, 1270, 1279, 1307; Essay, 359; Literary Analysis, 398; Annotated Bibliography, 1008</p> <p><b>PH WC:</b> For related content see: Response to Literature, 196–221; –216also see: Poetry characteristics, 120, 122, 123, 125, 130; Poet’s Toolbox, 129; Poetic Conventions, 134</p>
R.10.12.23 Evaluate the impact of irony on text	R-L.6. Analyze an author’s use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.	<p><b>PH Lit:</b> Irony, 366, 376, 610, 614, 626, 1072, 1308, 1313, 1315, 1319, 1322, 1323, 1331, 1334, 1337</p> <p><b>PH WC:</b> Irony, 55, 81</p>
R.10.12.24 Analyze several of an author’s works that deal with a single issue		<p><b>PH Lit:</b> For related content see: Essential Questions of the Literary Period, 14, 248, 476, 728, 954, 1134; Critical Commentary, 15, 36, 68, 122, 217, 249, 314, 356, 399, 445, 477, 535, 686, 697, 729, 756, 789, 923, 955, 1005, 1052, 1101, 1135, 1201, 1416</p>
R.10.12.25 Evaluate the credibility of an author’s argument or defense		<p><b>PH Lit:</b> Author’s arguments, outline, 1462, 1464, 1467; also see: Clarity of meaning, analyze, 82, 85, 86, 89; Informational Texts: summarizing, restating main ideas, 282–291, evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295</p> <p><b>PH WC:</b> For related content see: Op-Ed Piece, 174–175, 176–177; also see: Rhetorical strategies, 230; Rhetorical purpose, 213, 245</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Strand: Reading</b>		
<b>Standard 11: Vocabulary, Word Study, and Fluency</b>		
<i>Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Word Study and Vocabulary</b>		
R.11.12.1 Recognize and apply specialized vocabulary		<p><b>PH Lit:</b> Vocabulary Workshop: Etymology: political science/history terms, 704, Etymology of science, medical, mathematical terms, 930, Idioms, 1110, Cognates and borrowed words, 1478; also see: The Changing English Language: Beginnings of English, 7, A Man of Fire-New Words, 241, No Harmless Drudge, He, 469, The Romantic Age, 723, Euphemisms: the Fig Leaves of Language, 949, Britspeak, A to Zed, 1129</p> <p><b>PH WC:</b> For related content see: Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268</p>
R.11.12.2 Analyze Greek, Latin, Anglo- Saxon and meaning and draw inferences		<p><b>PH Lit:</b> Roots, 66, 197, 280, 306, 359, 398, 417, 537, 627, 663, 704, 754, 793, 851, 879, 908, 908, 930, 1084, 1150, 1168, 1186, 1205, 1243, 1279, 1279, 1357, 1431; Suffixes, 121, 704, 745, 865, 930, 988; Prefixes, 136, 377, 492, 597, 704, 930, 1007, 1270</p> <p><b>PH WC:</b> For related content see: Prefixes, 522, 553, 556, 606; Suffixes, 556, 606</p>

Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
R.11.12.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to facilitate and extend learning	L.4.b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	<p><b>PH Lit:</b> Vocabulary Workshop: Dictionaries and other resources, 224; also see: Dictionary, 646, 650, 652, 662, 707</p> <p><b>PH WC:</b> Thesaurus tool, 39, 55; Word Bank (use a dictionary), 67, 93, 121, 147, 173, 199, 225, 257</p>
R.11.12.4 Interpret the connotative power of words		<p><b>PH Lit:</b> Connotation, Denotation, 152–767</p>
	L.4. Determine word meanings (based on grades 11–12 reading).	<p><b>PH Lit:</b> Vocabulary Development, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 704, 745, 754, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431</p> <p><b>PH WC:</b> For related content see: Word Bank, 67, 93, 121, 147, 173, 199, 225, 257; Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268</p>
	L.4.a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.	<p><b>PH Lit:</b> Multiple-meaning words, 152, 502, 894</p>

Correlated to:

Arkansas English Language Arts Curriculum Frameworks Grade 12

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	L.4.c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.	<p><b>PH Lit:</b> For related content see: Vocabulary Workshop: Etymology: political science/history terms, 704, Etymology of science, medical, mathematical terms, 930, Idioms, 1110, Cognates and borrowed words, 1478; also see: The Changing English Language: Beginnings of English, 7, A Man of Fire-New Words, 241, No Harmless Drudge, He, 469, The Romantic Age, 723, Euphemisms: the Fig Leaves of Language, 949, Britspeak, A to Zed, 1129</p>
	L.5. Understand word relationships.	<p><b>PH Lit:</b> Vocabulary in context: SAT: Critical Reading, Sentence Completion, 231, 459, 711, 937, 1117, SAT: Reading Comprehension, Sentence Completion, 1485</p> <p><b>PH WC:</b> For related content see: Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268</p>
	L.5.a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.	<p><b>PH Lit:</b> Vocabulary in context: SAT: Critical Reading, Sentence Completion, 231, 459, 711, 937, 1117, SAT: Reading Comprehension, Sentence Completion, 1485</p> <p><b>PH WC:</b> For related content see: Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268</p>

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	L.6. Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	<p><b>PH Lit:</b> Vocabulary Development, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 704, 745, 754, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431</p> <p><b>PH WC:</b> For related content see: Academic Vocabulary, 88, 116, 142, 168, 194, 220, 254, 268</p>
<b>Strand: Inquiring/Researching</b>		
<b>Standard 12: Research/Inquiry Process</b>		
<i>Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.</i>		
<i>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.</i>		
<b>Grade 12</b>		
<b>Accessing Information</b>		
IR.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic	W.7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.	<p><b>PH Lit:</b> Writing Lesson: Develop a Research Plan, 879; Research: Historical investigation: Research Preview, 1097</p> <p><b>PH WC:</b> Research Writing: Try It!, 225; Brainstorm and Browse, 230; Formulate Your Research Question, 231</p>
IR.12.12.2 Establish a focus for research and design a research plan to defend a position or prove/disprove a hypothesis	W.7. Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.	<p><b>PH Lit:</b> Writing Lesson: Develop a Research Plan, 879; Research: Historical investigation: Research Preview, 1097; Develop Thesis Statement, 1098</p> <p><b>PH WC:</b> Research Writing: Formulate Your Research Question, 231; Make a Research Plan, 232–233–233; Critique Your Research Process, 237</p>

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<p>IR.12.12.3 Access multiple sources using a variety of research tools with increasing proficiency</p>	<p>W.8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.</p>	<p><b>PH Lit:</b> Sources, list, 879; Use source and note cards, 1097; Handle sources well, 1098; Deciding what to cite, 1102; also see: Comparing primary sources, 212, 290, 580, 908, 1069, 1294; Primary source note-taking guide, 283, 569, 897, 1063, 1285; References/citations, include, 398, 418, 502, 754, 794; Relate literary work to primary sources, 1296, 1299</p> <p><b>PH WC:</b> Research Writing: Find Sources, 232; Distinguish Between Types of Sources, 233; Provide and Document Evidence, 240; Use Graphics and Illustrations, 241; Communicate Ideas in a Class Newspaper, 249</p>
<b>Evaluating Credibility and Identifying Relevant Information</b>		
<p>IR.12.12.4 Evaluate the credibility of authors and reliability of sources</p>	<p>W.8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task</p>	<p><b>PH Lit:</b> Informational Texts: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, 568–581, evaluate information from charts, graphs, illustrations, 810–817; also see: Evaluate sources for reliability, 1008</p> <p><b>PH WC:</b> Research Writing: Evaluate Your Sources, 232; Careful Note-taking matters, 235; Provide and Document Evidence, 240</p>



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IR.12.12.5 Evaluate ways to verify the accuracy and usefulness of information	W.8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task	<p><b>PH Lit:</b> Evaluate sources for reliability, 1008; Providing Elaboration, 1098; also see: Informational Texts: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, 568–581, evaluate information from charts, graphs, illustrations, 810–817</p> <p><b>PH WC:</b> Research Writing: Evaluate Your Sources, 232; Careful Note-taking matters, 235; Provide and Document Evidence, 240</p>
IR.12.12.6 Synthesize information from multiple primary and secondary sources	W.8. Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task	<p><b>PH Lit:</b> Sources, list, 879; Use source and note cards, 1097; Handle sources well, 1098; Deciding what to cite, 1102; also see: Comparing primary sources, 212, 290, 580, 908, 1069, 1294; Primary source note-taking guide, 283, 569, 897, 1063, 1285; References/citations, include, 398, 418, 502, 754, 794; Relate literary work to primary sources, 1296, 1299</p> <p><b>PH WC:</b> Research Writing: Find Sources, 232; Distinguish Between Types of Sources, 233; Provide and Document Evidence, 240; Use Graphics and Illustrations, 241; Communicate Ideas in a Class Newspaper, 249</p>
IR.12.12.7 Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism		<p><b>PH Lit:</b> Providing Appropriate Citations, 1102–1103; Works-Cited List, 1107; Cite Supporting Details, 1279, 1431; Citing Sources and Preparing Manuscript, R21–R23; also see: Annotated Bibliography, 879, 1008, 1461</p> <p><b>PH WC:</b> Plagiarism, 235, 252; also see: Summarizing, Paraphrasing, 234, 235, 246, 251, 262, 265</p>

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Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<b>Interpreting and Presenting Information</b>		
IR.12.12.8 Organize information and use a style manual such as MLA or APA to create		<p><b>PH Lit:</b> Providing Appropriate Citations, 1102–1103; Works-Cited List, 1107; Cite Supporting Details, 1279, 1431; Citing Sources and Preparing Manuscript, R21–R23; also see: Annotated Bibliography, 879, 1008, 1461</p> <p><b>PH WC:</b> MLA style for listing: in persuasive writing, 172, 183, 184, 186, 195, in research writing, 224, 232–234, 237, 246, 251, 255, 265, 269, R16</p>
<ul style="list-style-type: none"> <li>• Note cards or other note taking forms</li> </ul>		<p><b>PH Lit:</b> Use source and note cards, 1097; Handle sources well, 1098; Deciding what to cite, 1102; also see: Primary source note-taking guide, 283, 569, 897, 1063, 1285</p> <p><b>PH WC:</b> Research Report: Collect and Organize Your Data, 234, Note-Taking Matters, 235</p>
<ul style="list-style-type: none"> <li>• Formal outline</li> </ul>		<p><b>PH Lit:</b> For related content see: Research: Organizational Plan, 1098; Organize Ideas Effectively, 1100</p> <p><b>PH WC:</b> Outline for Success: informational research reports, 238; also see: Outlines, 566, R26</p>
<ul style="list-style-type: none"> <li>• Works cited page or resource sheet</li> </ul>		<p><b>PH Lit:</b> Providing Appropriate Citations, 1102–1103; Works-Cited List, 1107; Cite Supporting Details, 1279, 1431; Citing Sources and Preparing Manuscript, R21–R23; also see: Annotated Bibliography, 879, 1008, 1461</p> <p><b>PH WC:</b> MLA style for listing: in persuasive writing, 172, 183, 184, 186, 195, in research writing, 224, 232–234, 237, 246, 251, 255, 265, 269, R16</p>

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Arkansas Curriculum Framework	Common Core Curriculum- <i>Draft</i>	Pages and Resources
<ul style="list-style-type: none"> <li>• Thesis statement</li> </ul>		<p><b>PH Lit:</b> Research Report: Develop Thesis Statement, 1098</p> <p><b>PH WC:</b> Research Report: Formulate Your Research Question, 230, 231</p>
<ul style="list-style-type: none"> <li>• Parenthetical citations within text</li> </ul>		<p><b>PH Lit:</b> Providing Appropriate Citations, 1102–1103</p> <p><b>PH WC:</b> Parenthetical citations, 237</p>
<ul style="list-style-type: none"> <li>• Title page or style heading</li> </ul>		<p><b>PH Lit:</b> Student Model, 1104–1106; Citing Sources and Preparing Manuscript, R21–R23</p> <p><b>PH WC:</b> For related content see: MLA style for listing: in persuasive writing, 172, 183, 184, 186, 195, in research writing, 224, 232–234, 237, 246, 251, 255, 265, 269, R16</p>
<p>IR.12.12.9 Summarize, paraphrase, and/or quote relevant information</p>		<p><b>PH Lit:</b> Use source and note cards, 1097; Handle sources well, 1098; Deciding what to cite, 1102; also see: Primary source note-taking guide, 283, 569, 897, 1063, 1285</p> <p><b>PH WC:</b> Plagiarism, 235, 252; also see: Summarizing, Paraphrasing, 234, 235, 246, 251, 262, 265</p>
<p>IR.12.12.10 Create a formal research paper</p>		<p><b>PH Lit:</b> Writing Workshop: Historical Investigation, 1096–1107; Writing Lesson: Biographical Narrative, 492, Develop a Research Plan, 879, Annotated Bibliography, 1008; Citing Sources and Preparing Manuscript, R21–R23</p> <p><b>PH WC:</b> Research Writing, 222–223, 224–225, 226–227, 228–229, 230–237, 238–241, 242–245, 246–247, 248, 249, 250–253, 254–255–255</p>
<p>reference: <a href="http://arkedu.state.ar.us/pdf/ELA%20Framework%202003.pdf">http://arkedu.state.ar.us/pdf/ELA%20Framework%202003.pdf</a></p>		