

ELA.12.R.1 Reading Prose and Poetry

Literary Elements

Benchmark Clarifications

- Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.
- Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
 - Layer 1) the literal level, what the words actually mean
 - Layer 2) mood, those feelings that are evoked in the reader
 - Layer 3) tone, the author’s attitude
 - Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred)
- Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.
- Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.1.1: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p>	<p>Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The Orphan Master’s Son by Adam Johnson (excerpt/fiction)</i> Second Read: Analyzing Narrative Structure—pp. 16–17 Third Read: Considering Imagery—pp. 17–19 <p>Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87</p> <ul style="list-style-type: none"> ▪ <i>The Glass Castle by Jeannette Wells (excerpt/memoir)</i> First Read: Analyzing the Portrayal of Characters—pp. 88–91 <p>Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140</p> <ul style="list-style-type: none"> ▪ <i>Frankenstein by Mary Shelley (excerpt/fiction)</i> First Read: Characterization and Conflict—pp. 141–149 Third Read: Analyzing Plot and Structure—pp. 152–154 <p>Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164</p> <ul style="list-style-type: none"> ▪ <i>“For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry)</i> ▪ <i>“Pretty” by Katie Makkai (excerpt/poetry)</i> <p>First Read: Interpreting Language and Tone—pp. 165–168 Second Read: Recognizing a Shift in Tone—pp. 169–170</p> <p>Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>Giving up the Ghost by Hilary Mantel (excerpt/memoir)</i> ▪ <i>“Tell Me I’m Fat” by Elna Baker (excerpt/memoir)</i> <p>First Read: Identifying the Author’s Point of View—pp. 202–207 Second Read: Analyzing an Author’s Style—pp. 207–208 Third Read: Comparing Authors’ Styles—pp. 209–215</p> <p>Chapter 11 Understanding Setting and Conflict Preview Concepts/Chapter Goals/Making Connections—pp. 236–237</p> <ul style="list-style-type: none"> ▪ <i>Lord of the Flies by William Golding (excerpt/novel)</i> <p>First Read: Evaluating the Social Context of Setting—pp. 238–243 Second Read: Identifying Conflict—pp. 244–245 Third Read: Analyzing Author’s Craft—pp. 246–247</p> <p>Chapter 20 Analyzing Complex Plot Structures Preview Concepts/Chapter Goals/Making Connections—pp. 420–421</p> <ul style="list-style-type: none"> ▪ <i>The Book of Unknown Americans by Cristina Henríquez (excerpt/novel)</i> <p>First Read: Evaluating the Impact of Setting—pp. 422–431 Second Read: Analyzing Characters’ Moral Dilemmas—pp. 432–434 Third Read: Analyzing Points of View—pp. 435–439</p>

ELA.12.R.1 Reading Prose and Poetry

Theme

Benchmark Clarifications

- Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.
- Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

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<p>ELA.12.R.1.2: Analyze two or more themes and evaluate their development throughout a literary text.</p>	<p>Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The Orphan Master’s Son</i> by Adam Johnson (excerpt/fiction) <p>First Read: Determining Theme—pp. 10–15</p> <p>Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46</p> <ul style="list-style-type: none"> ▪ “<i>The Love Song of J. Alfred Prufrock</i>” by T. S. Eliot (excerpt/poetry) ▪ “<i>Song of Myself</i>” by Walt Whitman (excerpt/poetry) <p>First Read: Determining Themes—pp. 47–54</p> <p>Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140</p> <ul style="list-style-type: none"> ▪ <i>Frankenstein</i> by Mary Shelley (excerpt/fiction) <p>Second Read: Determining Theme—pp. 149–151</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253</p> <ul style="list-style-type: none"> ▪ <i>The Merchant of Venice</i> by William Shakespeare (excerpt/play) ▪ “<i>Justice</i>” by Paul Laurence Dunbar (excerpt/poem) ▪ “<i>Shakespeare</i>” by Vachel Lindsay (excerpt/poem) <p>First Read: Identifying Key Ideas—pp. 254–257 Second Read: Analyzing Author’s Word Choice—pp. 257–258 Third Read: Comparing Treatments of Themes—pp. 258–260</p> <p>Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339</p> <ul style="list-style-type: none"> ▪ <i>The Night Thoreau Spent in Jail</i> by Jerome Lawrence and Robert E. Lee (excerpt/play) ▪ <i>Walden</i> by Henry David Thoreau (excerpt/memoir) <p>Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376</p> <ul style="list-style-type: none"> ▪ <i>Looking Backward</i> by Edward Bellamy (excerpt/novel) ▪ “<i>Statement to the Court</i>” by Eugene Victor Debs (excerpt/speech) ▪ <i>Socialism</i> (encyclopedia article) <p>Third Read: Connecting Themes—pp. 387–390</p>

ELA.12.R.1 Reading Prose and Poetry

Perspective and Point of View

Benchmark Clarifications

- Clarification 1: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

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<p>ELA.12.R.1.3: Evaluate the development of character perspective, including conflicting perspectives.</p>	<p>Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87</p> <ul style="list-style-type: none"> <i>The Glass Castle by Jeannette Wells (excerpt/memoir)</i> Second Read: Examining Point of View—pp. 91–97 <p>Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> <i>Giving up the Ghost by Hilary Mantel (excerpt/memoir)</i> <i>“Tell Me I’m Fat” by Elna Baker (excerpt/memoir)</i> <p>First Read: Identifying the Author’s Point of View—pp. 202–207</p> <p>Chapter 16 Identifying Theme Through Character Development Preview Concepts/Chapter Goals/Making Connections—pp. 338–339</p> <ul style="list-style-type: none"> <i>The Night Thoreau Spent in Jail by Jerome Lawrence and Robert E. Lee (excerpt/play)</i> <i>Walden by Henry David Thoreau (excerpt/memoir)</i> <p>First Read: Analyzing Character Development—pp. 340–349</p> <p>Chapter 20 Analyzing Complex Plot Structures Preview Concepts/Chapter Goals/Making Connections—pp. 420–421</p> <ul style="list-style-type: none"> <i>The Book of Unknown Americans by Cristina Henríquez (excerpt/novel)</i> <p>Third Read: Analyzing Points of View—pp. 435–439</p>

Poetry

Benchmark Clarifications

- Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (130–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
 - Contemporary Period (1945–present)
- Clarification 2: For more information, see Literary Periods.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.1.4: Evaluate works of major poets in their historical context.</p>	<p>Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46</p> <ul style="list-style-type: none"> <i>“The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry)</i> <i>“Song of Myself” by Walt Whitman (excerpt/poetry)</i> <p>First Read: Determining Themes—pp. 47–54 Second Read: Interpreting Allusions—pp. 54–56 Third Read: Comparing and Contrasting Poems—pp. 56–60</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.R.1 Reading Prose and Poetry

Poetry

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12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164</p> <ul style="list-style-type: none"> ▪ “For Brown-Skin Girls” by Sharon Harvey Rosenberg (<i>excerpt/poetry</i>) ▪ “Pretty” by Katie Makkai (<i>excerpt/poetry</i>) <p>First Read: Interpreting Language and Tone—pp. 165–168 Second Read: Recognizing a Shift in Tone—pp. 169–170 Third Read: Analyzing Poetic Elements—pp. 171–175</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253</p> <ul style="list-style-type: none"> ▪ <i>The Merchant of Venice</i> by William Shakespeare (<i>excerpt/play</i>) ▪ “Justice” by Paul Laurence Dunbar (<i>excerpt/poem</i>) ▪ “Shakespeare” by Vachel Lindsay (<i>excerpt/poem</i>) <p>First Read: Identifying Key Ideas—pp. 254–257 Second Read: Analyzing Author’s Word Choice—pp. 257–258 Third Read: Comparing Treatments of Themes—pp. 258–260</p>

ELA.12.R.2 Reading Informational Text

Structure

Benchmark Clarifications

- Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.
- Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.2.1: Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p>	<p>Chapter 5 Recognizing Structure in Literature Preview Concepts/Chapter Goals/Making Connections—pp. 86–87</p> <ul style="list-style-type: none"> ▪ <i>The Glass Castle</i> by Jeannette Wells (<i>excerpt/memoir</i>) <p>Third Read: Recognizing How Structure Influences Meaning—pp. 97–99</p> <p>Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182</p> <ul style="list-style-type: none"> ▪ “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (<i>excerpt/article</i>) <p>Third Read: Multimodal and Digital Texts (graph)—pp. 190–192</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.R.2 Reading Informational Text

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12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>Giving up the Ghost</i> by Hilary Mantel (excerpt/memoir) ▪ “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) <p>Third Read: Comparing Authors’ Styles (text features)—pp. 209–215</p> <p>Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306</p> <ul style="list-style-type: none"> ▪ <i>Supreme Court Ruling on Miller v. Alabama (2012)</i> by Hailey Black (excerpt/Supreme Court decision) <p>First Read: Understanding Terms—pp. 307–312 Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315</p>

Central Idea

Benchmark Clarifications

- Clarification 1: See Rhetorical Appeals and Rhetorical Devices.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.2.2: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>	<p>Chapter 2 Understanding Literary Devices in Nonfiction Preview Concepts/Chapter Goals/Making Connections—pp. 26–27</p> <ul style="list-style-type: none"> ▪ <i>Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity</i> by Katherine Boo (excerpt/journalistic nonfiction) <p>First Read: Identifying Main Ideas—pp. 29–32</p> <p>Chapter 6 Interpreting Explicit and Implicit Meanings Preview Concepts/Chapter Goals/Making Connections—pp. 120–121</p> <ul style="list-style-type: none"> ▪ “The Face of Beauty” by Diane Ackerman (nonfiction essay) <p>First Read: Identifying Central Ideas—pp. 122–127</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253</p> <ul style="list-style-type: none"> ▪ <i>The Merchant of Venice</i> by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) <p>First Read: Identifying Key Ideas—pp. 254–257</p> <p>Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267</p> <ul style="list-style-type: none"> ▪ “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) ▪ <i>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants</i> by Malcolm Gladwell (excerpt/informational) <p>First Read: Identifying Main Ideas—pp. 268–272</p>

ELA.12.R.3 Reading Across Genres

Purpose and Perspective

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.2.3: Evaluate an author’s choices in establishing and achieving purpose(s).</p>	<p>Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140</p> <ul style="list-style-type: none"> ▪ <i>Frankenstein</i> by Mary Shelley (excerpt/fiction) <p>Second Read: Determining Theme (author’s purpose)—pp. 149–151</p> <p>Chapter 10 Understanding Style Preview Concepts/Chapter Goals/Making Connections—pp. 200–201</p> <ul style="list-style-type: none"> ▪ <i>Giving up the Ghost</i> by Hilary Mantel (excerpt/memoir) ▪ “Tell Me I’m Fat” by Elna Baker (excerpt/memoir) <p>First Read: Identifying the Author’s Point of View—pp. 202–207 Second Read: Analyzing an Author’s Style—pp. 207–208 Third Read: Comparing Authors’ Styles—pp. 209–215</p> <p>Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284</p> <ul style="list-style-type: none"> ▪ “The Agony of If” by Roy Burgess Jr (excerpt/poetry) ▪ “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) <p>First Read: Understanding Technical Language—pp. 285–291 Second Read: Analyzing Purpose and Rhetoric—pp. 292–295 Third Read: Evaluating an Argument—pp. 296–297</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253</p> <ul style="list-style-type: none"> ▪ <i>The Merchant of Venice</i> by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) <p>Second Read: Analyzing Author’s Word Choice—pp. 257–258</p> <p>Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376</p> <ul style="list-style-type: none"> ▪ <i>Looking Backward</i> by Edward Bellamy (excerpt/novel) ▪ “Statement to the Court” by Eugene Victor Debs (excerpt/speech) ▪ <i>Socialism</i> (encyclopedia article) <p>Second Read: Analyzing Author’s Craft—pp. 383–386</p>

Argument

Benchmark Clarifications

- Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
- Clarification 2: See Rhetorical Appeals and Rhetorical Devices.
- Clarification 3: Validity refers to the soundness of the arguments.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.2.4: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.</p>	<p>Chapter 4 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 68–69</p> <ul style="list-style-type: none"> ▪ <i>The Glass Cage: Automation and Us</i> by Nicholas Carr (excerpt/nonfiction) ▪ “Is Technology Stealing Our (Self) Identities?” by Jim Taylor (article) <p>First Read: Identifying Claims—pp. 70–73 Second Read: Tracing an Argument—pp. 73–76 Third Read: Evaluating Reasoning—pp. 77–79</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.R.3 Reading Across Genres

Argument

Benchmark Clarifications

- Clarification 1: For more information on types of reasoning, see Types of Logical Reasoning.
- Clarification 2: See Rhetorical Appeals and Rhetorical Devices.
- Clarification 3: Validity refers to the soundness of the arguments.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182</p> <ul style="list-style-type: none"> • “The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article) <p>First Read: Analyzing the Use of Anecdotes—pp. 183–188 Second Read: Evaluating Claims and Evidence—pp. 188–189 Third Read: Multimodal and Digital Texts—pp. 190–192</p> <p>Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267</p> <ul style="list-style-type: none"> • “Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography) • David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational) <p>First Read: Identifying Main Ideas—pp. 268–272 Second Read: Analyzing Assumptions—pp. 273–275 Third Read: Evaluating Arguments—pp. 275–277</p> <p>Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284</p> <ul style="list-style-type: none"> • “The Agony of If” by Roy Burgess Jr (excerpt/poetry) • “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) <p>First Read: Understanding Technical Language—pp. 285–291 Second Read: Analyzing Purpose and Rhetoric—pp. 292–295 Third Read: Evaluating an Argument—pp. 296–297</p> <p>Chapter 15 Evaluating Arguments Through Structure Preview Concepts/Chapter Goals/Making Connections—pp. 305–306</p> <ul style="list-style-type: none"> • Supreme Court Ruling on Miller v. Alabama (2012) by Hailey Black (excerpt/Supreme Court decision) <p>First Read: Understanding Terms—pp. 307–312 “Second Read: Analyzing the Structure of a Court Ruling—pp. 313–315” Third Read: Analyzing Argument—pp. 316–318</p>

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
- Clarification 2: See Secondary Figurative Language.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.3.1: Evaluate an author’s use of figurative language.</p>	<p>Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> • The Orphan Master’s Son by Adam Johnson (excerpt/fiction) <p>Third Read: Considering Imagery—pp. 17–19</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.R.3 Reading Across Genres

Interpreting Figurative Language

Benchmark Clarifications

- Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
- Clarification 2: See Secondary Figurative Language.

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	<p>Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46</p> <ul style="list-style-type: none"> ▪ “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) ▪ “Song of Myself” by Walt Whitman (excerpt/poetry) <p>Introduction: Preview Academic Vocabulary (figurative language)—pp. 45–46 Second Read: Interpreting Allusions—pp. 54–56 Third Read: Comparing and Contrasting Poems (figurative language)—p. 59</p> <p>Chapter 6 Interpreting Explicit and Implicit Meanings Preview Concepts/Chapter Goals/Making Connections—pp. 120–121</p> <ul style="list-style-type: none"> ▪ “The Face of Beauty” by Diane Ackerman (nonfiction essay) <p>First Read: Identifying Central Ideas—pp. 122–127 Second Read: Using Textual Evidence—pp. 128–129 Third Read: Evaluating the Effect of Rhetoric—pp. 129–131</p> <p>Chapter 8 Appreciating Language and Meaning Preview Concepts/Chapter Goals/Making Connections—pp. 163–164</p> <ul style="list-style-type: none"> ▪ “For Brown-Skin Girls” by Sharon Harvey Rosenberg (excerpt/poetry) ▪ “Pretty” by Katie Makkai (excerpt/poetry) <p>First Read: Interpreting Language and Tone—pp. 165–168 Second Read: Recognizing a Shift in Tone—pp. 169–170 Third Read: Analyzing Poetic Elements—pp. 171–175</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Preview Concepts/Chapter Goals/Making Connections—pp. 252–253</p> <ul style="list-style-type: none"> ▪ <i>The Merchant of Venice</i> by William Shakespeare (excerpt/play) ▪ “Justice” by Paul Laurence Dunbar (excerpt/poem) ▪ “Shakespeare” by Vachel Lindsay (excerpt/poem) <p>Introduction: Preview Academic Vocabulary (figurative language)—pp. 252–253 Second Read: Analyzing Author’s Word Choice—pp. 257–258</p> <p>Close Reading Annotating a Text (marking imagery or interesting figurative language)—p. xxvii</p> <p>Language Euphemism, pp. 19–21; Paradox, pp. 60–61; Allusion, pp. 155–156; Hyperbole, pp. 175–176; Allegory, pp. 247–248; Personification, pp. 261</p>

ELA.12.R.3 Reading Across Genres

Paraphrasing and Summarizing

Benchmark Clarifications

- Clarification 1: Most grade-level texts are appropriate for this benchmark.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.3.2: Paraphrase content from grade-level texts.</p>	<p>Chapter 1 Analyzing the Effects of Plot and Imagery Preview Concepts/Chapter Goals/Making Connections—pp. 8–9</p> <ul style="list-style-type: none"> ▪ <i>The Orphan Master’s Son by Adam Johnson (excerpt/fiction)</i> Second Read: Analyzing Narrative Structure (summarize)—pp. 16–17 <p>Chapter 4 Evaluating Arguments Preview Concepts/Chapter Goals/Making Connections—pp. 68–69</p> <ul style="list-style-type: none"> ▪ <i>The Glass Cage: Automation and Us by Nicholas Carr (excerpt/nonfiction)</i> ▪ <i>“Is Technology Stealing Our (Self) Identities?” by Jim Taylor (article)</i> First Read: Identifying Claims (paraphrase)—pp. 70–73 <p>Chapter 7 Exploring Characterization and Structure Preview Concepts/Chapter Goals/Making Connections—pp. 139–140</p> <ul style="list-style-type: none"> ▪ <i>Frankenstein by Mary Shelley (excerpt/fiction)</i> First Read: Characterization and Conflict (summarize conflicts)—pp. 141–149 <p>Chapter 9 Understanding Data, Details, and the Argument Preview Concepts/Chapter Goals/Making Connections—pp. 181–182</p> <ul style="list-style-type: none"> ▪ <i>“The Disproportionate Risks of Driving While Black” by Sharon LaFraniere and Andrew W. Lehren (excerpt/article)</i> Third Read: Multimodal and Digital Texts (summarize data)—pp. 190–192 <p>Chapter 13 Evaluating Arguments Through Point of View Preview Concepts/Chapter Goals/Making Connections—pp. 266–267</p> <ul style="list-style-type: none"> ▪ <i>“Three Strikes and You’re Out” by Mike Reynolds (excerpt/biography)</i> ▪ <i>David and Goliath: Underdogs, Misfits, and the Art of Battling Giants by Malcolm Gladwell (excerpt/informational)</i> Third Read: Evaluating Arguments (summarize data from graph)—pp. 275–277 <p>Chapter 17 Evaluating Arguments Through Key Details and Claims Preview Concepts/Chapter Goals/Making Connections—pp. 359–360</p> <ul style="list-style-type: none"> ▪ <i>Naked Economics: Undressing the Dismal Science by Charles Wheelan (excerpt/informational)</i> Second Read: Analyzing Arguments (summarize examples)—pp. 365–366 <p>Chapter 19 Understanding Satire Preview Concepts/Chapter Goals/Making Connections—pp. 397–398</p> <ul style="list-style-type: none"> ▪ <i>Gulliver’s Travels by Jonathan Swift (excerpt/novel)</i> ▪ <i>Common Sense by Thomas Paine (excerpt/pamphlet)</i> First Read: Identifying Important Details (summarize the conflict)—pp. 399–405 <p>The Writing Process Organize Ideas (paraphrase or direct quotation)—pp. 329, 450 Writing Paragraphs with Textual Evidence (paraphrase or direct quotation)—p. 330 Final Peer Review—p. 332</p>

ELA.12.R.3 Reading Across Genres

Comparative Reading

Benchmark Clarifications

- Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:
 - Classical Period (1200 BCE–455 CE)
 - Medieval Period (455 CE–1485 CE)
 - Renaissance Period (1300–1600)
 - Restoration and 18th Century (1660–1790) British Literature
 - Colonial and Early National Period (1600–1830) American Literature
 - Romantic Period (1790–1870)
 - Realism and Naturalism Period (1870–1930)
 - Modernist Period (1910–1945)
- Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.3.3: Analyze the influence of classic literature on contemporary world texts.</p>	<p>Chapter 3 Comparing Texts from Different Literary Time Periods Preview Concepts/Chapter Goals/Making Connections—pp. 45–46</p> <ul style="list-style-type: none"> ▪ “The Love Song of J. Alfred Prufrock” by T. S. Eliot (excerpt/poetry) ▪ “Song of Myself” by Walt Whitman (excerpt/poetry) <p>First Read: Determining Themes—pp. 47–54 Second Read: Interpreting Allusions—pp. 54–56 Third Read: Comparing and Contrasting Poems—pp. 56–60</p>

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.
- Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.R.3.4: Evaluate rhetorical choices across multiple texts.</p>	<p>Chapter 6 Interpreting Explicit and Implicit Meanings Preview Concepts/Chapter Goals/Making Connections—pp. 120–121</p> <ul style="list-style-type: none"> ▪ “The Face of Beauty” by Diane Ackerman (nonfiction essay) <p>Second Read: Using Textual Evidence—pp. 128–129 Third Read: Evaluating the Effect of Rhetoric—pp. 129–131</p> <p>Chapter 14 Evaluating Arguments Through Purpose and Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 283–284</p> <ul style="list-style-type: none"> ▪ “The Agony of If” by Roy Burgess Jr (excerpt/poetry) ▪ “Abandon Hope, All Ye Who Enter Here” by Supreme Court Justice Anthony Kennedy (excerpt/speech) <p>First Read: Understanding Technical Language—pp. 285–291 Second Read: Analyzing Purpose and Rhetoric—pp. 292–295 Third Read: Evaluating an Argument—pp. 296–297</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.R.3 Reading Across Genres

Understanding Rhetoric

Benchmark Clarifications

- Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.
- Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.
- Clarification 3: See Secondary Figurative Language.
- Clarification 4: See Rhetorical Appeals and Rhetorical Devices.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Chapter 18 Analyzing Economic Rhetoric Preview Concepts/Chapter Goals/Making Connections—pp. 375–376</p> <ul style="list-style-type: none"> ▪ <i>Looking Backward</i> by Edward Bellamy (excerpt/novel) ▪ “Statement to the Court” by Eugene Victor Debs (excerpt/speech) ▪ <i>Socialism</i> (encyclopedia article) <p>First Read: Understanding Main Ideas—pp. 377–382 Second Read: Analyzing Author’s Craft—pp. 383–386 Third Read: Connecting Themes—pp. 387–390</p> <p>Chapter 19 Understanding Satire Preview Concepts/Chapter Goals/Making Connections—pp. 397–398</p> <ul style="list-style-type: none"> ▪ <i>Gulliver’s Travels</i> by Jonathan Swift (excerpt/novel) ▪ <i>Common Sense</i> by Thomas Paine (excerpt/pamphlet) <p>Second Read: Analyzing Satire—pp. 406–408</p> <p>Language Euphemism, pp. 19–21; Dashes and Hyphens, pp. 38–39; Paradox, pp. 60–61; Syntax, pp. 80–81; Contested Usage and the Serial Comma, pp. 99–100; Diction and Audience, pp. 131–133; Allusion, pp. 155–156; Hyperbole, pp. 175–176; Using Quotations, pp. 193–194; Foreign Words and Phrases, pp. 216–217; Allegory, pp. 247–248; Personification, pp. 261; Brackets, pp. 278; Using Hyphens, pp. 298–299; Active and Passive Voice, pp. 319–320; Fragments, pp. 355; Correct Usage of Either/Or and Neither/Nor; Word Patterns, pp. 367; Word Patterns, pp. 370–371; Writing Negatives Correctly, pp. 390–391; Capitalization, pp. 413–415; Intentional Use of Sentence Fragments, pp. 439–440</p>

12th Grade Communication

ELA.12.C.1 Communicating Through Writing

Narrative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Narrative Techniques.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.1.2: Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p>	<p>Unit 1 Writing Writing a College Application Essay (create an organized, coherent narrative)—pp. 105–112</p> <p>Project-Based Assessments A Memoir Through Flashbacks, pp. 22–23; Stream of Consciousness Poetry, p. 62; Collage on Modernism, p. 63; Gothic Short Story, pp. 157–158; Poetry Slam, pp. 176–177; Memoir, pp. 218–219; Comic Strip Creation, p. 249; Justice Poetry, p. 263; Civil Disobedience Narrative, pp. 356–357</p>

Argumentative Writing

Benchmark Clarifications

- Clarification 1: See Writing Types and Elaborative Techniques.
- Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.1.3: Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p>	<p>Unit 3 Writing Writing a Rhetorical Analysis—pp. 324–332</p> <p>Project-Based Assessments Argumentative Essay, pp. 82–83; Develop a Questionnaire, pp. 134–135; Lincoln-Douglas Debate, pp. 279–281; Editorial, pp. 372–373</p> <p>Practice Performance Task Argumentative Essay—pp. 333–336 Rhetorical Analysis—pp. 454–458</p>

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.1.4: Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p>	<p>Unit 2 Writing Writing a Definition Essay—pp. 222–228</p> <p>Unit 4 Writing Writing a Division and Classification Paper—pp. 446–453</p> <p>Write Lesson writing activities—pp. 17, 127, 149, 168, 207, 246, 35, 37, 54, 56, 60, 76, 79, 129, 154, 170, 175, 189, 245, 415, 434, 277, 297, 315, 350, 354, 367, 369, 385, 390, 408, 439</p> <p style="text-align: right;"><i>continued</i></p>

12th Grade Communication

ELA.12.C.1 Communicating Through Writing

Expository Writing

Benchmark Clarifications

- Clarification 1: See Writing Types.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Project-Based Assessments Plan a Social Networking Site, pp. 81–82; Timed Essay, pp. 100–101; Photo-Essay, pp. 101–102; Poetry Explication, pp. 178–179; Timeline, p. 194; Inquiry of a Racial Profiling Case, pp. 195–196; Analysis of Style, p. 218; Human Nature Paper, p. 248; Literary Analysis, p. 262; Research to Support an Opinion, p. 321; Comparing Futures, p. 394; Analyzing Satire, pp. 416–417</p> <p>Practice Performance Task Practice Performance Task: Essential Question Essay—pp. 113–118 Practice Performance Task: Essential Question Essay—pp. 229–234</p>

Improving Writing

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.1.5: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>	<p>The Writing Process pp. 106–112, 222–228, 329–332, 447–448</p> <p>Planning Prepare to Write (purpose, audience, content, additional requirements)—pp. 106, 222, 324, 447 Brainstorming for Ideas/a Topic—pp. 106–107, 222–224 Generate Ideas—pp. 107–108, 225 Organize Ideas—pp. 108–109, 225–226, 329, 450–451 Develop Character—p. 108 Add Style—p. 108 Citing Authors—p. 225 Gather Information—p. 405 Evaluate Sources—p. 449 Conduct Research—p. 449 First Draft—pp. 110, 226, 330, 451</p> <p>Revising and Editing (with feedback) Revision—pp. 110, 226, 330, 451 First Peer Review (Steps for Peer Review)—pp. 110–111, 227, 330, 451 Second Peer Review/Self Review—pp. 111, 227–228 Second Review (Teacher/Parent)—pp. 330, 451–452 Final Peer Review—pp. 111, 228, 332, 453 Proofread—pp. 111, 228, 332, 453 Final Essay—pp. 111, 228, 332, 453 Fluency Check—pp. 112, 228 Grammar Check—pp. 332, 453</p>

12th Grade Communication

ELA.12.C.2 Communicating Orally

Oral Presentation

Benchmark Clarifications

- Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.
- Clarification 2: For further guidance, see the Secondary Oral Communication Rubric.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.2.1: Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p>	<p>Speak and Listen Oral communications (partner, small group, class discussions)—pp. 15, 19, 34, 35, 37, 60, 73, 91, 97, 129, 131, 151, 154, 170, 175, 188, 192, 208, 215, 245, 257, 260, 275, 295, 297, 318, 347, 350, 352, 354, 366, 369, 384, 386, 390, 404, 413, 431, 434, 439</p> <p>Project-Based Assessments Digital Presentation, pp. 21–22, 135–136; Fishbowl Discussion (Discussion Rules), pp. 40–41; Pictorial Presentation, pp. 156–157; Roundtable Discussion, pp. 300–302, 415–416</p>

Conventions

Benchmark Clarifications

- Clarification 1: See Convention Progression by Grade Level for more information.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Language Dashes and Hyphens, pp. 38–39; Syntax, pp. 80–81; Contested Usage and the Serial Comma, pp. 99–100; Using Quotations, pp. 193–194; Brackets, pp. 278; Using Hyphens, pp. 298–299; Active and Passive Voice, pp. 319–320; Fragments, pp. 355; Correct Usage of Either/Or and Neither/Nor; Word Patterns, pp. 367, 370–371; Writing Negatives Correctly, pp. 390–391; Capitalization, pp. 413–415; Intentional Use of Sentence Fragments, pp. 439–440</p>

ELA.12.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
<p>ELA.12.C.4.1: Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p>	<p>On Your Own Integrating Ideas (research)—pp. 23, 42, 64, 83, 102, 136, 159, 179, 196, 219, 250, 264, 281, 302, 322, 357, 373, 395, 417, 443</p> <p>Project-Based Assessments Digital Presentation (research), p. 21; Roundtable Discussion (gather information), p. 300; Editorial (research), p. 372</p> <p style="text-align: right;"><i>continued</i></p>

12th Grade Communication

ELA.12.C.4 Researching

Researching and Using Information

Benchmark Clarifications

- Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Tech-Connect Conduct online research—pp. 273, 279, 290, 292, 311, 347, 352, 404, 413, 432</p> <p>Focus Literary Analysis (research)—p. 262 Focus on Analyzing Purpose (research)—p. 292</p> <p>The Writing Process Brainstorm/Research Ideas—pp. 447–448 Conduct Research—p. 449</p>

ELA.12.C.5 Creating and Collaborating

Multimedia

Benchmark Clarifications

- Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
ELA.12.C.5.1: Design and evaluate digital presentations for effectiveness.	<p>Project-Based Assessments Digital Presentation, pp. 21–22, 135–136; Pictorial Presentation, pp. 156–157</p>

Technology in Communication

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
ELA.12.C.5.2: Create, publish, and share multimedia texts through a variety of digital formats.	<p>Tech-Connect Online search, collaboration, and publication—pp. 16, 33, 89, 127, 149, 167, 187, 191, 206, 273, 292, 352, 383, 413, 432, 246, 364, 279, 290, 311, 347, 404</p> <p>Final Essay Upload essay to websites or blog—pp. 112, 228, 332, 453</p> <p>Using Technology in the Classroom TWE pp. 461–462</p>

12th Grade Vocabulary

ELA.12.V.1 Finding Meaning

Academic Vocabulary

Benchmark Clarifications

- Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.
- Clarification 2: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
ELA.12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing.	<p>Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language—pp. 285–291</p> <p>Chapter 15 Evaluating Arguments Through Structure First Read: Understanding Terms—pp. 307–312</p> <p>Chapter Introduction Preview Academic Vocabulary—pp. 8, 27, 45, 68, 86, 120, 139, 163, 182, 200, 236, 252, 266, 283, 305, 338, 359, 375, 397, 420</p>

Morphology

Benchmark Clarifications

- Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.
- Clarification 2: Derivation refers to making new words from an existing word by adding affixes.
- Clarification 3: See Foreign Words and Phrases for a list of commonly used foreign phrases.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
ELA.12.V.1.2: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	<p>Chapter 15 Evaluating Arguments Through Structure Introduction: prefix—p. 305</p> <p>Language Foreign Words and Phrases—pp. 216–217</p> <p>First Read Preview Vocabulary (use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422</p>

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.11.R.3.1 and Secondary Figurative Language.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
ELA.12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	<p>Chapter 1 Analyzing the Effects of Plot and Imagery Third Read: Considering Imagery—pp. 17–19</p> <p>Chapter 3 Comparing Texts from Different Literary Time Periods Preview Academic Vocabulary (connotation/figurative language)—pp. 45–46</p> <p style="text-align: right;"><i>continued</i></p>

ELA.12.V.1 Finding Meaning

Context and Connotation

Benchmark Clarifications

- Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.
- Clarification 2: See Context Clues and Word Relationships.
- Clarification 3: See ELA.11.R.3.1 and Secondary Figurative Language.

12 th GRADE FLORIDA B.E.S.T. ELA STANDARD	CONNECTIONS English Language Arts, GRADE 12
	<p>Chapter 8 Appreciating Language and Meaning First Read: Interpreting Language and Tone (denotation and connotation)—pp. 165–168</p> <p>Chapter 10 Understanding Style Second Read: Analyzing an Author’s Style (connotations)—pp. 207–208</p> <p>Chapter 11 Understanding Setting and Conflict Third Read: Analyzing Author’s Craft (sensory language)—pp. 246–247</p> <p>Chapter 12 Comparing and Contrasting Key Ideas and Theme Introduction: Preview Academic Vocabulary (connotation/figurative language)—pp. 252–253 Second Read: Analyzing Author’s Word Choice (connotation)—pp. 257–258</p> <p>Chapter 14 Evaluating Arguments Through Purpose and Rhetoric First Read: Understanding Technical Language (context clues/synonyms)—pp. 285–291</p> <p>First Read Preview Vocabulary /Vocabulary (use context clues/use a dictionary)—TWE pp. 10, 28, 47, 70, 88, 122, 141, 165, 183, 202, 238, 254, 268, 285, 307, 340, 361, 377, 399, 422</p> <p>Focus Focus on Considering Imagery—pp. 17–19 Focus on Comparing and Contrasting Poems—pp. 58–59 Focus on Analyzing Poetic Elements—pp. 174–175</p> <p>Tech-Connect Connotation—p. 257</p>