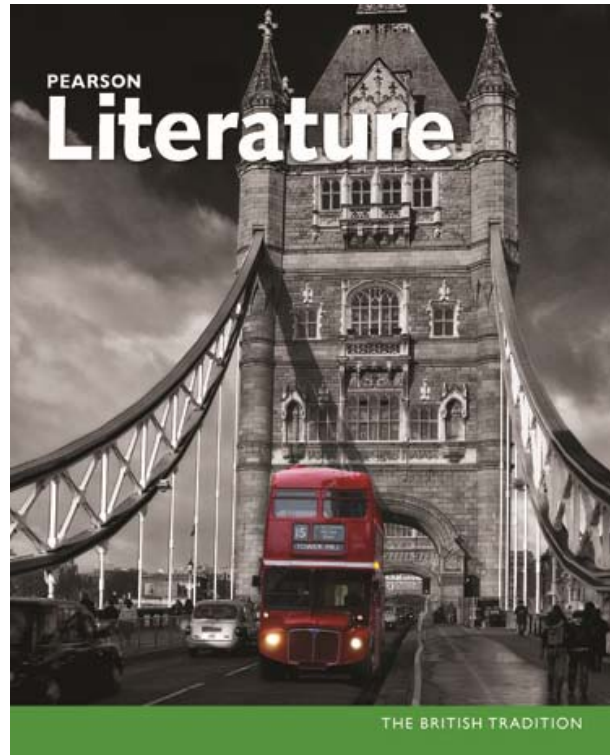


A Correlation of

**Pearson
Literature**

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To the

**South Carolina
College and Career-Ready Standards
for English Language Arts, English 4
1st Reading January 21, 2015**

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Introduction

This document demonstrates how *Pearson Literature @2015* meets the DRAFT South Carolina College and Career-Ready Standards for English Language Arts. Correlation references are to the Student Edition and Teacher’s Edition and are cited by feature and page number.

Pearson Literature is an exciting new literature program with a unique Instructional Model that supports the critical shifts in literacy. The gradual-release-model emphasizes building knowledge through content-rich nonfiction, reading and writing activities that are grounded in evidence, and providing texts that are appropriately complex and focus on academic vocabulary.

Instructional Model

The heart of the gradual-release Instructional Model is a focus on Text Sets. These Text Sets consist of an Anchor Text with Related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis.

The Instructional Model reflects the learning process as it addresses the instructional shifts in literacy:

- Part 1 models expectations and strategies for the Close Reading Activities students will perform in the unit;
- Part 2 provides scaffolded support for reading complex texts, including support for grammar and vocabulary acquisition and for citing text evidence;
- Part 3 enables students to demonstrate learning without scaffolds. In this section, students build knowledge of a topic through analysis of multiple-genre texts and media in a Text Set;
- Part 4 presents wholly independent reading opportunities.

Close Reading, Personalized Learning

Additionally, an instructional focus is paid to developing students' close reading abilities to prepare them for the rigorous tasks they will encounter in upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.

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Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Use a recursive process to develop, refine, and evaluate questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.	SE/TE: Formulate research question, Ixxii, 1407; Multiple Perspectives on the Era: Address a Question: 16, 250, 478, 730, 956, 1136; Reading: repair comprehension by questioning, 95, 98, 106, 108, 112, 115, 120, 588, 592, 596, 852, 856, 864, 1191, 1193, 1203, 1204; Writing/research: research questions, formulate, 879, question and answer method, use, 932, develop questions to guide analysis, 1070; also see: Research Task, 213, 291, 581, 909, 1070, 1295 TE Only: Teaching the Essential Question, 6–13, 240–247, 468–475, 720–727, 946–953, 1126–1133
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views.	SE/TE: Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136; Constructed Response: Writing about literature and informational texts, 230-231, 458-459, 710-711, 936-937, 1116-1117, 1484-1485; Writing to sources: Argumentative Text (Essay About Chaucer's Purpose), 153, Argumentative Text (Essay About Satan in <i>Paradise Lost</i>), 538; Text Set Workshop, 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action by using appropriate discipline-specific strategies.	SE/TE: Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136; Research Task: research, 213, 291, 581, 909, 1070, 1295; Text Set Workshop: Research plan/checklist, 226b, 454b, 706b, 932b, 1112b, 1480b; Performance Tasks: Writing, 230, 458, 710, 936, 1116, 1484; Writing Workshop: Historical Investigation, 1096–1107

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3.2 Examine historical, social, cultural, or political context to broaden inquiry.	SE/TE: Multiple Perspectives on the Era: Snapshot of the period, 2–3, 236–237, 464–465, 716–717, 942–943, 1122–1123; Historical Background, 4–5, 238–239, 466–467, 718–719, 944–945, 1124–1125; Essential Questions Across Time, 6–12, 240–246, 468–474, 720–726, 946–952, 1126–1132; The British Tradition: Contemporary Connection, 13, 247, 475, 727, 953, 1133; Recent Scholarship, 14–15, 248–249, 476–477, 728–729, 954–955, 1134–1135; Integrate and Evaluate Information, 16, 250, 478, 730, 956, 1136
3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.	SE/TE: Reading for Information: evaluate validity and reliability of a research source, 70–75, evaluate author’s purpose and perspective, 436–441, verify and clarify facts, summarize, draw conclusions, analyze, 568–581, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295; also see: Research Task: research, 213, 291, 581, 909, 1070, 1295; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136
3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry.	SE/TE: Communication Workshop: Oral interpretation of literary work, write and deliver, 702–703; Assessment Workshop: Writing about literature and informational texts, 230-231, 458-459, 710-711, 936-937, 1116-1117, 1484-1485; Research Task: research, 213, 291, 581, 909, 1070, 1295; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136

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Standard 4: Synthesize information to share learning and/or take action.	
4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.	SE/TE: Assessment Workshop: Writing about literature and informational texts, 230, 458, 710, 936, 1116, 1484; Writing to Sources: Argumentative Text (Essay About Chaucer's Purpose), 153, Argumentative Text (Essay About Satan in <i>Paradise Lost</i>), 538; Text Set Workshop: From Text to Understanding, 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b
4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.	SE/TE: Reading for Information: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, summarize, draw conclusions, analyze, 568–581, newspaper articles, advertisements, comparing, 1062–1070, determine essential message, analyze rhetorical devices, 1284–1295; Text Set Workshop: From Text to Understanding, 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b; also see: Writing Workshop: Revising, 218, 446, 698, 924, 1100, 1472
4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia "Welcome Talk," 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485; Text Set Workshop, 226b, 454b, 706b, 932b, 1112b, 1480b

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Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 932b, 1112b, 1480b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56
5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.	SE/TE: Composing an Argument, lxx–lxxi; Writing Workshop: topic, choose/narrow, 443, rhetorical devices, use, 444, professional models: persuasive essay (Kermode), 445, logical flow, follow, 446, opinions, support with facts, 447, student models, 448, shaping your presentation, 922, purpose, focus, 927; Writing to Sources, 359, 418, 502, 538, 745, 794, 1051, 1095, 1279, 1431; Writing: arguments, anticipate/ refute, 136, letter to the editor, 685
5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.	SE/TE: Formulate research question, lxxii, 1407; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136; Research Task: formulate a research plan, 213, 291, 581, 909, 1070, 1295; Text Set Workshop: Research plan/checklist, 226b, 454b, 706b, 932b, 1112b, 1480b

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Reading - Literary Text	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	SE/TE: Defining Epics, 34; Defining Drama, 308; Defining Lyric Poetry, 774; Defining the Novel, 990; Defining the Contemporary Short Story, 1216; also see: Sonnet, 252, 261; Text structure, analyze, 272, 279, 378, 381, 391, 392, 397, 552, 557; Blank Verse, 342, 345, 349, 354, 354; Performance Task: analyze text structure, 936; Italian sonnet, epic, 521, 523, 526, 527, 529, 530, 533, 536; Narrative poetry, poetic sound devices, 818; Ode, 880, 887, 889, 891, 892, 893; Analyze patterns of organization, 1072, 1076, 1081, 1083; Rhythm, feet, 1086, 1090, 1094; Meter, free verse, 1400, 1404, 1405, 1409
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 932b, 1112b, 1480b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	SE/TE: Vocabulary Acquisition and Use: Roots, 66, 197, 280, 306, 359, 398, 417, 537, 627, 663, 704, 754, 793, 851, 879, 908, 930, 1084, 1150, 1168, 1186, 1205, 1243, 1279, 1357, 1431; Prefixes, 136, 377, 492, 597, 704, 930, 1007, 1270; Suffixes, 121, 704, 745, 865, 930, 988

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	SE/TE: Comprehending Complex Texts, lviii–lix; Prepare to Read Complex Texts: main idea, determine, 38, 42, 45, 48, 51, 52, 53, 58, 61, 65, 168, 196, 252, 254, 296, 305, questioning, 95, 588, clarity of meaning, analyze, 342, 343, 350, 353, 358, summarize, 168, 172, 176, 181, 183, 186, 189, 194, 196, 1366, 1370, 1376, comparing and contrasting elements, 866, 1170, author's philosophical assumptions, analyze, 958, 974, 1138, 1141, 1148, author's beliefs, analyze, 958, 974, 1086, 1093, 1094, author's assumptions, analyze, 1028, 1030, 1035, 1149, relate literary work to historical period, 1154, 1340, infer, 1272, 1278
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Dialogue, read aloud, 1473; Tips for Improving Fluency, R16–R17
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE/TE: Repair comprehension by rereading, 123, 126, 127, 128, 130, 135; Vocabulary Acquisition and Use, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 676, 704, 745, 754, 766, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431; Language Study, 224, 452, 704, 930, 1110, 1478

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	SE/TE: Comprehending Complex Texts, Iviii–lix; Comparing Literary Works, 1011; Performance Task: draw inferences, 936; Critical Reading: inferences, draw/support, 300, 305; Preparing to read complex texts: main idea, determine, 38, 42, 45, 48, 51, 52, 53, 58, 61, 65, 168, 196, 252, 254, 296, 305, paraphrasing, 42, 45, 48, 51, 52, 53, 58, 61, 65, 309, 668, 670, 880, 883, 887, 888, 893, questioning, 95, 588, clarity of meaning, analyze, 342, 343, 350, 353, 358, summarize, 168, 172, 176, 181, 183, 186, 189, 194, 196, 1366, 1370, 1376, cause-and-effect relationships, 360, 363, 365, 367, 370, 376, 1218, 1222, 1225, 1227, 1228, 1233, 1238, 1239, 1242, comparing and contrasting elements, 866, 1170, author's purpose, 1308, 1310, 1312, 1313, 1315, author's philosophical assumptions, analyze, 958, 974, 1138, 1141, 1148, author's beliefs, analyze, 958, 974, 1086, 1093, 1094, author's assumptions, analyze, 1028, 1030, 1035, 1149, relate literary work to historical period, 1154, 1340, infer, 1272, 1278
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Analyze the development of related themes across a variety of texts citing evidence to support analysis; provide an objective summary.	SE/TE: Objective Summary, Ivi–lvii; Preparing to read complex texts: similar themes, analyze, 504, 508, 510, 513, 514, 1316, 1320, 1323, 1325, 1326, 1329, 1330, 1332, 1334, 1337, universal theme, 1308, 1310, 1312, 1313, 1315; Performance Task: Analyze Development of Themes, 1116, Analyze Themes in Literature, 1484; Literary Analysis: similar themes, 270

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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Analyze the development of theme across diverse media, modality, and format.	SE/TE: Preparing to read complex texts: similar themes, analyze, 504, 508, 510, 513, 514, 1316, 1320, 1323, 1325, 1326, 1329, 1330, 1332, 1334, 1337, mood as a key to theme, 1040, 1043, 1047, 1049, 1050, theme and symbol, 1244, 1247, 1248, 1250, 1252, 1257, 1258, 1259, 1264, 1268, 1269, universal theme, 1308, 1310, 1312, 1313, 1315, style and theme, 1388, 1390, 1393, 1397; Close Reading Focus: theme, 1040; Performance Task: analyze development of theme, 937, Analyze Development of Themes, 1116, Analyze Themes in Literature, 1484; Literary Analysis: similar themes, 270; Analyze a Literary Work: theme, 702
7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.	SE/TE: Archetypal narrative elements, 123, 128, 130, 135; Archetypal images, 378, 397; Preparing to read complex texts: similar themes, analyze, 504, 508, 510, 513, 514, 1316, 1320, 1323, 1325, 1326, 1329, 1330, 1332, 1334, 1337, meaning, 552, determine essential meaning, 664, understand social commentary, 746, mood as a key to theme, 1040, 1043, 1047, 1049, 1050, theme and symbol, 1244, 1247, 1248, 1250, 1252, 1257, 1258, 1259, 1264, 1268, 1269, infer essential message, 1272, 1277, 1278, universal theme, 1308, 1310, 1312, 1313, 1315, style and theme, 1388, 1390, 1393, 1397; Close Reading Focus: theme, 1040; Performance Task: analyze development of theme, 937, analyze development of themes, 1116, analyze themes in literature, 1484; also see: Text Set Workshop, 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b

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Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.	SE/TE: Preparing to read complex texts: determine the main idea, 168, 264, similar themes, analyze, 504, 508, 510, 513, 514, 1316, 1320, 1323, 1325, 1326, 1329, 1330, 1332, 1334, 1337, meaning, 552, determine essential meaning, 664, understand social commentary, 746, mood as a key to theme, 1040, 1043, 1047, 1049, 1050, theme and symbol, 1244, 1247, 1248, 1250, 1252, 1257, 1258, 1259, 1264, 1268, 1269, infer essential message, 1272, 1277, 1278, universal theme, 1308, 1310, 1312, 1313, 1315, style and theme, 1388, 1390, 1393, 1397; Close Reading Focus: theme, 1040; Performance Task: analyze the development of central ideas, 458, analyze development of theme, 937, Analyze Development of Themes, 1116, Analyze Themes in Literature, 1484; Literary Analysis: similar themes, 270; Analyze a Literary Work: theme, 702

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Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Evaluate the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful on meaning and tone.	SE/TE: Building Academic Vocabulary: Critical Thinking Terms, liv–lv; Multiple-meaning words, 152, 502, 894; Figurative language, 296, 299, 774, 852, 855, 858, 864; Diction, 308, 309, 774, 775, 779, 784, 792, 1366, 1368, 1376; Word choice, 480; Epigram, 494; Comparing Literary Works: value terms, 558; New vocabulary, relating to familiar words; Defining Lyric Poetry, 774–775; Comparing Literary Works: diction, 779; Performance Task: analyze word choice, 936; Symbol, 1138; Tone, 1272; Diction, 1366; Vocabulary Acquisition and Use, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 676, 704, 745, 754, 766, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431; Language Study, 224, 452, 704, 930, 1110, 1478
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	SE/TE: Building Academic Vocabulary, xviii–lv; Language Study: Dictionaries and Other Resources, 224, Words from Mythology, 452, Etymology: Political Science/History Terms, 704, Idioms, 1110; Vocabulary Acquisition and Use, 66, 121, 136, 197, 212, 280, 290, 306, 359, 377, 398, 417, 492, 537, 580, 597, 627, 663, 704, 745, 754, 793, 851, 865, 879, 908, 930, 988, 1007, 1069, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1294, 1357, 1431; Gather Vocabulary Knowledge, 156, 421, 541, 797, 1011, 1209

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Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style; supports rhetorical or aesthetic purposes; and conveys cultural experience.	SE/TE: Author’s assumptions, 1028, 1030, 1032, 1034, 1035, 1036, 1038; Author’s purpose, 997, 1002, 1006; Point of view, 1191, 1194, 1195, 1216, 1244, 1252, 1257, 1258, 1269; Infer essential message, 1272, 1277, 1278
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Evaluate various texts to formulate a theory regarding the authors’ use of structure, plot, and manipulation of time citing support from the texts.	SE/TE: Narrative Elements, 123, 127, 128, 130, 133, 135; Text structure, analyze, 272, 279, 378, 381, 391, 392, 397, 552, 557; Performance Task: analyze the development of a drama, 458, analyze text structure, 936, analyze a key narrative element, 1484; Analyze patterns of organization, 1072, 1076, 1081, 1083; Flashback, 1216, 1217, 1296, 1301, 1306
12.2 Critique how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	SE/TE: Flashback, 1216, 1217, 1296, 1301, 1306; also see: Text structure, analyze, 272, 279, 378, 381, 391, 392, 397, 552, 557; Performance Task: analyze the development of a drama, 458, analyze text structure, 936, analyze a key narrative element, 1484; Analyze patterns of organization, 1072, 1076, 1081, 1083; Flashback, 1216, 1217, 1296, 1301, 1306
Range and Complexity (RC)	
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	SE/TE: Text Set Workshop (Research & Listening and Speaking Projects), 226b, 454b, 706b, 932b, 1112b, 1480b TE only: Multidraft Reading notes encourage independent reading and guided reading experiences. For examples see: 169, 297, 605, and 1155.
13.2 Read independently for sustained periods of time to build stamina.	SE/TE: Independent Reading, 232, 460, 712, 938, 1118, 1486

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13.3 Read and respond to grade level text as self-directed, critical readers and thinkers.	SE/TE: Comprehending Complex Texts, lviii–lix; Constructed Response: Writing about literature and informational texts, 230-231, 458-459, 710-711, 936-937, 1116-1117, 1484-1485; Writing to Sources: Argumentative Text (Essay About Chaucer’s Purpose), 153, Argumentative Text (Essay About Satan in <i>Paradise Lost</i>), 538; Text Set Workshop (writing), 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b
Reading - Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	SE/TE: Defining the Essay, 678; also see: Preparing to Read Complex Texts (nonfiction): analyze clarity of meaning, 82, 85, 86, 89, outlining arguments and strategies, 1462, 1465, 1467; Reading for Information: evaluate validity and reliability of a research source, 70–75, text features, analyzing and evaluating, 198–213, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, newspaper articles, advertisements, comparing, 1062–1070, analyze cause-and-effect relationships, 1454–1459
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 932b, 1112b, 1480b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56

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Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	SE/TE: Vocabulary Acquisition and Use: Roots, 66, 197, 280, 306, 359, 398, 417, 537, 627, 663, 704, 754, 793, 851, 879, 908, 930, 1084, 1150, 1168, 1186, 1205, 1243, 1279, 1357, 1431; Prefixes, 136, 377, 492, 597, 704, 930, 1007, 1270; Suffixes, 121, 704, 745, 865, 930, 988
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level text with purpose and understanding.	SE/TE: Comprehending Complex Texts, lviii–lix; Preparing to Read Complex Texts (nonfiction): clarity of meaning, analyze, 82, 85, 86, 89, verify and clarify facts, 568, 569, 574, 575, analyze techniques of media messages, 1062, 1063, 1068, 1069 author's perspective, analyze, 436, 480, 484, 491, author's purpose, 628, 635, 638, 644, 646, 656, 662, 910, 913, 919, 997, 1002, 1006, author's philosophical assumptions, analyze, 680, 685
4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Dialogue, read aloud, 1473; Tips for Improving Fluency, R16–R17
4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.	SE/TE: Repair comprehension by rereading, 123, 126, 127, 128, 130, 135; Vocabulary Acquisition and Use, 66, 121, 136, 197, 280, 306, 359, 377, 398, 417, 492, 537, 597, 627, 663, 676, 704, 745, 754, 766, 793, 851, 865, 879, 908, 930, 988, 1007, 1084, 1150, 1168, 1186, 1205, 1243, 1270, 1279, 1279, 1357, 1431; Language Study, 224, 452, 704, 930, 1110, 1478

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Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
<p>5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.</p>	<p>SE/TE: Comprehending Complex Texts: Close Read the Text (nonfiction), Ix–Ixi, Ixii–Ixiii; Preparing to Read Complex Texts (nonfiction): clarity of meaning, analyze, 82, 85, 86, 89, verify and clarify facts, 568, 569, 574, 575, analyze techniques of media messages, 1062, 1063, 1068, 1069 author's perspective, analyze, 436, 480, 484, 491, author's purpose, 628, 635, 638, 644, 646, 656, 662, 910, 913, 919, 997, 1002, 1006, author's philosophical assumptions, analyze, 680, 685; Assessment Workshop: reading test, 932–933; Reading for Information: evaluate validity and reliability of a research source, 70–75, evaluate author's purpose and perspective, 436–441, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, predict content and purpose, 1022–1027, analyze cause-and-effect relationships, 1454–1459; Research Project (comparing primary sources): text features, analyzing and evaluating, 198–212, summarizing, restating main ideas, 282–290, verify and clarify facts, summarize, draw conclusions, analyze, 568–580, rhetorical devices, analyze, 896–908, newspaper articles, advertisements, comparing, 1062–1069, determine essential message, analyze rhetorical devices, 1284–1294</p>

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Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	SE/TE: Comprehending Complex Texts: key ideas and details, ix–lxi; Preparing to Read Complex Texts (nonfiction): summarize, 282, 283, 289, 291, author's philosophical assumptions, 680, 685, expository critique, 1444, 1447, 1448, 1453; Assessment Workshop: analyze the development of central ideas, 458; Assessment: reading test, 932–933; Reading for Information: summarizing, restating main ideas, 282–291, determine essential message, analyze rhetorical devices, 1284–1295
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Evaluate the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.	SE/TE: Speaking and Listening: Political advertisement (non-print) analyze, 928–929, Entertainment Media, analyze, 1108–1109, Media coverage of same event, analyze, 1476–1477; also see: Reading for Information: evaluate validity and reliability of a research source, 70–75, text features, analyzing and evaluating, 198–213, summarizing, restating main ideas, 282–291, evaluate author's purpose and perspective, 436–441, verify and clarify facts, summarize, draw conclusions, analyze, 568–581, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, rhetorical devices, analyze, 896–909, predict content and purpose, 1022–1027, newspaper articles, advertisements, comparing, 1062–1070, determine essential message, analyze rhetorical devices, 1284–1295, analyze cause-and-effect relationships, 1454–1459

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Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Determine the figurative, connotative, and technical meanings of words and phrases; compare and contrast how authors use and refine words or phrases.	SE/TE: Building Academic Vocabulary: Technical Domain-Specific Academic Vocabulary, lii–liii, Critical Thinking Terms, liv–lv; Language Study, 224, 452, 704, 930, 1110, 1478; Comparing Literary Works: diction, word choice, 646; Analyzing rhetorical devices, 896, 897, 900, 901, 902; Assessment: reading test, 932–933; Analogy, 1444, 1449, 1453; Vocabulary Acquisition and Use, 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
8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	SE/TE: Reading for Information: text features, analyzing and evaluating, 198–213, evaluate author’s purpose and perspective, 436–441, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295, analyze cause-and-effect relationships, 1454–1459; Defining the Essay, 678; also see: Analyzing Arguments, lxiv–lxv; Analyzing Legal Meanings and Reasoning, lxviii–lxix; Preparing to Read Complex Texts (nonfiction): analyze clarity of meaning, 82, 85, 86, 89, outlining arguments and strategies, 1462, 1465, 1467

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Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	SE/TE: Building Academic Vocabulary, xviii–lv; Language Study: Dictionaries and Other Resources, 224, Words from Mythology, 452, Etymology: Political Science/History Terms, 704, Etymology of Science, Medical, Mathematical Terms, 930, Idioms, 1110, Cognates and Borrowed Words, 1478; Language Study, 224, 452, 704, 930, 1110, 1478; Comparing Literary Works: diction, word choice, 646; Analyzing rhetorical devices, 896, 897, 900, 901, 902; Assessment: reading test, 932–933; Analogy, 1444, 1449, 1453
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	SE/TE: Analyzing Arguments, lxiv–lxv, The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxvi–lxvii, Analyzing Legal Meanings and Reasoning, lxviii–lxix; Reading for Information: evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295; Persuasive techniques, identify / compare, 708, 919; Rhetorical devices, analyze, 896, 897, 909; Social commentary, 910, 914, 919; Assessment: reading test, 932–933; Modes of persuasion, recognize, 1062, 1063, 1065, 1068, 1070; Social criticism, compare, 1011, 1014, 1015, 1017, 1018, 1020, 1021; Author’s message, judge, 1394
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Compare and contrast the effectiveness of authors’ uses of text features and structures to support similar claims.	SE/TE: Reading for Information: evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295; Persuasive techniques, identify / compare, 708, 919; Modes of persuasion, recognize, 1062, 1063, 1065, 1068, 1070; Social criticism, compare, 1011, 1014, 1015, 1017, 1018, 1020, 1021

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11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.	SE/TE: Analyzing Arguments, lxiv–lxv, Analyzing Legal Meanings and Reasoning, lxviii–lxix; Reading for Information: evaluate author’s purpose and perspective, 436–441, rhetorical devices, analyze, 896–909, determine essential message, analyze rhetorical devices, 1284–1295; Persuasive techniques, identify / compare, 708, 919; Rhetorical devices, analyze, 896, 897, 909; Social commentary, 910, 914, 919; Assessment: reading test, 932–933; Modes of persuasion, recognize, 1062, 1063, 1065, 1068, 1070; Social criticism, compare, 1011, 1014, 1015, 1017, 1018, 1020, 1021; Author’s message, judge, 1394
Range and Complexity (RC)	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.	SE/TE: Text Set Workshop (Research & Listening and Speaking Projects), 226b, 454b, 706b, 932b, 1112b, 1480b TE only: Multidraft Reading notes encourage independent reading and guided reading experiences. For examples see: 83, 589, and 911.
12.2 Read independently for a sustained period of time.	SE/TE: Independent Reading, 232, 460, 712, 938, 1118, 1486

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12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.	SE/TE: Comprehending Complex Texts, lviii–lix; Constructed Response: Writing about literature and informational texts, 230-231, 458-459, 710-711, 936-937, 1116-1117, 1484-1485; Writing to Sources: Narrative Text (Biographical Narrative of John Dunne), 492, Explanatory Text (Comparison Essay of Enlightenment Texts), 645, Argumentative Text (Editorial About Dialect), 745, Explanatory Text (Research Plan on Shelley’s Use of Scientific or Historical Knowledge), 879, Informative Text (Biographical Essay), 975, Argumentative Text (Report on Marriage Customs), 988, Bibliography on Culture of Victorian Era, 1008, Argumentative Text (Essay on Victorian Age), 1051, Informative Text (Multi-Genre Response to Modernism), 1168; Text Set Workshop (writing), 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write arguments that:	
a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;	SE/TE: Composing an Argument, lxx–lxxi; Writing Workshop: topic, choose/narrow, 443, rhetorical devices, use, 444, professional models: persuasive essay (Kermode), 445, logical flow, follow, 446, opinions, support with facts, 447, student models, 448, shaping your presentation, 922, purpose, focus, 927; Writing to Sources, 359, 418, 502, 538, 745, 794, 1051, 1095, 1279, 1431; Writing: arguments, anticipate/ refute, 136, letter to the editor, 685
b. use relevant information from multiple print and multimedia sources;	SE/TE: Composing an Argument (developing the claim), lxx–lxxi; Writing Workshop: details, gather, 443, elaboration, provide, 444, opinions, support with facts, 447; Writing to Sources: outline and incorporate evidence, 538, citing details, 1431

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c. assess the credibility and accuracy of each source;	SE/TE: Writing Workshop: Focus on Research, 442, gather evidence (facts, statistics), 921; Writing to Sources: outline and incorporate evidence, 538; also see: Reading for Information: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, summarize, draw conclusions, analyze, 568–581, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817
d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;	SE/TE: Writing Workshop: transition words, use, 446, ideas, organize, 447, revising for smooth flow, 924, clarify relationship between claim, reasons, evidence, 927; Transition words, 988; Writing: arguments, anticipate/ refute, 136, letter to the editor, 685
e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases;	SE/TE: Composing an Argument (developing the claim), lxx–lxxi; Writing Workshop: details, gather, 443, elaboration, provide, 444, opinions, support with facts, 447; Writing to Sources: outline and incorporate evidence, 538, citing details, 1431
f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;	SE/TE: Writing Workshop: transition words, use, 446, ideas, organize, 447, revising for smooth flow, 924, clarify relationship between claim, reasons, evidence, 927; Transition words, 988
g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;	SE/TE: Writing to Sources: revise for words or phrases that are too casual, 66, create formal, businesslike tone, 988, revising to use formal language, 1095; Writing Workshop: weak language, replace, 446, style, develop, 447

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h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;	SE/TE: Writing Workshop: chart notes from research, 443, research and details, 921; also see: Citations, lxxvi, lxxvii; Gather sources, 213, 291, 581, 909, 1070, 1295; Handling sources, 1098; Citing Sources and Preparing Manuscript, R21–R23
i. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;	SE/TE: Writing Workshop: use rhetorical devices and effective techniques of argument, 444, consider argument and artistry, 922; also see: Analyzing Arguments, lxiv–lxv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxv–lxvii
j. provide a concluding statement or section that follows from and supports the argument presented; and	SE/TE: Composing an Argument (concluding section), lxx–lxxi; Writing Workshop: conclude with restatement, 444; Persuasive essay: closing strategy, 538, 794
k. include a call to action.	SE/TE: Writing Workshop: showcase your claim, 444, consider argument and artistry, 922; Writing to Source: Argument (Business Memo to Invest in Britain), 89, Timed Writing: Argument (Position Paper on Congestions), 603 Science
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic;	SE/TE: Writing: prewriting, 627; Writing Workshop: choosing your topic, 695, decide where to start, 696, balance narration with reflection, 698, moving from personal to universal, 699, choosing your topic, 920, shaping your presentation, 921, powerful introduction, 1098; Performance Tasks: writing essays, 936; Writing to Sources: opening strategy, 398, brief introduction to a radio spot, 1415

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b. use relevant information from multiple print and multimedia sources	SE/TE: Writing to Sources: detailed references, 398, cite details, 557, gather details, 851, support generalizations with quotations, 1084, supporting details/evidence, add, 1243, Writing Workshop: gathering details, 695, gather evidence, 921; also see: Writing Workshop: background information, review, 1095, gathering details, 1097, logical organization, plan, 1098, deciding what to cite, 1102; Research task, 213, 291, 581, 909, 1070, 1295; Writing to Sources, 879; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136
c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;	SE/TE: Writing Workshop: make and strengthen connections, 695, 698, methods of organization, 1098; Timed Writing, 75; Writing to Sources: transition words, use, 271, 922, 988
d. assess the credibility and accuracy of each source;	SE/TE: Conducting Research, lxxvii; Writing Workshop: background information, review, 1095, gathering details, 1097, logical organization, plan, 1098, topic sentences, place effectively, 1100, deciding what to cite, 1102, avoiding plagiarism, 1103; Research task, 213, 291, 581, 909, 1070, 1295; Writing to Sources, 879; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136
e. include formatting, graphics, and multimedia to aid as needed;	SE/TE: Writing Workshop: Publishing and Presenting, 221, 449, 701, 927, 1107, 1475; also see: Writing Workshop: Multimedia Presentation, 920–927; Writing Lesson: Multimedia Presentation Plan, 627, 1365, Internet Publication, 701

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f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic;	SE/TE: Writing to Sources: detailed references, 398, cite details, 557, gather details, 851, support generalizations with quotations, 1084, supporting details/evidence, add, 1243, Writing Workshop: gathering details, 695, gather evidence, 921; also see: Writing Workshop: background information, review, 1095, gathering details, 1097, logical organization, plan, 1098, deciding what to cite, 1102; Research task, 213, 291, 581, 909, 1070, 1295; Writing to Sources, 879; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136
g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/TE: Conducting Research, lxxvii; Writing Workshop: deciding what to cite, 1102, avoiding plagiarism, 1103; Citations, lxxvi, lxxvii; Gather sources, 213, 291, 581, 909, 1070, 1295; Handling sources, 1098; Citing Sources and Preparing Manuscript, R21–R23; also see: Research task, 213, 291, 581, 909, 1070, 1295; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136
h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;	SE/TE: Writing Workshop: make and strengthen connections, 695, 698, methods of organization, 1098; Timed Writing, 75; Writing to Sources: transition words, use, 271, 922, 988
i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;	SE/TE: Writing Workshop: develop your style, personal voice, 699, style, develop, 1103; Writing to Sources: specific language, 663, revise for vivid, precise language, 851, precise language, 1338
j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and	SE/TE: Writing Workshop: develop your style, personal voice, 699, style, develop, 925, formal style and objective tone, 1098, 1099, style, develop, 1103
k. provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: Writing to Sources: provide concluding section, 398; Writing Workshop: end well, 216, closing, 1098; Writing Lesson skills: closing strategy, 538, 794

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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;	SE/TE: Writing Workshop: autobiographical narrative, 214–221, short story, 1468–1475; Writing: interior monologue, 197, parable, 306, narrative speech, 341, soliloquy, 377, script for a scene, 1270, biographical sketch, 1357, scene from an absurd drama, 1387
b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;	SE/TE: Writing Workshop: find your insight, 215, start out strong, 216, clarify time and place, 218, significance of events, 694, choosing your topic, 1469, establish tense and point of view, 1470, using snapshots to grab reader’s attention, 1472; Writing to Sources: parable, 306, beginning of soliloquy, 377, outline, 492, autobiographical narrative, 766
c. create a smooth progression of experiences or events;	SE/TE: Writing to Sources: structure ideas for effect, 865, outline events, 1307; Writing Workshop: pace your writing, 216, revising overall structure, 218, shaping your writing, 696, 1470, revising overall structure, 1472
d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;	SE/TE: Writing Workshop: highlight a striking conflict, 216, add interior monologue, 218, draw setting, create a story chart, improvise dialogue, 1469, establish tense and point of view, 1470, check for consistency (tense, point of view), 1472, using punctuation in dialogue, 1473; Writing: dialogue, 566; Writing Lessons: character traits, events, 306, build suspense, 766
e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome;	SE/TE: Writing to Sources: outline events, 1307; Writing Workshop: pace your writing, 216, revising overall structure, 218, shaping your writing, 696, 1470, revising overall structure, 1472

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f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and	SE/TE: Writing Workshop: sensory details, 215, vivid word choice, 219, explode a moment, 696, draw setting, 1469, show, do not tell, 1470, word choice, 1472, develop your style, 1473; Writing to Sources: vivid expressions, 197, 341, sensory details, 306, 1307, replace adjectives, 377, 1357, intensify dramatic effect, 865
g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Writing Workshop: end well, 216, revising overall structure, 218, revising overall structure, 1472; Writing: providing a conclusion, 1409
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 When writing:	
a. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and	SE/TE: Integrate and Evaluate Information, 16; Word Analysis, 306; Vocabulary Connection, 388; Literary Analysis, 919; Language Study: Idioms, 1110; The Changing English Language: Beginnings of English, 7; A Man of Fire-New Words, 241; Britspeak, A to Zed, 1129; Dialect, 732, 741, 744; Diction, 779, 792, 1366, 1376
b. resolve issues of complex or contested usage, consulting references as needed.	SE/TE: Editing and Proofreading: Focus on Commonly Confused Words, 449; Focus on Commas, 701; Conventions and Style, 493; Commonly Confused Words, R62–R63
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	SE/TE: Editing and Proofreading: Focus on Commonly Confused Words, 449; Focus on Commas, 701; Conventions and Style, 493; Commonly Confused Words, R62–R63

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Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.	SE/TE: Timed Writing, 166, 435, 551, 809, 1215; writing an objective summary, lvi–lvii, composing an argument, lxx–lxxi; Writing Workshop, 214–221, 442–449, 694–701, 920–927, 1096–1107, 1468–1475; Text Set Workshop: writing, 226a, 706a; Writing, 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, 894, 975, 988, 1008, 1051, 1084, 1095, 1168, 1186, 1206, 1243, 1270, 1307, 1399, 1431, 1443; Performance Tasks: Writing, 230, 458, 710, 936, 1116, 1484
6.5 Demonstrate effective keyboarding skills.	SE/TE: Publishing and Presenting, 221, 449, 701, 1107, 1475; also see: Writing Workshop: Multimedia Presentation, 920–927; Writing Lesson: Multimedia Presentation Plan, 627, 1365, Internet Publication, 701
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 1112b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56

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1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.	SE/TE: Panel Discussion, 1433; Performance Tasks: Speaking and Listening, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Tips for Discussing Literature, R55
1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.	SE/TE: Speaking and Listening (Collaboration): Small-Group Discussion, 15, 249; Panel Discussion, 16; Debate, 478; Book Talk, 1136; Press Conference, 730; Discussion, 1162; Performance Tasks (Assessment Workshop): Small Group Discussion, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Text Set Workshop, 226b, 454b, 706b, 1112b; Tips for Discussing Literature, R55; Oral and Visual Communication: Listening Critically, R56
1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	SE/TE: Panel Discussion, 1433; Debate, 478; Performance Tasks: Speaking and Listening, 231, 937, 1117; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Tips for Discussing Literature, R55
1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.	SE/TE: Debate, 478; Press Conference, 730; Book Talk, 1136; Panel Discussion, 1433; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477; Tips for Discussing Literature, R55
1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Multimedia Presentation, 956; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485

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Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
2.2 Distinguish between credible and non-credible sources of information.	SE/TE: Write and Deliver a Persuasive Speech: sound facts and reasons, 450; Multimedia Presentation of an Argument: gather evidence (facts, statistics), 921; also see: Reading for Information: evaluate validity and reliability of a research source, 70–75, verify and clarify facts, summarize, draw conclusions, analyze, 568–581, evaluate information from text features, 598–603, evaluate information from charts, graphs, illustrations, 810–817
2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/TE: Multimedia Presentation of an Argument: research and details, 921; also see: Citations, lxxvi, lxxvii; Gather sources, 213, 291, 581, 909, 1070, 1295; Handling sources, 1098; Citing Sources and Preparing Manuscript, R21–R23
2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Multimedia Presentation, 956; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485

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Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Multimedia Presentation, 956; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	SE/TE: Writing Workshop: Create a Multimedia Presentation, 920–927; Speaking and Listening: Multimedia “Welcome Talk,” 250; Multimedia Presentation, 956; Writing Lesson: Multimedia Presentation Plan, 627, 1365; Performance Tasks: Speaking and Listening, 1485
Language, Craft, and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SE/TE: Speaking and Listening: Evaluate a Persuasive Speech, 222–223; Deliver a Persuasive Speech, 450–451; Analyze a Non-Print Political Advertisement, 928–929; Analyze and Evaluate Entertainment Media, 1108–1109; Compare Media Coverage of Same Event, 1476–1477; Text Set Workshop, 454b, 706b, 932b, 1480b
4.2 Evaluate the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	SE/TE: Speaking and Listening: Evaluate a Persuasive Speech, 222–223; Evaluation form for a Persuasive Speech, 451; also see: Debate, 478; Press Conference, 730; Book Talk, 1136; Panel Discussion, 1433; Speaking and Listening: Comprehension and Collaboration, 223, 451, 703, 929, 1109, 1477

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4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.	SE/TE: Evaluate a Persuasive Speech: identify persuasive techniques, 222–223; Evaluation form for a Persuasive Speech, 451; also see: Analyzing Arguments, lxiv–lxv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxv–lxvii
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details.	SE/TE: Speaking and Listening: Deliver a Persuasive Speech, 450–451; Oral Interpretation of Literary Work, 702–703; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485
5.3 Develop messages that use logical, emotional, and ethical appeals.	SE/TE: Deliver a Persuasive Speech: Arguments and Reasoning, 450–451; Speaking and Listening: Multimedia “Welcome Talk,” 250; Debate, 478; Press Conferences, 730; Presentation, 1135; Book Talk, 1136; Performance Tasks: Speaking and Listening, 231, 459, 711, 937, 1117, 1485

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Disciplinary Literacy (DL)	
The <i>South Carolina College- and Career-Ready Standards for English Language Arts 2015</i> include the Disciplinary Literacy practices listed below:	
<ul style="list-style-type: none"> • Read, write, and communicate using knowledge of a particular discipline. 	<p>SE/TE: Multiple Perspectives on the Era: Integrate and Evaluate Information, 16, 250, 478, 730, 956, 1136; Literature in Context—Reading in the Content Areas: Anglo-Saxon Metalwork (science), 54, Atlas Page of the British Isles (geography), 87, Selfsame Sovereignty (history), 146, Folk Ballads (culture), 205, Elizabethan Concepts of Monarchy (culture), 350, Stagecraft at the Globe (culture), 369, Shifting Meanings vocabulary, 388, The Real Macbeth (history), 408, The Greek Chorus and Players drama, 424, Mapping Allegory (culture), 556, The Vocabulary of Religious Conflict (culture), 609, The Irish Troubles (history), 621, Fashions of the Times (culture), 640, Rise of the Middle Class (culture), 683, Shelley and Science (science), 877, Government Terms vocabulary, 906, Technological Advances in the 19th Century (science), 1067, Yeats's Philosophy (culture), 1144, Vocabulary of Empire vocabulary, 1321, Colonial Rhodesia (history), 1333, Apartheid (history), 1344, Dylan Thomas and Poetry in Performance (culture), 1391, Where Is Our Island Home? (culture), 1452</p>
<ul style="list-style-type: none"> • Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas. 	<p>SE/TE: Text Set Workshop, 226a–226b, 454a–454b, 706a–706b, 932a–932b, 1112a–1112b, 1480a–1480b; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136; Reading for Information, 70–75, 198–213, 282–291, 436–441, 568–581, 598–603, 810–817, 896–909, 1022–1027, 1062–1070, 1284–1295, 1454–1459</p>

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<ul style="list-style-type: none"> • Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines. 	<p>SE/TE: Conducting Research, lxxvii; Writing Workshop: background information, review, 1095, gathering details, 1097, logical organization, plan, 1098, topic sentences, place effectively, 1100, deciding what to cite, 1102, avoiding plagiarism, 1103; Research task, 213, 291, 581, 909, 1070, 1295; Writing to Sources, 879; Speaking and Listening (Solve a Research Problem), 16, 250, 478, 730, 956, 1136</p>