

Grade 12

Developing Skilled and Building Reading Stamina DSR

- 1 The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down. 12.DSR.1**
- A** Read a variety of grade-level complex text with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary (Reading Fluency, K-12). 12.DSR.1.A
 - B** Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12). 12.DSR.1.B
 - C** When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12). 12.DSR.1.C
 - D** Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12). 12.DSR.1.D
 - E** Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12). 12.DSR.1.E

Reading and Vocabulary RV

- RV. The student will systematically build vocabulary and word knowledge based on grade twelve content and texts. 12.RV**

1 Vocabulary Development and Word Analysis 12.RV.1

- A Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics. 12.RV.1.A
- B Use context and sentence structure to clarify the meanings of words and phrases. 12.RV.1.B
- C Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words. 12.RV.1.C
- D Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering). 12.RV.1.D
- E Explain and analyze idiomatic language in context. 12.RV.1.E
- F Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts. 12.RV.1.F
- G Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities. 12.RV.1.G

Reading Literary Text RL

RL. The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature. 12.RL

1 Key Ideas and Plot Details 12.RL.1

- A Analyze the development of universal themes (e.g., loss of innocence, coming of age, relationship with nature) prevalent in British literature (e.g., short stories, poems, plays, novels, essays, and literary nonfiction) of different eras. 12.RL.1.A
- B Examine how authors structure a text and order events within it through parallel episodes, subplots, and conflicts, and explain how they create such effects as mystery, tension, or surprise. 12.RL.1.B
- C Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. 12.RL.1.C
- D Analyze and evaluate how dramatic conventions (e.g., soliloquy, aside, narration, direct address to the audience) contribute to the theme and effect of plays from various cultures. 12.RL.1.D

2 Craft and Style 12.RL.2

- A Evaluate how the use of figurative language in poetry and prose contributes to the reader's understanding of the subject, form, mood, and theme. 12.RL.2.A
- B Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem. 12.RL.2.B
- C Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. 12.RL.2.C

3 Integration of Concepts 12.RL.3

- A Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures. 12.RL.3.A
 - B Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details. 12.RL.3.B
 - C Analyze how authors' attitudes, viewpoints, and beliefs reflect larger historical, social, or cultural contexts. 12.RL.3.C
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Reading Informational Text RI**RI. The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** 12.RI**1 Key Ideas and Confirming Details** 12.RI.1

- A Interpret and complete an application for employment or college admission, and summarize the intent, main ideas, and purpose of the workplace or technical documents. 12.RI.1.A
 - B Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including how the structure advances their point of view. 12.RI.1.B
 - C Analyze the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false premises or unsupported claims. 12.RI.1.C
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2 Craft and Style 12.RI.2

- A Analyze text structures to discern how they affect the meaning and message of informational and technical writing and how their text structures differ from those in narrative texts. 12.RI.2.A
 - B Analyze the cumulative impact of specific word choices on meaning, author's attitude toward the subject, and mood. 12.RI.2.B
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3 Integration of Concepts 12.RI.3

- A Evaluate texts with differing points of view on the same or similar events or issues by assessing claims, reasoning, evidence, and connections to other works or historical events. 12.RI.3.A
 - B Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 12.RI.3.B
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Writing W**W. The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.** 12.W

1 Modes and Purposes for Writing 12.W.1

- A** Write extended pieces that: 12.W.1.A
 - i** Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 12.W.1.A.I
 - ii** Adopt an organizational structure that clarifies relationships among ideas and concepts. 12.W.1.A.II
 - iii** Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge. 12.W.1.A.III
 - iv** Provide a concluding section that follows from the information or explanation presented. 12.W.1.A.IV
- B** Write technical pieces that: 12.W.1.B
 - i** Describe personal qualifications for potential occupational or educational opportunities. 12.W.1.B.I
 - ii** Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts. 12.W.1.B.II
 - iii** Generate technical writing (e.g., job description, questionnaire, job application, or business communication) that clearly address specific audiences with identified purposes. 12.W.1.B.III
- C** Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.). 12.W.1.C

2 Organization and Composition 12.W.2

- A Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes: 12.W.2.A
 - i Composing a thesis statement that clearly communicates the writer’s position or assertion. 12.W.2.A.I
 - ii Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. 12.W.2.A.II
 - iii Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing. 12.W.2.A.III
 - iv Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation. 12.W.2.A.IV
 - v Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases. 12.W.2.A.V
 - vi Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice. 12.W.2.A.VI

3 Usage and Mechanics 12.W.3

- A Revise writing for clarity of content, accuracy, and depth of information. 12.W.3.A
- B Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved. 12.W.3.B
- C Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations) 12.W.3.C
- D Write and revise to a standard acceptable both in the workplace and in postsecondary education. 12.W.3.D

Language Usage LU

LU. The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate. 12.LU

1 Grammar 12.LU.1

- A Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose. 12.LU.1.A

2 Mechanics 12.LU.2

- A Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing. 12.LU.2.A
 - B Spell correctly, consulting reference materials to check as needed. 12.LU.2.B
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C. The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together. 12.C

1 Communication, Listening, and Collaboration 12.C.1

- A** Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes: 12.C.1.A
 - i** Applying a variety of strategies to listen actively and speak purposefully and respectfully. 12.C.1.A.I
 - ii** Responding thoughtfully and tactfully with evidence to diverse perspectives. 12.C.1.A.II
 - iii** Summarizing points of agreement and disagreement. 12.C.1.A.III
 - iv** Selecting and applying multimodal tools to design and develop presentation content appropriate for topic and purpose. 12.C.1.A.IV
 - v** Evaluating the content of presentations, including introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. 12.C.1.A.V
 - vi** Using reflection to evaluate one's own role in the group process in small group activities. 12.C.1.A.VI
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2 Speaking and Presentation of Ideas 12.C.2

- A** Report orally on a topic or text or present an opinion. This includes: 12.C.2.A
 - i** Selecting the modes and purposes for presentations and synthesizing multiple streams of information. 12.C.2.A.I
 - ii** Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting. 12.C.2.A.II
 - iii** Incorporating various rhetorical devices to enhance purpose and strengthening clarity of ideas. 12.C.2.A.III
 - iv** Anticipating and addressing alternative or opposing perspectives and counterclaims and rebuttals, as appropriate. 12.C.2.A.IV
 - v** Monitoring audience engagement effectively and adjusting delivery accordingly during presentations. 12.C.2.A.V
 - vi** Evaluating the content and effectiveness of one's presentations, including the introduction, organization, strengths/weaknesses and evidence and reasoning, and conclusion. 12.C.2.A.VI
- B** Memorize and recite an excerpt or monologue from a dramatic work portraying the emotions and motivations of the character through voice and body language that conveys the intended tone and mood of the selection. 12.C.2.B

3 Integrating Multimodal Literacies 12.C.3

- A Create and deliver planned, multimodal, interactive presentations collaboratively and individually for a variety of purposes and audiences. 12.C.3.A
- B Examine multimodal sources' claims, arguments, ideas, and any point of personal bias by evaluating them for reliability and relevance to serve as credible supporting evidence. 12.C.3.B
- C Synthesize multiple streams of information on the same or similar topic to create a summary or formulate a position. 12.C.3.C
- D Organize information to create media messages with visual, audio, and graphic components to convey meaning. 12.C.3.D
- E Provide appropriate citation of all content from external sources. 12.C.3.E

4 Examining Media Messages 12.C.4

- A Defend hypotheses about an author's underlying values, viewpoints, and purposes and reflect on how they shape the content. 12.C.4.A
- B Analyze and critique the effectiveness of media messages by evaluating the purpose, evidence, and clarity for specific purposes with targeted audiences. 12.C.4.B
- C Analyze and evaluate how the media's use of symbolism, imagery, metaphor, and bias impacts the message. 12.C.4.C
- D Explain and analyze how values and viewpoints are included or excluded and how media influences beliefs, interpretations, and behaviors. 12.C.4.D
- E Analyze media to determine the cause-and-effect relationship(s) between media coverage and public opinion trends. 12.C.4.E

Research R

- R. The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.** 12.R

1 Evaluation and Synthesis of Information 12.R.1

- A** Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary. 12.R.1.A
- B** Gather and organize information from various sources. 12.R.1.B
- C** Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases. 12.R.1.C
- D** Synthesize multiple streams of evidence to support claims and acknowledge counterclaims. 12.R.1.D
- E** Create research products aligned with the demands of the reading and writing standards. 12.R.1.E
- F** Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA). 12.R.1.F
- G** Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. 12.R.1.G
- H** Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies, as they develop. 12.R.1.H