

Grade 12

Adopted 2023

Reading Comprehension

Reading Fundamentals

- RF.** Provide an objective summary of a text. [12.RC.1.RF](#)
- RF.** Determine how multiple complex central ideas and/or themes are developed over the course of a text, including how details interact and build upon one another. [12.RC.2.RF](#)
- RF.** Cite text evidence that strongly and thoroughly supports an analysis of what a text states, what the details imply, and what ambiguities are left to interpret, using background knowledge to justify inferences drawn from the text. [12.RC.3.RF](#)
- RF.** Demonstrate reading comprehension of age and grade-appropriate texts by speaking or writing. [12.RC.4.RF](#)

Reading Literature

- RL.** Examine how characterization, plot, setting, and other literary elements interact with and contribute to the development and complexity of a text. [12.RC.5.RL](#)
- RL.** Analyze how syntax contributes to the overall meaning and style of a text. [12.RC.6.RL](#)
- RL.** Examine a text in which understanding the purpose, point of view (POV), and/or perspective requires the reader to distinguish between what the author states and what is implied through irony, sarcasm, understatement, and satire, including how this contributes to a character's point of view and/or perspective. [12.RC.7.RL](#)
- RL.** Evaluate how various portrayals of a story, drama, or poem represent and/or interpret the original source material from which they were derived. [12.RC.8.RL](#)
- RL.** Analyze how two or more influential literary works from the same world era addresses similar themes. [12.RC.9.RL](#)
- RL.** Identify themes in works of British literature (1450-present), including the ways British writers incorporate ancient, mythological, and/or religious stories into their writings. [12.RC.10.RL](#)
- RL.** Identify themes in works of British literature, noting the dominant traits from Medieval, Renaissance, Neoclassical, Romantic, Victorian, Modern, and Post-Modern periods. [12.RC.11.RL](#)

Reading Information

- RI. Evaluate how an author develops and connects a complex set of central ideas and key details, including how the central ideas and key details evolve, interact, and contribute to the overall meaning of a text. [12.RC.12.RI](#)
- RI. Analyze the syntax of a text, including the extent to which it impacts the clarity, credibility, and appeal of the information presented. [12.RC.13.RI](#)
- RI. Evaluate how content, style, and/or use of rhetorical devices contribute to the purpose, point of view, perspective, and overall effectiveness of a text. [12.RC.14.RI](#)
- RI. Evaluate information presented in a variety of formats and from multiple sources, integrating the information that best answers a question or solves a problem. [12.RC.15.RI](#)
- RI. Evaluate the premise, reasoning, and validity of an argument in texts, including works of public advocacy and seminal documents from outside the U.S. [12.RC.16.RI](#)
- RI. Analyze documents of historical significance for their literary and rhetorical features, including documents from outside the U.S. when appropriate. [12.RC.17.RI](#)
- RI. Identify central ideas in works of literary nonfiction from world literary history, including works written after 1450. [12.RC.18.RI](#)

Writing

Style

- S. Compose an argument about a complex topic:
 - Develop defensible and significant claims.
 - Distinguish alternate or opposing claims, assessing the strengths and weaknesses of each in a manner that anticipates the audience's knowledge, values, and bias.
 - Maintain a cohesive argumentative structure throughout.
 - Provide relevant commentary to connect claims to the reasons and evidence.[12.W.1.S](#)
- S. Write to inform about a complex topic:
 - Develop a topic addressing the most significant and relevant evidence.
 - Organize ideas, concepts, and information, using major sections and subtopics.
 - Select well-chosen facts, extended definitions, quotations, commentary, and examples, making connections and distinctions when appropriate.
 - Maintain a cohesive informational structure and objective tone, clarifying the relationships among ideas, concepts, and information.[12.W.2.S](#)
- S. Write to express real or imagined experiences and/or events:
 - Develop the topic, context, narrative elements, and one or more points of view and/or perspectives.
 - Select well-chosen, descriptive details, sensory language, and precise language, conveying a detailed picture of conflict, setting, and/or characters.
 - Develop well-structured event sequences with multiple plot lines to enhance the relationships among ideas and experiences.
 - Use narrative techniques effectively.[12.W.3.S](#)

Production

- P. Construct clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. [12.W.4.P](#)
- P. Organize writing purposefully, composing an introduction, outline, major sections, and/or reflection appropriate to the task and purpose. [12.W.5.P](#)
- P. Use a variety of sentence types effectively. [12.W.6.P](#)
- P. Choose precise words, phrases, and clauses to clarify relationships among ideas, commentary, claims, counterclaims, reasons, and/or evidence. [12.W.7.P](#)
- P. Choose a variety of transition words, phrases, and clauses effectively to connect ideas. [12.W.8.P](#)
- P. Write with stamina over extended periods of time. [12.W.9.P](#)
- P. Engage in the writing process (e.g., draft, revise, edit), addressing what is most significant for a specific purpose and audience. [12.W.10.P](#)
- P. Include headings, graphics, and various multimedia to support ideas and information. [12.W.11.P](#)
- P. Conform writing to style manual guidelines appropriate for the discipline and writing type, editing writing to include grade-appropriate conventions for publishing. [12.W.12.P](#)

Research

- R. Conduct short and sustained research projects synthesizing information from multiple sources to answer a question or solve a problem, narrowing or broadening the inquiry when appropriate. [12.W.13.R](#)
- R. Assess the credibility and accuracy of sources, using scholarly databases when appropriate. [12.W.14.R](#)
- R. Paraphrase, integrate, and/or embed select quotations to maintain the flow of ideas, crediting sources and/or authors and avoiding plagiarism. [12.W.15.R](#)
- R. Follow a standard citation format, including in-text citations, literature review, and a works cited/references or bibliography. [12.W.16.R](#)

Vocabulary

1. Use general academic and content-specific words and phrases accurately, gathering vocabulary knowledge when encountering unfamiliar words or phrases. [12.V.1](#)
2. Recognize the major historical influences in the evolution of the English language (i.e., linguistics), including Old English, Middle English, and Modern English. [12.V.2](#)
3. Decode and encode words, using knowledge of Greek combining forms and Latin prefixes, bases, and suffixes and connectives as needed. [12.V.3](#)
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing from a range of effective techniques:
 - Use common Greek or Latin affixes and roots (i.e., morphology),
 - Trace the origins of words (i.e., etymology),
 - Use context,
 - Consult reference materials to clarify pronunciation and/or parts of speech or resolve issues of complex or contested usage, and/or
 - Use word relationships such as cause and effect, part to whole, and item into category to clarify the meaning of each word.[12.V.4](#)
5. Examine words with similar denotations, considering how connotation and nuance impact meaning, can change over time, and may be influenced regionally. [12.V.5](#)
6. Examine how word choice impacts the overall meaning, style, tone, or literary merit of a text, including how words affect a reader and/or audience. [12.V.6](#)
7. Analyze the role of figurative language in context, including hyperbole and paradox. [12.V.7](#)

Collaborative Communication

Speaking and Listening Comprehension

- SLC.** Initiate and express ideas in a collaborative setting, using and adapting effective discussion strategies appropriately. [12.CC.1.SLC](#)
- SLC.** Come to discussions prepared to participate and/or facilitate, citing researched evidence on the topic, text, or issue, and responding appropriately. [12.CC.2.SLC](#)
- SLC.** Set and follow rules for collegial discussions and decision-making, tracking progress towards specific goals and deadlines, and defining individual roles as needed. [12.CC.3.SLC](#)
- SLC.** Synthesize comments, claims, and evidence made on multiple sides of an issue, resolving contradictions when possible and determining what additional information or research is needed. [12.CC.4.SLC](#)
- SLC.** Integrate non-textual information from multiple and diverse multimedia, evaluating the credibility and accuracy of sources. [12.CC.5.SLC](#)
- SLC.** Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the effectiveness. [12.CC.6.SLC](#)

Presentation

- P. Present claims, findings, and supporting evidence concisely, logically, and appropriately according to purpose, audience, and task. **12.CC.7.P**
- P. Support claims, central ideas, and/or themes with valid reasoning, relevant evidence, and well-chosen details, addressing opposing perspectives as appropriate. **12.CC.8.P**
- P. Include relevant multimedia to enhance understanding of findings, reasoning, and evidence. **12.CC.9.P**
- P. Adapt speech to a variety of audiences, contexts, and tasks, using appropriate body language, tone, style, and pacing. **12.CC.10.P**
- P. Demonstrate command of standard English when indicated or appropriate. **12.CC.11.P**
- P. Recite a passage from a well-known poem, play, or speech. **12.CC.12.P**

Language

Structure

- S. Ensure pronouns have a clear antecedent and are appropriate in number and person **12.L.1.S**
- S. Use verbs effectively. **12.L.2.S**
- S. Correct misplaced and dangling modifiers. **12.L.3.S**
- S. Vary syntax for effect, consulting references for guidance as needed. **12.L.4.S**
- S. Use various types of phrases and clauses to convey specific meanings and add interest to writing and/or presentations. **12.L.5.S**
- S. Use parallel structure. **12.L.6.S**

Conventions

- C. Introduce a list, quotation, or clarification, using a colon. **12.L.7.C**
- C. Link two or more closely related independent clauses, using a semicolon and conjunctive adverb when applicable. **12.L.8.C**
- C. Separate elements in a sentence, using hyphens, commas, ellipses, dashes, and semicolons. **12.L.9.C**
- C. Use knowledge of reading foundational skills, spelling patterns, and generalizations such as syllable patterns, ending rules, and meaningful word parts (i.e., morphology) to spell correctly. **12.L.10.C**