

# Grade 12 Access Points

## Communication

### 1 Communicating Through Writing

- 2 Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes. [ELA.12.C.1.AP.2](#)
  - 3 Argue 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. [ELA.12.C.1.AP.3](#)
  - 4 Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. [ELA.12.C.1.AP.4](#)
  - 5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style. [ELA.12.C.1.AP.5](#)
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### 2 Communicating Orally

- 1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support. [ELA.9.C.2.AP.1](#)
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### 3 Following Conventions

- 1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. [ELA.9.C.3.AP.1](#)
    - a Identify parallel structures and various types of phrases and clauses in a variety of writings or presentations. [ELA.9.C.3.AP.1.A](#)
    - b Practice usage of rules to create flow in writing and/or presenting [ELA.9.C.3.AP.1.B](#)
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### 4 Researching

- 1a Conduct research to answer a question, drawing on a reliable and valid source. [ELA.9.C.4.AP.1A](#)
  - 1b Clarify the scope of a question to align with research findings. [ELA.9.C.4.AP.1B](#)
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### 5 Creating and Collaborating

- 1 Integrate a detail into a digital presentation with a coherent idea and a clear perspective. [ELA.9.C.5.AP.1](#)
  - 2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience. [ELA.9.C.5.AP.2](#)
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## Reading

### 1 Reading Prose and Poetry

- 1a Analyze how key elements increase understanding of literary text and/or style. [ELA.12.R.1.AP.1A](#)
  - 1b Compare and contrast how the key elements impact the functional significance in interpreting the literary text. [ELA.12.R.1.AP.1B](#)
  - 2a Distinguish two or more themes throughout a literary text. [ELA.12.R.1.AP.2A](#)
  - 2b Show the development of two or more themes throughout a literary text. [ELA.12.R.1.AP.2B](#)
  - 4 Analyze the connection between works of major poets and their historical context. [ELA.12.R.1.AP.4](#)
  - 3 Show the development of character perspective, including conflicting perspectives. [ELA.12.R.1.AP.3](#)
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### 2 Reading Informational Text

- 1 Explain how the structure(s) and features make the text(s) more effective. [ELA.12.R.2.AP.1](#)
  - 2a Analyze how an author develops the central idea(s). [ELA.12.R.2.AP.2A](#)
  - 2b Explain how the author makes the support more effective. [ELA.12.R.2.AP.2B](#)
  - 3 Analyze an authors choices in establishing and achieving purpose(s). [ELA.12.R.2.AP.3](#)
  - 4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims. [ELA.12.R.2.AP.4A](#)
  - 4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts. [ELA.12.R.2.AP.4B](#)
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### 3 Reading Across Genres

- 1 Analyze an authors use of figurative language. [ELA.12.R.3.AP.1](#)
  - 2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication. [ELA.12.R.3.AP.2](#)
  - 3 Compare and contrast the influence of classical literature on contemporary world texts. [ELA.12.R.3.AP.3](#)
  - 4 Analyze rhetorical choices across multiple texts. [ELA.12.R.3.AP.4](#)
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## Vocabulary

### 1 Finding Meaning

- 1 Use grade-level content vocabulary in communication, using the students mode of communication. [ELA.12.V.1.AP.1](#)
- 2 Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level. [ELA.12.V.1.AP.2](#)
- 3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. [ELA.12.V.1.AP.3](#)