

# Twelfth Grade Correlation Benchmarks and Indicators

## Language Arts

### Acquisition of Vocabulary Standard

**A. Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.**

- \_\_\_\_\_ 1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.

**B. Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.**

- \_\_\_\_\_ 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.

**C. Explain the influence of the English language on world literature, communications and popular culture.**

- \_\_\_\_\_ 3. Examine and explain the influence of the English language on world literature, communications and popular culture.

**D. Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.**

- \_\_\_\_\_ 4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).

**E. Use multiple resources to enhance comprehension of vocabulary.**

- \_\_\_\_\_ 5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

### Reading Process: Concepts of Print, Comprehension Strategies And Self-Monitoring Strategies Standard

**A. Apply reading comprehension strategies to understand grade-appropriate text.**

- \_\_\_\_\_ 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- \_\_\_\_\_ 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
- \_\_\_\_\_ 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

**B. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).**

- \_\_\_\_\_ 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

**C. Use appropriate self-monitoring strategies for comprehension.**

- \_\_\_\_\_ 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

## **Reading Applications: Informational, Technical and Persuasive Text Standard**

### **A. Analyze the features and structures of documents and critique them for their effectiveness.**

- \_\_\_\_\_ 7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.
- \_\_\_\_\_ 8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedule and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.

### **B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.**

- \_\_\_\_\_ 1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.
- \_\_\_\_\_ 4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.

### **C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.**

- \_\_\_\_\_ 2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
- \_\_\_\_\_ 6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.

### **D. Synthesize the content from several sources on a singly issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.**

- \_\_\_\_\_ 3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.

### **E. Analyze the author's implicit and explicit philosophical assumptions and beliefs about a subject.**

- \_\_\_\_\_ 5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.

## **Literary Text Standard**

### **A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and them) in literary text.**

- \_\_\_\_\_ 2. Analyze the historical, social and cultural context of setting.
- \_\_\_\_\_ 3. Explain how voice and narrator affect the characterization, plot and credibility.
- \_\_\_\_\_ 4. Evaluate the author's use of point of view in a literary text.
- \_\_\_\_\_ 5. Analyze variations of universal themes in literary texts.

### **B. Explain ways characters confront similar situations and conflict.**

- \_\_\_\_\_ 1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.

### **C. Recognize and analyze characteristics of subgenres and literary periods.**

- \_\_\_\_\_ 6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.
- \_\_\_\_\_ 7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.

**D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.**

- \_\_\_\_\_ 8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

**E. Critique an author's style.**

- \_\_\_\_\_ 8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.

**Writing Process Standard**

**A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.**

- \_\_\_\_\_ 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- \_\_\_\_\_ 3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
- \_\_\_\_\_ 4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.

**B. Select and use an appropriate organizational structure to refine and develop ideas for writing.**

- \_\_\_\_\_ 2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
- \_\_\_\_\_ 5. Use organizational strategies (e.g., notes and outlines) to plan writing.

**C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.**

- \_\_\_\_\_ 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
- \_\_\_\_\_ 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
- \_\_\_\_\_ 8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
- \_\_\_\_\_ 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
- \_\_\_\_\_ 10. Use available technology to compose text.
- \_\_\_\_\_ 11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
- \_\_\_\_\_ 12. Add and delete examples and details to better elaborate on a state central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.
- \_\_\_\_\_ 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.
- \_\_\_\_\_ 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

**D. Apply editing strategies to eliminate slang and improve conventions.**

- \_\_\_\_\_ 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

**E. Apply tools to judge the quality of writing.**

- \_\_\_\_\_ 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

**F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.**

- \_\_\_\_\_ 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

**Writing Applications Standard**

**A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.**

- \_\_\_\_\_ 1. Write reflective compositions that:
- Use personal experiences as a basis for reflection on some aspect of life;
  - Draw abstract comparisons between specific incidents and abstract concepts;
  - Maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and
  - Move from specific examples to generalizations about life.
- \_\_\_\_\_ 6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

**B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created.**

- \_\_\_\_\_ 2. Write responses to literature that:
- Advance a judgment that is interpretative, analytical, evaluative or reflective;
  - Support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;
  - Analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;
  - Identify and assess the impact of possible ambiguities, nuances and complexities within text;
  - Anticipate and answer a reader's questions, counterclaims or divergent interpretations; and
  - Provide a sense of closure to the writing.

**C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.**

- \_\_\_\_\_ 3. Write functional documents (e.g., requests for information, resumes, letters or complaint, memos and proposals) that:
- Report, organize and convey information accurately.
  - Use formatting techniques that make a document user-friendly.
  - Anticipate readers' problems, mistakes and misunderstandings.

**D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.**

- \_\_\_\_\_ 4. Write informational essays or reports, including research, that:
- Develop a controlling idea that conveys a perspective on the subject;
  - Create an organizing structure appropriate to purpose, audience and context;
  - Include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;
  - Make distinctions about the relative value and significance of specific data, facts and ideas.
  - Anticipate and address a reader's potential biases,
  - Provide a sense of closure to the writing.

**E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.**

\_\_\_\_\_ 5. Write persuasive compositions that:

Articulate a clear position

Support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and

Develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).

### **Writing Conventions Standard**

**A. Use correct spelling conventions.**

\_\_\_\_\_ 1. Use correct spelling conventions.

**B. Use correct punctuation and capitalization.**

\_\_\_\_\_ 2. Use correct punctuation and capitalization.

**C. Demonstrate understanding of the grammatical conventions of the English language.**

\_\_\_\_\_ 3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).

### **Research Standard**

**A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.**

\_\_\_\_\_ 1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

**B. Compile, organize and evaluate information, take notes and summarize findings.**

\_\_\_\_\_ 2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

\_\_\_\_\_ 3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).

**C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.**

\_\_\_\_\_ 4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.

**D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.**

\_\_\_\_\_ 5. Integrate quotations and citations into written text to maintain a flow of ideas.

\_\_\_\_\_ 6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.

**E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.**

\_\_\_\_\_ 7. Use a variety of communication techniques (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

## Communication: Oral and Visual Standard

### A. Use a variety of strategies to enhance listening comprehension.

- \_\_\_\_\_ 1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

### B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.

- \_\_\_\_\_ 2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.  
\_\_\_\_\_ 3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.  
\_\_\_\_\_ 4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) effect the mood and tone and impact the audience.

### C. Select and use effective speaking strategies for a variety of audience, situations and purposes.

- \_\_\_\_\_ 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.  
\_\_\_\_\_ 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.  
\_\_\_\_\_ 7. Vary language choices as appropriate to the context of the speech.

### D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.

- \_\_\_\_\_ 10. Deliver persuasive presentations that:  
    Establish and develop a logical and controlled argument;  
    Include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;  
    Use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;  
    Consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and  
    Use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

### E. Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.

- \_\_\_\_\_ 8. Deliver informational presentations (e.g., expository, research) that:  
    Present a clear and distinctive perspective on the subject;  
    Present events or ideas in a logical sequence;  
    Support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;  
    Include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);  
    Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and  
    Draw from and cite multiple sources including both primary and secondary sources and consider the validity and reliability of sources.

### F. Give presentations using a variety of delivery methods, visual displays and technology.

- \_\_\_\_\_ 9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.