| 2024 Grade 12 English Standards of Learning |
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| STANDARD | Correlation: Must address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| **12.RV The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.** |  |
| 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 B. Use context and sentence structure to clarify the meanings of words and phrases. |  |
| 12.RV.1 C. Use structural analysis of roots, affixes, and etymology to understand the meanings of unfamiliar and complex words. |  |
| 12.RV.1 D. Analyze the nuances in the meaning of words with similar denotations (e.g., assertive, aggressive, domineering). |  |

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| 12.RV.1 E. Explain and analyze idiomatic language in context. |  |
| 12.RV.1 F. Interpret the meaning of figurative language and literary and classical allusions and analyze their role in texts. |  |
| 12.RV.1 G. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities. |  |
| **12.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 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 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 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 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.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 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 C. Evaluate the use of satire, sarcasm, irony, and understatement to differentiate between what is directly stated and what is implied. |  |
| 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 C. 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.RI The student will use textual evidence to demonstrate comprehension and build knowledge from grade-level complex informational texts read.** |  |
| 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 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 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.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 B. Analyze the cumulative impact of specific word choices on meaning, author’s attitude toward the subject, and mood. |  |
| 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. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and CT for Core Technology. (Identify no more than 8 correlations.) |
| 1. The textbook is presented in an organized, logical manner, is free of bias, and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Texts are high quality, rigorous, rich in vocabulary, and meet appropriate complexity for the grade level. |  |
| 6. Texts and materials integrate reading, writing, and discussion to build knowledge on a topic. |  |
| 7. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |