| 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.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 A. Write extended pieces that:   1. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows. 2. Adopt an organizational structure that clarifies relationships among ideas and concepts. 3. 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. 4. Provide a concluding section that follows from the information or explanation presented. |  |
| 12.W.1 B. Write technical pieces that:   1. Describe personal qualifications for potential occupational or educational opportunities. 2. 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. 3. Generate technical writing (e.g., job description, questionnaire, job application, or business communication |  |
| 12.W. 1 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.). |  |

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| 12.W.2 A. planning, drafting, revising, editing). This includes:   1. Composing a thesis statement that clearly communicates the writer’s position or assertion. 2. Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity. 3. Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing. 4. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation. 5. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases. 6. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice. |  |
| 12.W.3 A. Revise writing for clarity of content, accuracy, and depth of information. |  |
| 12.W.3 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 C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations) |  |
| 12.W.3 D. Write and revise to a standard acceptable both in the workplace and in postsecondary education. |  |
| **12.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 A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose. |  |
| 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 B. Spell correctly, consulting reference materials to check as needed. |  |

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| **Section II. Additional Criteria: Instructional Planning and Support** | Correlation: Must align and address the standards. Use page number and 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. Instructional strategies provide sufficient opportunities for students to build depth of understanding, and the purpose of teacher and student materials is clear. |  |
| 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. |  |