

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44AA
NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR ENGLISH LANGUAGE ARTS
IN WEST VIRGINIA SCHOOLS (2520.1A)**

§126-44AA-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs, provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.1A defines the content standards (or instructional goals) and objectives for the English Language Arts as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- July 15, 2011.

1.4. Effective Date. -- Kindergarten August 15, 2011; First Grade July 1, 2012; Second Grade July 1, 2013; Third through Twelfth July 1, 2014.

1.5. Repeal of former rule. -- None. This is a new policy.

§126-44AA-2. Purpose.

2.1. This policy defines the content standards and objectives for the programs of study required by Policy 2510 in English Language Arts.

126-44AA-3. Incorporation by Reference.

3.1. A copy of Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44AA-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for English Language Arts; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

Introduction

The Next Generation Content Standards and Objectives for English Language Arts in West Virginia Schools are aligned to the Common Core State Standards for English Language Arts & Literacy, the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K-12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school. The Common Core State Standards for English Language Arts & Literacy, the product of work led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by the states in their decades-long work on crafting high-quality education standards. In May 2010, the West Virginia Board of Education adopted the Common Core State Standards for English Language Arts & Literacy; shortly thereafter, 85 classroom teachers and representatives of Higher Education faculty began a deep study of this work and placed the content of these Standards into the West Virginia Framework. This group of West Virginia educators found the standards to be research and evidence-based, aligned with college and work expectations, rigorous, and internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards lay out a vision of what it means to be a literate person in the twenty-first century. The skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily engage in the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually use their critical reading skills as they sift through the staggering amount of information available today in print and digitally. They actively seek the thorough and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They demonstrate the reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Explanation of Terms

Content Standards are broad statements that define the knowledge, skills and understanding that all students must demonstrate in a content area at the end of the kindergarten through college career readiness sequence of study.

Clusters are groups of the objectives that define the expectations students must demonstrate to be college and career ready.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the clusters and content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery, and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Distinguished: A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.

Above Mastery: A student at this level has demonstrated effective performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.

Mastery: A student at this level has demonstrated adequate knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.

Partial Mastery: A student at this level has demonstrated limited knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.

Novice: A student at this level has demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Numbering of Standards

The number for each standard is composed of three parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level, and
- the standard.

Illustration: ELA.3.W refers to the third grade writing English Language Arts standard.

Numbering of Clusters

The numbering of clusters is composed of four parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard, and
- the cluster.

Illustration: ELA.4.R.C2 refers to the fourth grade reading standard Craft and Structure cluster.

The English Language Arts cluster names and numbers, as well as corresponding grade levels, are listed below:

Cluster Number and Name	Grade Levels
1. Key Ideas and Details	K-12
2. Craft and Structure	K-12
3. Integration of Knowledge and Ideas	K-12
4. Range of Reading and Level of Text Complexity	K-12
5. Print Concepts	
6. Phonological Awareness	
7. Phonics and Word Recognition	K-1 only
8. Fluency	K-5 only
9. Text Types and Purposes	
10. Production and Distribution of Writing	K-12
11. Research to Build and Present Knowledge	K-12
12. Range of Writing	
13. Comprehension and Collaboration	K-12
14. Presentation of Knowledge and Ideas	K-12
15. Conventions of Standard English	K-12
16. Knowledge of Language	K-12
17. Vocabulary Acquisition and Use	K-12

Numbering of Objectives

The numbering of objectives is composed of five parts, each part separated by a period:

- the content area code is ELA for English Language Arts,
- the grade level,
- the standard,
- the cluster, and
- the objective.

Illustration: ELA.K.R.C2.1 refers to the first objective in the second cluster of the reading standard in kindergarten English Language Arts.

Numbering of Performance Descriptors

The number for each group of four performance descriptors is composed of three parts, each part separated by a period:

- the content area (ELA for English Language Arts),
- the letters PD are for Performance Descriptors,
- the grade level, and
- the standard number.

Illustration: ELA.PD.4.SL refers to English Language Arts performance descriptors for the fourth grade Speaking and Listening objective.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link, specific bits of information. Once Policy 2520.1A is available on the Web, each standard, each cluster, each objective and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.1A form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.1A is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.1A is noted at the top of each page containing standards, clusters, objectives and performance descriptors. As sections of Policy 2520.1A are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) facilitate implementation of WV Standards into electronic formats such as databases and XML Files. The WV Department of Education encourages everyone who is going to use the Next Generation Content Standards for English Language Arts in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

ENGLISH LANGUAGE ARTS – Policy 2520.1A

The English Language Arts content standards, objectives and performance descriptors were developed in four major strands: reading, writing, speaking and listening and language. Each strand provides a clear description of what the students in kindergarten through twelfth grade should know and be able to do. The curriculum through the grade levels is ordered to allow for foundational content and a scaffolding process to ensure a rigorous and challenging program of studies for all students. The content standards, objectives and performance descriptors defined herein will serve to ultimately promote a more literate West Virginia society.

The Common Core State Standards were referenced in the development of the Next Generation West Virginia Content Standards and Objectives. The Common Core is supported by the Council of Chief State School Officers and National Governors Association. The Common Core references include NAEP, ACT, SAT, and multiple other national research studies. Each reference was reviewed, and its relevance was determined in order to produce a more challenging curriculum for West Virginia students.

Considerations in the development of the English Language Arts K-12 curriculum included the rigor that is comparable to national and international language arts standards and successful performance on national and international language arts assessments. The curriculum progresses through the grade levels in a spiraling effect to ensure both a complete mastery of each strand and an opportunity to attain the distinguished level of performance. The English Language Arts program emphasized attention to content and global awareness. Crucial components of the curriculum involve use of literary and informational texts in language arts and across the curriculum disciplines as these skills are essential in comprehending all curricular areas.

One of the key requirements of the Next Generation West Virginia Content Standards and Objectives is that all students comprehend texts of steadily increasing complexity as they progress through school. Students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers as well as in numerous life tasks. While reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students' ability to read complex texts independently. These conditions have left a serious gap between many high school seniors' reading ability and the reading requirements they will face after graduation. A turning away from complex texts is likely to lead to a general impoverishment of knowledge. To prevent an impoverishment of knowledge, students must read complex texts that offer them new language and new knowledge.

Text Complexity Grade Bands and Associated Lexile Ranges in Lexile Measures

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to College and Career Readiness Expectations
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-College Career Readiness	1215-1355

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary Text	Informational Text
4	50%	50%
8	45%	55%
12	30%	70%

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

The four major content strands have defined objectives that explain what the student should know. The objectives move from the literal level of identifying and recognizing information to the more complex skills of analyzing and evaluating. The abbreviation, e.g., indicates examples for teaching the objectives. Furthermore, in the spiraling curriculum, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance as well as preview the next grade level to serve as a starting point for enrichment.

English Language Arts Content Standards K-12

Standard 1: Reading

The development of proficient reading skills is critical for mastering academic content, succeeding in school and fulfilling life's potential. Students must show a steadily growing ability to discern more from and fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in text. In order to build the foundational skills of reading, students will master the essential components of reading: phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension and written application. Students will gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

College and Career Readiness Anchor Standards for Reading

The grades K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by Cluster. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Standard 2: Writing

Students will apply writing skills and strategies to communicate effectively for different purposes using specific writing types. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of literary and informational texts, print sources and media sources, students will select, organize and evaluate for research purposes.

College and Career Readiness Anchor Standards for Writing

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes (These broad types of writing include many subgenres.)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Standard 3: Speaking and Listening

Students will be required to communicate ideas clearly and efficiently, including but not limited to formal presentations. They will need to use oral communication and interpersonal skills as they work together. They will need to be able to express and listen carefully to ideas, integrate information from oral, visual, quantitative and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

College and Career Readiness Anchor Standards for Speaking and Listening

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standard 4: Language

Students will learn and apply the standard rules of written and spoken English while approaching language as a matter of craft and informed choice among alternatives to communicate. Students will understand words and phrases, their relationships, and their nuances and acquire new vocabulary, particularly general academic and domain-specific words and phrases.

College and Career Readiness Anchor Standards for Language

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by cluster. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

7. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
8. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

9. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

English Language Arts – Grade 12

English Language Arts twelfth grade students are College and Career Ready. They make connections, transfer knowledge to new situations through research and writing, and understand the value of literacy-rich environments. They set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative thinking. They use research to make informed decisions and solve problems independently. They analyze and articulate the value of and take responsibility for their learning. They focus on reading, writing, speaking, listening and the conventions of language across curriculums in educational endeavors and collaborative learning situations including complex, critical analysis and evaluation of how texts and ideas interact as well as how and why author’s craft impacts the quality and aesthetic value of texts . They initiate and facilitate inquiry based, engaging endeavors and understand that this is the foundation for lifelong learning. Complex analysis of a broad array of quality literary and informational texts of appropriate complexity, with increasing emphasis on informational text, creates independent and proficient readers and communicators who convey a clear and distinct perspective and address alternative or opposing perspectives with diverse audiences. Students use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information and recognize the benefit of the sustained writing process. With increased emphasis on informational/explanatory and argumentative writing, they use the writing process and the conventions of language to compose logical arguments and explanations using rhetorical devices, varied syntax and relevant evidence anticipating the audience’s values and biases. Through academic rigor and relevance, the ability to evaluate, speak and write logically, clearly and distinctly are evident. They effectively evaluate and use multiple sources following standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy. The 21st Century student adeptly employs technology best suited to audience, task, purpose and discipline. Using higher order thinking skills, communication skills and independent and creative thinking, students effectively build content knowledge. The Next Generation West Virginia Content Standards and Objectives work in tandem with the College and Career Readiness (CCR) anchor standards for the graduating twelfth grade student. The grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The West Virginia Standards for 21st Century Learning include the Next Generation West Virginia Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates content standards and objectives, learning skills and technology tools.

Grade 12		English Language Arts		
Standard:		Reading		
Performance Descriptors ELA.PD.12.R				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at the distinguished level in reading: evaluate where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a	Twelfth grade students at above mastery level in reading: with scaffolding, evaluate where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one	Twelfth grade students at mastery level in reading: determine where and why the text leaves matters uncertain, evaluate two or more themes and how they interact and build on one another and provide a	Twelfth grade students at partial mastery level in reading: determine where the text leaves matters uncertain, two or more themes and how they interact and build on one another and provide a complex analysis of the	Twelfth grade students at novice level in reading: objectively summarize and cite strong, thorough evidence to support analysis of connections and inferences; how two or more themes and central ideas

<p>complex evaluation of the impact of the author's choices recognizing social, historical and cultural dynamics of a story or drama; evaluate a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically evaluate and analyze of a variety of literary and informational texts;</p>	<p>another and provide a complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact; and critically evaluate a variety of literary and informational texts;</p>	<p>complex analysis of the impact of the author's choices regarding how to develop and relate elements of a story or drama; analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop; critically analyze literary and informational texts;</p>	<p>impact of the author's choices regarding how to develop and relate elements of a story or drama; and analyze a complex set of ideas or sequence of events explaining how specific individuals, ideas or events interact and develop through the study of literary and informational texts;</p>	<p>build on one another to produce a complex account, are shaped and are refined by the order in which points are made; and how complex characters are developed and interact with other characters to advance the plot or develop the theme in literary and informational texts;</p>
<p>analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of rhetoric, style and content;</p>	<p>analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from underlying meaning and purpose and analyzing and evaluating the contribution of style and content;</p>	<p>analyze and evaluate the effectiveness of how and why an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;</p>	<p>analyze and evaluate the effectiveness of how an author uses structure and meaning to clarify, convince, engage and contribute to the aesthetic impact and determine point of view or purpose in which rhetoric is effective, distinguishing what is said from what is meant and analyzing and evaluating the contribution of style and content;</p>	<p>analyze cumulative impact of how author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of text, how word choice uses and refines meaning and tone and how rhetoric, structure order of events, point of view and cultural experience are used to create various effects including satire, sarcasm, irony and understatement in literary and informational texts;</p>
<p>analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and</p>	<p>analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and</p>	<p>analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate, evaluate and</p>	<p>analyze and critically evaluate reasoning and how multiple interpretations of themes or topics in different media or formats interpret the source text as well as integrate and evaluate</p>	<p>analyze and defend the representation of literary and informational text in two different artistic mediums, determining which details are emphasized in each account; analyze how an</p>

synthesize multiple sources of information to address questions or solve complex interpretive problems considering themes, purposes and rhetorical features;	synthesize multiple sources of information to address questions or solve problems considering themes, purposes and rhetorical features;	synthesize multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features;	multiple sources of information to address a question or solve a problem considering themes, purposes and rhetorical features;	author draws on and transforms source material in literary work; evaluate specific claims and assess validity, relevancy and sufficiency of evidence in informational texts; and analyze seminal U.S. documents of historical and literary significance with a focus on American Literature and Early American historical documents;
read and comprehend literary and informational texts above the grades 11-CCR complexity band independently and proficiently.	read and comprehend literary and informational texts above the grades 11-CCR complexity band proficiently with scaffolding as needed.	read and comprehend literary and informational texts in the grades 11-CCR complexity band independently and proficiently.	read and comprehend literary and informational texts in the grades 11-CCR complexity band with minimal scaffolding at the high end of the range.	read and comprehend literary and informational texts in the grades 11-CCR text complexity band proficiently with scaffolding as needed at the high end of the range.
Cluster	Key Ideas and Details			
Objectives	Students will			
ELA.12.R.C1.1	cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text and a variety of other sources, including determining where the literary text leaves matters uncertain.			
ELA.12.R.C1.2	determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective and critical analysis of the literary text.			
ELA.12.R.C1.3	analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
ELA.12.R.C1.4	cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where and why the informational text leaves matters uncertain.			
ELA.12.R.C1.5	determine two or more central ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.			
ELA.12.R.C1.6	analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the informational text and media.			
Cluster	Craft and Structure			
Objectives	Students will			

ELA.12.R.C2.1	determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)
ELA.12.R.C2.2	analyze how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
ELA.12.R.C2.3	analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony or understatement).
ELA.12.R.C2.4	determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines faction in <i>Federalist No. 10</i>).
ELA.12.R.C2.5	in informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing and engaging.
ELA.12.R.C2.6	determine an author's point of view, purpose and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
Cluster	Integration of Knowledge and Ideas
Objectives	Students will
ELA.12.R.C3.1	analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
ELA.12.R.C3.2	demonstrate a deep knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics.
ELA.12.R.C3.3	integrate, evaluate and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.12.R.C3.4	delineate and evaluate the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
ELA.12.R.C3.5	analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. informational documents of historical and literary significance (including <i>The Declaration of Independence</i> , the <i>Preamble to the Constitution</i> , the <i>Bill of Rights</i> and Lincoln's <i>Second Inaugural Address</i>) for their themes, purposes and rhetorical features and current relevancy.
Cluster	Range of Reading and Level of Text Complexity
Objectives	Students will
ELA.12.R.C4.1	by the end of the year, read and comprehend literature, including stories, dramas and poetry, independently and proficiently at the high end of the grades 11–CCR text complexity band.
ELA.12.R.C4.2	by the end of the year, read and comprehend literary nonfiction independently and proficiently at the high end of the grades 11–CCR text complexity band.

Grade 12	English Language Arts
Standard:	Writing

Performance Descriptors ELA.PD.12.W				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Twelfth grade students at distinguished level in writing:</p> <p>compose arguments and informative/explanatory texts free of logical fallacies using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence based on their identified audience's knowledge, values and possible biases; write narratives using more sophisticated techniques (such as dialogue, flashback and multiple plot lines), vivid sensory language and reflective conclusion;</p> <p>use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained</p>	<p>Twelfth grade students at above mastery level in writing:</p> <p>compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, valid reasons and solid evidence while anticipating the audience's knowledge, values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view, capture action and conclude with a reflection on what was explored in the narrative;</p> <p>use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained</p>	<p>Twelfth grade students at mastery level in writing:</p> <p>compose arguments and informative/explanatory texts using rhetorical devices, varied syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims, reasons and evidence while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome using well-structured sequences to establish point of view and capture action;</p> <p>use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the sustained</p>	<p>Twelfth grade students at partial mastery in writing</p> <p>compose arguments and informative/explanatory texts using rhetorical devices, syntax and relevant evidence to thoroughly develop and establish the significance of logically sequenced knowledgeable claims, counterclaims and reasons while anticipating the audience's values and possible biases; write narratives that convey the significance of the problem, situation or observation building toward a particular tone and outcome experimenting with well-structured sequences that capture action;</p> <p>use technology to develop and strengthen writing in response to ongoing feedback, including new arguments or information while recognizing the benefit of the writing</p>	<p>Twelfth grade students at novice level in writing:</p> <p>compose logical arguments and informative/explanatory texts in a tone that conveys ideas clearly and establishes the significance of claims, counterclaims, reasons, bias and relevant evidence using techniques such as metaphor, simile and analogy; write narratives that include well-chosen details to build toward a particular tone and outcome, situation or observation; and establish one or more points of view while creating a smooth well-structured progression of experiences or events using a variety of words to link sections of the text;</p> <p>use technology to develop and strengthen writing by rewriting and trying new approaches; publish and update individual and shared projects using technology's capacity to link</p>

<p>writing process and the recursive nature of writing;</p> <p>assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and paraphrases following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy providing a sophisticated analysis;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>writing process and the recursive nature of writing with scaffolding;</p> <p>assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source, understanding when and how to use quotations and paraphrases following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>writing process;</p> <p>assess and evaluate the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>process;</p> <p>assess and note the strengths and limitations of each source in terms of task, purpose and audience avoiding plagiarism and overreliance on any one source and following a standard format for citation in sustained research projects that include the premises, purposes and arguments in works of public advocacy;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>	<p>to other information and to display information flexibly and dynamically in response to ongoing feedback including new arguments or information;</p> <p>effectively use advanced searches and narrow or broaden inquiry to conduct short as well as more sustained research projects or to solve a problem; explore multiple avenues, including informational and literary texts to support a research topic, analysis and reflection; assess the strength and limitation of the source and synthesize multiple print and digital sources in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance of any one source; and use standard citation;</p> <p>write over extended time frames for research-based projects and shorter time frames for specific tasks, purposes and audiences.</p>
Cluster	Text Types and Purposes			
Objectives	Students will			
ELA.12.W.C9.1	write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			

	<ul style="list-style-type: none"> introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence. develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. analyze words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from and supports the argument presented.
ELA.12.W.C9.2	<p>write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p> <ul style="list-style-type: none"> introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. evaluate the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic. use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.12.W.C9.3	<p>write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <ul style="list-style-type: none"> engage and orient the reader by setting out a problem, situation or observation and its significance, establishing multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution). use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences events, setting and/or characters. provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
Cluster	Production and Distribution of Writing

Objectives	Students will
ELA.12.W.C10.1	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)
ELA.12.W.C10.2	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(Editing for conventions should demonstrate command of all Language objectives up to and including grade 12.)
ELA.12.W.C10.3	use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Cluster	Research to Build and Present Knowledge
Objectives	Students will
ELA.12.W.C11.1	conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.12.W.C11.2	gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
ELA.12.W.C11.3	draw evidence from literary or informational texts to support analysis, reflection and research. <ul style="list-style-type: none"> • apply <i>grade 12 Reading objectives</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). • apply <i>grade 12 Reading objectives</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
Cluster	Range of Writing
Objectives	Students will
ELA.12.W.C12.1	write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Grade 12	English Language Arts			
Standard:	Speaking & Listening			
Performance Descriptors ELA.PD.12.SL				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in speaking and listening:	Twelfth grade students at above mastery level in speaking and listening:	Twelfth grade students at mastery level in speaking and listening:	Twelfth grade students at partial mastery level in speaking and listening:	Twelfth grade students at novice level in speaking and listening:
initiate with diverse partners	initiate with diverse partners	set clear goals, deadlines	set clear goals, deadlines	initiate and participate in

<p>to set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe and analyze reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone while acknowledging diverse perspectives;</p> <p>develop and convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and analyze and strategically use digital media to enhance understanding of findings, reasoning and evidence.</p>	<p>to set clear goals, deadlines and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve complex problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;</p> <p>convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and strategically use digital media to enhance findings, reasoning and evidence.</p>	<p>and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions when possible, determine and conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;</p> <p>convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to enhance and add interest.</p>	<p>and individual roles to promote civil, democratic discussions that probe reasoning, evidence and divergent and creative perspectives, synthesize comments, claims and evidence, resolve contradictions, determine and, with scaffolding as needed, conduct additional research to make informed decisions and solve problems; and assess the stance, premises and links among ideas, word choice, points of emphasis and tone;</p> <p>convey a clear and distinct perspective and address alternative or opposing perspectives for a range of formal and informal tasks; and use digital media to add interest.</p>	<p>collaborative discussions on topics, texts and issues that probe reasoning and evidence and promote diverse creative perspectives; set deadlines; stimulate thoughtful exchange of ideas by posing and responding to questions from diverse perspectives; integrate multiple sources of information and verify or challenge ideas or conclusions in order to make decisions and solve problems; evaluate a speaker's reasoning, tone and emphasis; qualify or justify their own views and make new connections based on the evidence and reasoning presented;</p> <p>convey clear and distinct perspective with substance and style appropriate to purpose, audience and task so listeners can follow the line of reasoning; use of digital media to add interest; and adapt speech to a variety of contexts and informal and formal tasks addressing opposing perspectives.</p>
Cluster	Comprehension and Collaboration			
Objectives	Students will			
ELA.12.SL.C13.1	initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 12 topics, texts and issues</i> , building on others' ideas and expressing their own clearly and persuasively.			

	<ul style="list-style-type: none"> • come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. • propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives. • respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.12.SL.C13.2	integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.
ELA.12.SL.C13.3	evaluate a speaker's point of view, reasoning and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers.
Cluster	Presentation of Knowledge and Ideas
Objectives	Students will
ELA.12.SL.C14.1	present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.
ELA.12.SL.C14.2	make strategic and engaging use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.
ELA.12.SL.C14.3	adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (see grade 12 language objectives for specific expectations.)

Grade 12	English Language Arts			
Standard:	Language			
Performance Descriptors ELA.PD.12.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level of language use hyphenation conventions, articulate how and why usage can change over time and resolve issues of complex or	Twelfth grade students at above mastery level of language use hyphenation conventions, understand how usage can change over time and resolve issues of complex or contested usage	Twelfth grade students at mastery level of language use hyphenation conventions, understand that usage can change over time and resolve issues of complex or contested usage	Twelfth grade students at partial mastery of language use hyphenation conventions, understand that usage can change over time and resolve issues of complex or contested usage	Twelfth grade students at novice level in language: use colons to introduce quotations semi-colons, hyphenation and parallel structure; incorporate a variety of phrases and

contested usage by consulting a variety of references;	by consulting a variety of references;	by consulting a variety of references.	by collaborating and consulting a variety of references;	clauses for sentence variety and interest and understand that conventions are subject to change over time and are sometimes contested;
understand and evaluate syntax for effect, consult references and synthesize understanding of syntax and how language functions in different contexts;	understand and evaluate syntax for effect, consult references and synthesize understanding of syntax to the study of complex texts when reading or listening;	vary syntax for effect, consult references and apply an understanding of syntax to the study of complex texts when reading or listening;	vary syntax for effect, consult references as needed and apply an understanding of syntax to the study of complex texts when reading;	apply knowledge of language to write and edit work appropriate for the discipline and writing type and understand how language functions in different contexts to make effective choices for meaning or style; conform to the guidelines of a style manual;
interpret figures of speech in context and analyze their roles in written and oral discourse independently and proficiently.	interpret figures of speech in context and analyze their roles in written discourse independently and proficiently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text independently and proficiently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with independently.	clarify a word's usage and interpret figures of speech such as hyperbole and paradox in context and analyze their roles in the text with minimal scaffolding.
Cluster	Conventions of Standard English			
Objectives	Students will			
ELA.12.L.C15.1	demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • apply the understanding that usage is a matter of convention, can change over time and is sometimes contested. • resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. 			
ELA.12.L.C15.2	demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. <ul style="list-style-type: none"> • observe hyphenation conventions. • spell correctly. 			
Cluster	Knowledge of Language			
Objectives	Students will			
ELA.12.L.C16.1	apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> • vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 			

Cluster	Vocabulary Acquisition and Use
Objectives	Students will
ELA.12.L.C17.1	<p>determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage. • verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.12.L.C17.2	<p>demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. • analyze nuances in the meaning of words with similar denotations.
ELA.12.L.C17.3	<p>acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>