

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

12TH GRADE – READING AND ADVANCED COMPOSITION

The student demonstrates comprehension by identifying evidence (i.e., rhetorical strategies) in a variety of texts and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structure and elements of fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements as language and style, character development, point of view, irony, and structures in contemporary works.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.
- d. Analyzes and compares unique style and language within and across multicultural literary works.
- e. Determines author's purpose and messages to the audience.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and explains the structures and elements of nonfiction works of contemporary literature (i.e., essays, letters, personal narratives, biographies, autobiographies, journals/diaries, speeches, journalism).
- b. Analyzes and evaluates the logic and use of evidence in an author's text.
- c. Analyzes, evaluates, and applies knowledge of the ways diverse authors use language and rhetorical strategies for specific purposes in nonfiction works.
- d. Identifies and understands the elements of the rhetorical triangle and analyzes how speakers adapt their messages to various audiences.

The student identifies, analyzes, and applies knowledge of theme in a work of contemporary literature and provides evidence from the text to support understanding. The student

- a. Applies knowledge of the concept that the theme of a selection represents a universal view or comment on life or society and provides support from the text or electronic sources for the identified theme.
- b. Evaluates the way an author's choice of words and structure advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Connects literary themes to contemporary issues, to personal experiences, and to other familiar works.

The student synthesizes content information and stylistic devices from the reading to demonstrate improvement in writing. The student

- a. Identifies rhetorical strategies (i.e., logical fallacies, ethos, logos, pathos, tone, irony, parallel structure, diction, organization) in various modes of discourse.
- b. Recognizes that strategies vary depending on speaker, audience, and purpose.
- c. Incorporates purposeful rhetorical devices into writing and alters these devices according to message and audience.
- d. Applies contemporary themes from literature into prose writings in the various modes of discourse.
- e. Demonstrates the ability to write in all the various modes of discourse explored through the content.

The student acquires new vocabulary from content reading and appropriately applies vocabulary in speaking and various types of writing. The student

- a. Demonstrates use of context clues upon introduction of new vocabulary in various subjects.
- b. Identifies and correctly uses words with literal and figurative meanings and patterns of word changes that indicate different meanings or functions.

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- c. Uses resources (dictionary, thesaurus, context clues) to explore vocabulary usage and use new terms appropriately in writing.

READING ACROSS THE CURRICULUM

The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

The student participates in discussions related to curricular learning in all subject areas. The student

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

The student acquires new vocabulary in each content area and uses it correctly. The student

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

WRITING

The student produces skillful writing in all modes of discourse.

The student establishes an appropriate organizational structure, sets a context, engages the reader, maintains a coherent focus throughout, and signals a satisfying closure; the student:

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs functional topic sentences and concluding sentences to guide unified paragraphs.
- d. Uses appropriate examples (concrete detail) and explanation (commentary) in order to support ideas and concepts.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

The student writes narratives that present events in an orderly, logical sequence for the purpose of supporting a thesis; the student:

- a. Uses rich, specific detail to advance the author's purpose for the reader.
- b. Varies sentence structure by using a variety of sentence openings and combining subordinating ideas.
- c. Maintains a clearly focused narrative order (i.e., chronological, frame story, *in medias res*).

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- d. Maintains consistency by avoiding unnecessary shifts in verb tense.
- e. Employs connecting words, phrases, and ideas that enable narratives to be coherent.

The student writes descriptive pieces that utilize the components of imagery; the student:

- a. Demonstrates objective descriptions and observations.
- b. Demonstrates subjective description and uses connotative and figurative language.
- c. Selects and relies on specific detail and concrete words.
- d. Organizes details to support thesis, purpose, and audience.

The student writes exemplifications that use examples to illustrate or explain a general point or an abstract concept; the student:

- a. Avoids sweeping generalizations and instead uses observations, anecdotes, details, and opinions to explain, clarify, add interest, and persuade.
- b. Selects and effectively uses a sufficient range and number of examples.
- c. Employs effective organizational strategies (chronology, increasing complexity, order of importance) to avoid disconnected paragraphs.

The student writes process analyses that explain how to complete a project, follow a plan, and/or achieve a goal; the student:

- a. Constructs a clear thesis statement that identifies the process and explains the reason for the process.
- b. Uses chronological order to present a series of events that produces the same outcome whenever it is duplicated.
- c. Distinguishes between what usually or always happens and what occasionally or rarely happens.
- d. Appraises readers' needs and explains the reasons for performing the steps, describes unfamiliar materials or equipment, defines terms, and warns readers about possible problems that may occur during the process.
- e. Avoids unnecessary shifts in tense, person, voice, and mood.
- f. Uses transitional words and phrases to establish sequential and chronological order.

The student writes cause and effect texts that explain why something happened—or is happening—and predicts what probably will happen; the student:

- a. Formulates a thesis that identifies the relationships among the specific causes or effects, includes the points under consideration, and states the positions.
- b. Constructs balanced analysis, considering all causes and effects, not just the most obvious.
- c. Understands the distinction between the main cause and the contributory causes.
- d. Avoids logical fallacies.

The student writes comparison and contrasts; the student:

- a. Constructs a thesis that tells readers what to expect in the piece, identifying not only the subjects to be compared and contrasted, but also the point to be made.
- b. Uses subject-by-subject or point-by-point comparisons.
- c. Uses transitional paragraphs that connect one part of an essay to another.

The student writes classification and divisions; the student:

- a. Identifies a principle of classification.
- b. Arranges categories in a logical order.
- c. Uses a thesis that identifies subject and significance of categories.
- d. Uses transitional words and phrases to show the relationships among categories.

The student writes extended definitions that tell what a term means and how it is different from other terms in its class; the student:

- a. Uses a thesis that identifies the term and communicates the definition.
- b. Uses pattern of development appropriate to subject.
- c. Discusses the origin and development of the term being defined.

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The student writes arguments that logically assert the soundness of a position, belief, or conclusion; the student:

- a. Creates a debatable thesis.
- b. Uses relevant, representative, and sufficient evidence.
- c. Refutes opposing arguments.
- d. Uses inductive or deductive reasoning to move from evidence to a conclusion.
- e. Avoids logical fallacies.
- f. Considers appropriateness for audience.
- g. Uses effective transitional words, phrases, and clauses.
- h. Clarifies and defends positions with precise and relevant cited evidence (i.e., facts, expert opinions, quotations, or expressions of commonly accepted beliefs).
- i. Researches the audience and opposition in order to address readers' concerns, counterclaims, biases, and expectations.

The student demonstrates the ability to utilize technology and research to formulate and support a specific focus in writing. The student

- a. Formulates clear research questions and utilizes appropriate research venues (i.e. library, electronic media, personal interview, survey) to locate, evaluate, and utilize evidence from primary and secondary sources.
- b. Synthesizes information from multiple sources and identifies complexities and discrepancies in the information and the different perspectives found in each medium (i.e., almanacs, news sources, in-depth field studies, speeches, journals, technical documents).
- c. Researches aspects of a particular subject to establish a clear, distinctive, and coherent thesis, controlling idea, or perspective on the subject.
- d. Coherently and correctly incorporates research evidence into written documents to support the thesis or controlling idea. The student:
 - i. Distinguishes common knowledge information from original research ideas and demonstrates this ability by crediting research information referenced in writings.
 - ii. Uses appropriate conventions for documentation of quotes, paraphrasing, and crediting of original ideas in the text, notes, and bibliographies of written documents by adhering to an appropriate style manual such as the Modern Language Association Handbook, The Chicago Manual of Style, Turabian, American Psychological Association, etc.

The student demonstrates the ability to research and evaluate sources of research by utilizing reliable sources in writing. The student

- a. Analyzes, evaluates, and applies knowledge of language, style, syntax, and rhetorical strategies to determine the purpose, validity, and reliability of various types of sources, as well as an in-depth study of the author's credentials and affiliations (i.e., various web-based sources, almanacs, news sources, in-depth field studies, speeches, journals, technical documents).
- b. Demonstrates the ability to scrutinize sources to extract and utilize relevant information and dismiss irrelevant and unreliable information.

CONVENTIONS

The student demonstrates understanding and control of the rules of the English language (i.e., grammar, sentence and paragraph structure, diction, and syntax), realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Correctly uses clauses (i.e., main and subordinate; adjective, adverb and noun) and phrases (i.e., verb phrase, prepositional phrase, participial phrase, infinitive phrase, gerund phrase, absolute phrase) while utilizing appropriate punctuation.
- b. Correctly uses pronoun case (i.e., nominative case, objective case, and possessive case) and pronoun/antecedent reference.
- c. Demonstrates an understanding of the fundamental parts of a sentence to avoid common sentence fragment and run-on mistakes.

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- d. Correctly uses modifying words and phrases in order to avoid dangling and misplaced modifiers (i.e., misplaced phrases and clauses; ambiguous modifiers).
- e. Correctly uses parallel, grammatical structure in order to convey parallel thought in parallel language, appropriately utilizing coordinating, subordinating and correlative conjunctions (e.g., either...or, neither...nor, not only...but also, both...and).
- f. Demonstrates an understanding of agreement as related to subject/verb and pronoun/antecedent.
- g. Maintains consistency by avoiding verb tense shifts.
- h. Demonstrates an understanding of active and passive voice as related to the subject of the sentence. The student utilizes active voice in order to add power and strength to writing.
- i. Demonstrates appropriate use of mechanics of punctuation (i.e., end marks, commas, semicolons, quotations marks, colons, ellipses, hyphens), focusing specifically on punctuation related to the above grammatical structures.

The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. The student

- a. Produces writing that conforms to appropriate manuscript requirements with an emphasis on an established research style.
- b. Reflects appropriate format requirements, including pagination, spacing, margins, headings, and integration of source material with appropriate citations (i.e., in-text citations, use of direct quotations, paraphrase, summary, and integration of source and support materials into personal writing).
- c. Includes formal works cited, references, or bibliography when applicable.

LISTENING, SPEAKING, AND VIEWING

The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to curriculum initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Actively solicits another person's comments or opinions.
- e. Offers own opinions forcefully without domineering.
- f. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- g. Gives reasons in support of opinions expressed.
- h. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.
- i. Employs group decision-making techniques such as brainstorming or a problem-solving sequence (i.e., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).
- j. Discusses, debates, and brainstorms topics to establish a clear, distinctive, and coherent perspective.
- k. Directs responsibilities as to efficiently achieve the overall group goal.

The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

When responding to visual and oral texts and media (i.e., television, radio, film productions, and electronic media), the student:

- a. Identifies and evaluates strategies used by the media to inform, persuade, entertain, and transmit culture (i.e., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).
- b. Analyzes the impact of the media on the democratic process (i.e., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

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- c. Identifies and evaluates the effect of media on the production and consumption of personal and societal values.
- d. Interprets and evaluates the various ways in which local, national, and international events are presented and the ways information is communicated by visual image makers (i.e., graphic artists, documentary filmmakers, illustrators, news photographers).
- e. Critiques a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- f. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.

When delivering and responding to presentations, the student:

- a. Uses rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- b. Distinguishes between and uses various forms of classical and contemporary logical arguments, including syllogisms and analogies.
- c. Uses ethical and emotional appeals that enhance a specific tone and purpose.
- d. Applies appropriate interviewing techniques (i.e., demonstrates knowledge of the subject and organization, compiles and reports responses, evaluates the effectiveness of the interview).