

Jackson County Core Curriculum Collaborative (JC4)

12th Grade ELA

Standard	Learning Targets in Student Friendly Language
By the end of grade 12, perform these learning targets at the high end of the 11-12 range without scaffolding.	
RL.12.1	I can cite strong and thorough evidence from the literature.
RL.12.1	I can make inferences based upon the literature.
RL.12.1	I can cite evidence to support analysis of inference from the literature.
RL.12.1	I can cite evidence to support analysis of what the literature says explicitly.
RL.12.1	I can determine where the literature leaves matters uncertain.
RL.12.2	I can determine how multiple themes in a text develop and interact to build on one another and produce a complex account (e.g., <i>The Old Man and the Sea</i> , <i>Wuthering Heights</i> , <i>Jane Eyre</i>).
RL.12.2	I can analyze plot to determine two or more themes.
RL.12.2	I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.
RL.12.3	I can analyze the impact of an author's choices in presenting elements of a story or drama (e.g., settings, events, characters).
RL.12.4	I can determine the figurative meaning of words and phrases as used in literature (e.g. simile, metaphor, hyperbole, personification, alliteration, assonance, onomatopoeia).
RL.12.4	I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RL.12.4	I can recognize the difference between denotative meanings (all words have a dictionary definition) and connotative meanings (some words carry feelings).
RL.12.4	I can analyze the impact of specific word choice on meaning and tone.
RL.12.5	I can determine how an author chose to structure specific parts of a text.
RL.12.5	I can analyze how an author's choice of structuring specific parts of a text affects the overall meaning.
RL.12.6	I can identify the author's point of view in a text.
RL.12.6	I can recognize when authors use literary techniques (e.g., satire sarcasm, irony, understatement) to shape the content and style of the text.
RL.12.7	I can analyze how authors interpret and utilize a source text (e.g., transform themes, events, topics).
RL.12.8	I can identify various foundational works of American literature from different time periods.
RL.12.8	I can analyze how authors of two or more texts from the same time period treat similar themes or topics.
RI.12.1	I can cite strong and thorough evidence from informational text.
RI.12.1	I can draw inferences from informational text.
RI.12.1	I can analyze explicit ideas in informational text.
RI.12.1	I can determine where the text leaves matters uncertain.
RI.12.2	I can determine two or more themes or central ideas of a text.
RI.12.2	I can analyze how ideas interact.
RI.12.2	I can analyze how ideas build on one another.
RI.12.2	I can analyze how ideas become complex.
RI.12.2	I can present an objective summary of the text.
RI.12.3	I can determine a complex set of ideas or sequence of events conveyed in a text.
RI.12.3	I can analyze how specific ideas, events, or individuals interact and develop within a complex set of ideas or sequence of events.

RI.12.4	I can distinguish between the literal and figurative meaning of words and phrases as used in the text.
RI.12.4	I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean).
RI.12.4	I can determine the technical meanings of words and phrases as used in the text.
RI.12.4	I can identify the key terms in a text.
RI.12.4	I can analyze how an author uses and refines the meaning of a key term over the course of a text.
RI.12.5	I can analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.
RI.12.6	I can determine an author's point of view and explain his/her purpose for writing the text.
RI.12.6	I can identify when an author uses rhetoric.
RI.12.6	I can analyze how an author's use of rhetoric strengthens his/her point of view or purpose.
RI.12.6	I can analyze how an author's style and content contribute to the work as a whole.
RI.12.7	I can evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem.
RI.12.8	I can identify the premises, purposes, and arguments found in works of public advocacy (e.g., presidential addresses, legislative texts, etc).
RI.12.9	I can analyze how different foundational U.S. Documents (e.g., The Declaration of Independence, Bill of Rights, Preamble to the Constitution, etc.) utilize rhetorical features to convey themes.
W.12.1	I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.
W.12.1	I can determine the credibility of a source and the accuracy of the details presented in the source.
W.12.1	I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources.
W.12.1	I can present my argument in a formal style that includes an introduction, supporting details with transitions and provide concluding statements that support my argument.
W.12.1	I can present my argument objectively.
W.12.2	I can create an informative/explanatory text to clearly and accurately convey my topic.
W.12.2	I can establish and maintain a formal style and objective tone in my writing.
W.12.2	I can present my informative/explanatory text in a formal style that includes an introduction, supporting details with transitions and provide concluding statements that support the information presented.
W.12.2	I can identify the information/evidence that will best convey difficult concepts.
W.12.2	I can organize my writing in a way that presents material effectively for my audience.
W.12.2	I can construct my writing using content specific word choice, effective technique, well chosen details, and exact sequencing.
W.12.3	I can create an effective narrative (real or imagined).
W.12.3	I can engage the reader by introducing one or more points of view, characters, setting, and the event that sets the story in motion.
W.12.3	I can use narrative techniques (e.g., dialogue, description, etc.) to logically develop experiences, events, and/or characters.
W.12.3	I can use descriptive words and phrases that reveal details, appeal to senses, and help convey vivid images for the reader.
W.12.3	I can write a logical conclusion based on the events of the narrative and that leaves the reader satisfied.
W.12.4	I can write clearly and in an organized way to express ideas.
W.12.4	I can identify my audience and their needs.
W.12.4	I consider my audience and alter my style appropriately.

W.12.5	I can conduct short as well as more sustained research projects to answer a question or solve a problem.
W.12.5	I can narrow or broaden and inquiry when appropriate.
W.12.5	I can synthesize multiple sources on a subject.
W.12.5	I can demonstrate understanding of a subject under investigation.
W.12.6	I can determine the most efficient technology medium to complete my writing task.
W.12.7	I can demonstrate an understanding of a topic based on a research question or problem.
W.12.7	I can analyze and synthesize multiple sources on a subject in writing.
W.12.7	I can create a research paper/project to demonstrate understanding of the subject under investigation.
W.12.8	I can determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.
W.12.8	I can determine the most useful sources and information to use in my writing.
W.12.8	I can integrate information into by writing in a way that helps the flow of ideas and information.
W.12.8	I can define plagiarism and avoid it.
W.12.9	I can draw evidence from literary or informational texts to support analysis, reflection, and research.
W.12.9	I can summarize, analyze and reflect on the research.
W.12.10	I can determine a writing format/style to fit my task, purpose, and/or audience.
W.12.10	I can write for a variety of reasons (to inform, describe, persuade, entertain, convey an experience).
SL.12.1	I can actively engage in both group and full-class discussions.
SL.12.1	I can bring in new ideas without being prompted by the teacher.
SL.12.1	I can work with peers to define the rules and roles necessary to promote civil and democratic discussions and decision making.
SL.12.1.a	I can use the unit of study materials, readings, etc. to support my opinions in a class discussion.
SL.12.1.a	I can refer to specific text evidence to support my thoughts during class discussion.
SL.12.1.a	I can use others' ideas within discussion to help me express my own original thoughts and not simply repeat.
SL.12.1.b	I can take on a leadership role within class discussions/group work where I help set goals, timelines.
SL.12.1.b	I can help maintain an open working environment where my peers feel safe and empowered to express themselves.
SL.12.1.b	I can take on a support role within class discussions or group work where I help the leader accomplish tasks.
SL.12.1.c	I can begin or add to a conversation with my peers during a class discussion that asks for evidence.
SL.12.1.c	I can add a new perspective to a class discussion where many perspectives are present.
SL.12.1.c	I can question, without contradicting other peers about their perspectives, in order to promote a deeper understanding.
SL.12.1.d	I can question my peers appropriately when I hear information that contradicts the research.
SL.12.1.d	I can combine comments and evidence presented on all sides of an issue and dispel weaker arguments.
SL.12.1.d	I can look at combined evidence and see where I need more research on the topic.
SL.12.2	I can include several types of sources in a presentation and clearly explain what those sources mean.
SL.12.2	I can evaluate several types of sources for credibility and present any differences from one source to another with my peers.
SL.12.3	I can evaluate a speaker's point of view, as how the speaker feels about the situation/topic being presented.

SL.12.3	I can determine a speaker's point of view (What do I know about the speaker's opinions, values, and/or beliefs?) and explain his/her reasoning.
SL.12.3	I can define rhetoric (a technique used to persuade a listener to consider a topic from a different perspective).
SL.12.3	I can identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose.
SL.12.3	I can assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.
SL.12.4	I can present information to my peers with a clear perspective or claim.
SL.12.4	I can address alternate or opposing perspectives in my presentation.
SL.12.4	I can convey my research in an organized, cohesive way so listeners can follow my point of view.
SL.12.4	I can mold my presentation so it is appropriate for my specific audience and their level of information.
SL.12.5	I can use digital media such as graphics, visuals, audio, etc. to enhance the information in a presentation.
SL.12.5	I can use digital media appropriate for my specific audience to improve their level of understanding in a presentation.
SL.12.5	I can revise my presentation for clarification.
SL.12.6	I can compose a formal speech that demonstrates command of the language.
SL.12.6	I can identify the various reasons for speaking (e.g., formal, informal, informational and descriptive).
L.12.1	I can use formal English, including standard grammar when I write and speak.
L.12.1.a	I can understand how language changes over time, and I may need to look up words or use to be sure I get it right.
L.12.1.a	I can consult reference materials to resolve issues of complex or contested usage of standard English.
L.12.1.b	I can use reference materials in order to resolve language use issues.
L.12.2	I can use standard English conventions such as capitalization, punctuation and spelling correctly when writing.
L.12.2.a	I can use hyphens correctly when writing.
L.12.3	I can communicate appropriately to a wide variety of audiences using informal and formal language and tone in reading and listening.
L.12.3.a	I can vary sentences and sentence structure to communicate effectively in writing, using references as guidance when needed.
L.12.3.a	I can recognize the structure of sentences in complex texts when reading.
L.12.4	I can use strategies to find meaning(s) of words and phrases from grade 12 level texts.
L.12.4.a	I can use context clues to determine a meaning of a word or phrase.
L.12.4.b	I can identify and correctly use the correct form of a word in speaking or writing.
L.12.4.c	I can look up words to find correct pronunciation, meaning, part of speech, history, or standard use.
L.12.4.d	I can determine the meaning of a word by using context clues or looking it up in the dictionary.
L.12.5	I can use figurative language and specific word choices in my writing.
L.12.5.a	I can interpret and analyze figures of speech (hyperbole, paradox) in speech.
L.12.5.b	I can analyze how words with similar meanings can be slightly different.
L.12.6	I can elevate my writing using vocabulary and phrasing appropriate for college or career readiness.