

**PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)**

**12<sup>th</sup> Grade Umbrella – Common Core Standards\***

1 <sup>st</sup> Nine Weeks (11)	2 <sup>nd</sup> Nine Weeks (8)	3 <sup>rd</sup> Nine Weeks (5)	4 <sup>th</sup> Nine Weeks (4)
<p><b>RL.11-12.7</b> <u>Analyze</u> multiple interpretations of a story, drama, or poem. (Short Story, Poetry, Novel)</p> <p><b>RL.11-12.2</b> <u>Determine</u> two or more themes or central ideas of a text and analyze over the course of the text. (Short Story, Poetry, Novel)</p> <p><b>RI.11-12.1</b> <u>Cite</u> strong and thorough textual evidence. (Short Story, Poetry, Novel, Research)</p> <p><b>RI.11-12.6</b> <u>Determine</u> an author's point of view or purpose in a text. (Short Story, Poetry, Novel, Historical Documents)</p> <p><b>RI.11-12.7</b> (<b>SL.11-12.2</b>) <u>Integrate and evaluate</u> multiple sources of information presented in different media or formats. (Research, Speech, Presentations)</p> <p><b>W.11-12.3</b> <u>Write</u> narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (Narrative)</p> <p><b>W.11-12.7</b> <u>Conduct</u> short research project to answer a questions. (Research)</p> <p><b>W.11-12.8</b> <u>Gather</u> relevant info from multiple primary sources. (Research, Analysis)</p>	<p><b>RL.11-12.3</b> <u>Analyze</u> the impact of the author's choices regarding how to develop and relate elements of a story or drama. (Novel, Drama)</p> <p><b>RL.11-12.4</b> <u>Determine</u> the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze impact of diction and tone (Short Story, Poetry, Novel)</p> <p><b>L.11-12.9</b> <u>Demonstrate</u> knowledge of 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> century foundational works of American Literature.</p> <p><b>RI.11-12.3</b> <u>Analyze</u> a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (Opinion Editorials)</p> <p><b>RI.11-12.5</b> <u>Analyze and evaluate</u> the effectiveness of the structure an author uses in his or her exposition or argument. (Opinion Editorials, Essays)</p> <p><b>W.11-12.1</b> <u>Write arguments to support claims</u> in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.9</b> <u>Draw</u> evidence from literary or information from texts to support analysis, reflection, and research. (Reflection, Analysis, Research Essays)</p> <p><b>SL.11-12.3</b> <u>Evaluate</u> a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premise, diction and tone. (Analysis Essay, Synthesis Essay)</p>	<p><b>RI.11-12.8</b> <u>Delineate and evaluate</u> the reasoning in foundational documents. (Nonfiction, speeches, foundational documents)</p> <p><b>RI.11-12.9</b> <u>Analyze</u> 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century foundational documents – including theme or topic. (Nonfiction, speeches, foundational documents)</p> <p><b>RI.11-12.5</b> <u>Analyzing and evaluate</u> the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear and convincing and engaging. (Opinion Editorials, Essays)</p> <p><b>W.11-12.2</b> <u>Write</u> informative/ explanatory texts to examine and convey complex ideas, concepts, information clearly and accurately through the effective selection, organization, and analysis of content. (Essay, Speech, Presentation)</p> <p><b>SL.11-12.4</b> <u>Present</u> information, findings, and supporting evidence conveying a perspective. (Research, Speech)</p>	<p><b>RL.11-12.4</b> <u>Analyze</u> how an author's choices concerning how to specific parts of a text. (Various Genres)</p> <p><b>RL.11-12.5</b> <u>Analyze</u> a case in which grasping point of view required distinguishing what is directly stated in a text from what is really meant. (Various Genres)</p> <p><b>SL.11-12.5</b> <u>Make strategic use</u> of digital media in presentation to enhance understanding of findings, reasoning, and evidence to add interest. (Presentations, Speech, Group Projects)</p> <p><b>SL.11-12.6</b> <u>Adapt</u> speech to a variety of contexts and task. (Presentations, Speech, Group Projects)</p>

\*The standards are listed in the nine weeks in which mastery must be obtained.\*

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All Year Standards (13)

**RL. 11-12.10** Read and Comprehend literature, including stories, dramas, and poems.

**RL.11-12.10** Read and comprehend literary nonfiction. (This is an all year standard)

**W. 11-12.10** 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.

**W. 11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.11-12.5** 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.

**W.11-12.6** Use Technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions.

**L.11-12.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2** Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.

**L.11-12.3** Demonstrate command of the conventions of standard English grammar and usage.

**L.11-12.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing from a variety of strategies.

**L.11-12.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.11-12.6** 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 gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.