



Language Arts Benchmarks Grade 12

Grade Twelve– Benchmarks

Dear Parents,

This document was produced in an effort to give you a preview of the skills and concepts introduced at this grade level. Teachers seek an active partnership with parents. Please make opportunities to reinforce the skills developed in grade twelve in your home. Each teacher combines individual creativity with a school philosophy of education to teach students. Different strategies will be used to approach the instruction of these skills and concepts. These benchmarks represent the skills and strategies twelfth graders must know and be able to do independently by the end of the year. We invite you to meet with your child's teacher so that you will understand how you can reinforce what is taught in your child's classroom.

Reading & Responding:

In the area of reading, your twelfth grade student will be able to:

- q Apply vocabulary strategies to read and comprehend complex text and use in various formats.
- q Analyze, classify, and explain the etymology of significant words in literature.
- q Identify and use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences in British/World literature and understand the meaning of new words.
- q Discern the relationship of words encountered in analogical statements. (e.g., synonyms/antonyms, connotation/denotation)
- q Read prose, poems, soliloquies or dramatic dialogues aloud with fluency, with attention to performance details to achieve clarity to create an aesthetic effect to translate the meaning of the selection.
- q Read British/World literature appropriate for their reading level to read for a variety of purposes. (e.g., literary experience, to gain information, to perform a task, for enjoyment)
- q Read independently in class for the SAT and AP.
- q Evaluate the central idea, author's message, purpose, and organization of the text.
- q Explain thoughts, opinions, and/or questions that arise during reading text to identify inconsistencies and ambiguities in British/World literature.
- q Evaluate the effectiveness of the theme, tone, symbolism, point of view, manipulative language, elements of bias, and other diverse elements in text.
- q Proficiently use prior knowledge and experience to examine, analyze, and formulate a critical stance of British/World literature.

- q Argue ways the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
- q Evaluate the ways that clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text.
- q Explain an author's implicit and explicit philosophical assumptions and beliefs about a subject.
- q Make assertions about significant patterns, themes, and perspectives by using elements of text to defend and clarify interpretations.
- q Use a variety of questions to extend learning beyond the text and to enhance the meaning of British/World literature
- q Independently evaluate and select the most effective strategies to monitor and adjust British/World literature read, listened to and viewed.
- q Make predictions based on outcomes and determine the validity with accuracy in British/World literature.
- q Critique the ways literary and aesthetic features of text, author's style, textual features, irony, tone, mood, style, and "sound" of language are used for rhetorical purposes in British/World literature.
- q Explore and defend multiple interpretations of texts read during British/World literature.
- q Synthesize the content and ideas from several sources dealing with a single issue or written by a single author producing evidence of comprehension by clarifying the ideas and connecting them to other sources, related topics, or prior knowledge.



Producing Texts (e.g., Writing):

In the area of writing, your twelfth grade student will be able to:

- q Produce first drafts and final products over an extended period of time.
- q Produce text independently in a wide range of forms. (e.g., reflective essay, narrative essay, expository essay, persuasive essay, letters, response to literature, research, essays)
- q Use the writing process.
- q Adapt the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments.
- q Structure ideas and arguments in a sustained, persuasive and stylish way and use them with precise and relevant examples.

- q Create point of view, characterization, style (e.g., irony) and related elements for specific rhetorical and aesthetic purposes.
- q Enhance meaning across paragraphs and sentences using parallelism, repetition, analogy, and visual aids (e.g., graphs tables, pictures)
- q Further articulate language in a natural, fresh, and vivid way to create a specific tone.
- q Predict scenes and incidents in specific places.
- q Create concrete sensory details and language that describe the sights, sounds, and smells of a scene and the specific actions.
- q Construct interior monologue to depict the characters' feelings.
- q Arrange the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
- q Effectively create use of descriptions of appearance, images, shifting perspectives, and sensory details.
- q Produce functional documents (e.g., scholarship, college, employment information) appropriate to audience and purpose based on the context of the document.
- q Use a form and establish a persona that is consistent with the document's purpose.
- q Write expository texts (e.g., reviews, respond to fiction and nonfiction literature) that advance a judgment that demonstrates a comprehensive grasp of the significant themes, ideas, or features of works or passages.
- q Demonstrate an awareness of the author's use of stylistic devices and appreciation of the effects created, including tone, symbolism, and figurative language.
- q Support key ideas and viewpoints through accurate, appropriate and detailed references.
- q Write a persuasive essay that articulate and defend a position regarding a solution to a problem or analysis of cause and effect.
- q Structure ideas and arguments in a sustained and logical manner.
- q Use specific rhetorical devices to support assertions and persuade the reader to accept them.
- q Deliver multimedia presentations with combined text, images, and sound, and draw information from many sources.
- q Select an appropriate medium for each element of the presentation.
- q Use the selected media skillfully, editing appropriately and monitoring for quality.
- q Test the audience's response and revise the presentation accordingly.
- q Construct passages that demonstrate a comprehensive understanding of the significant idea in literature.
- q Evaluate the use of imagery, language, universal themes, and unique aspects of the text.

- q Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- q Demonstrate an understanding of the author's use of stylistic devices and appreciation of the effects created.
- q Assess the impact of perceived ambiguities, nuances, and complexities within the text.
- q Produce reflective essays that analyze a condition or situation of significance using personal experience or observation.
- q Relate specific incidents or situations to broader themes that illustrate the writer's beliefs or generalizations about life.
- q Develop the reflections with a variety of strategies, including concrete details, comparison/contrast, and creation of a scenario.
- q Create presentation by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)
- q Arrange systematic strategies to organize and record information. (e.g., anecdotal scripting, annotated bibliographies)
- q Evaluate electronic information and research for specific purposes.
- q Give credit for quoted, summarized, and paraphrased information in a works consulted page using Trimmer guide to MLA.
- q Recognize plagiarism, intentional and unintentional, and its consequences.
- q Revise writing with emphasis on individual voice, style, and sentence variety, and tone that is consistent with purpose, audience, and genre using a rubric.
- q Prepare writing for publication using an authorized format and design with electronic resources to enhance final product.
- q Reflect yearly on text in portfolio identifying strengths and writing goals.



Applying Standard English:

In the area of oral and written communication, your twelfth grade student will be able to:

- q Master conventions of Standard English grammar.
- q Master making appropriate language choices in writing and speaking in response to demands created by a variety of contexts. (e.g., academic, career, everyday settings)
- q Master the use of parallel structures (e.g., words, phrases, and clauses) in speech and writing to create rhythm, emphasis, balance, impact, crispness, and/or conciseness in language.

- q Master the use of all conventions of Standard English mechanics to communicate clearly.
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- q Master using resources and strategies for spelling.
- q Enhance the meaning of written and/or oral presentations based on the audience, purpose, and tone through the appropriate word choice.
- q Analyze, classify, and explain the etymology of significant words in British/World literature. (e.g., political and historical words)
- q Evaluate the diction needed to convey the meaning according to the audience, purpose, and tone of writing and/or oral presentation. (e.g., idiomatic, elevated diction; formal language, Standard English, colloquial language, slang, vernacular, dialect)
- q Formulate judgments about ideas under discussion and support those judgments with convincing evidence.
- q Critique types of arguments used by speakers.
- q Critique formal presentations, interviews, and debates.
- q Speak and respond clearly to a variety of audiences in a variety of formal and informal settings.
- q Select and use verbal and non-verbal techniques to enhance communication.
- q Analyze and present a dramatic selection and/or reading.
- q Integrate props, visual aids, and technology to enhance presentations.
- q Support, modify, or refute a position using effective rhetorical and oral delivery strategies.
- q Speak in a variety of situations choosing an organizational pattern appropriate to convey a message or theme.
- q Generate and use criteria to evaluate their own participation in presentations and discussions.



Exploring & Responding to Literature:

In the area of literature, your twelfth grade student will be able to:

- q Evaluate how an author of British/World literature uses literary conventions and devices.
- q Evaluate characteristics of sub-genres such as satire, allegory, and parody that are used in poetry, prose, drama, novel, short story, essay, and other basic genres.

- q Identify the characteristics of different forms of poetry (e.g., epic, elegy, ode, sonnet) and how they shape the meaning of the selection.
- q Evaluate how the selection of genre shapes the theme or topic (short story, novel, drama, essay, biography, autobiography, journalistic writing, and film)
- q Critique the ways irony, tone, mood, style, and “sound” of language achieve specific rhetorical and/or aesthetic purposes.
- q Appraise ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- q Identify and trace an author’s development and treatment of time and sequence in works of literature including the use of complex literary devices such as foreshadowing and flashback.
- q Identify and analyze an author’s implicit and explicit philosophical assumptions and beliefs.
- q Analyze the function of literary elements and devices in significant works of poetry including blank verse, psalm, epigram, free verse, metonymy, parallelism, run-on line.
- q Analyze the author’s use of satire.
- q Recognize the influence and achievement of major authors.
- q Interpret and respond to the universal experience found in multicultural literature while studying British/World literature.
- q Appraise recognized works of British/World literature representing a variety of genres and traditions.
- q Relate recognized works and authors of British/World literature to major themes and issue of their eras.
- q Compare and contrast the major themes, styles, and trends and critique the ways works by members of different cultures relate to one another in each period.
- q Analyze the philosophical, political, religious, ethical, and social influences that have shaped characters’ traits, plots, and settings in recognized works of British/World literature.
- q Evaluate the content, structure, and style of similar literary works from two different historical periods.
- q Judge the appeal of various literary works and determine literary value based upon individual preferences and established standards with World literature.
- q Analyze World literary works using a variety of critical approaches.
- q Analyze the aesthetic qualities of works of poetry, drama, fiction, prose, or film explaining how these qualities work together to illuminate the central themes.
- q Critique the power, validity, and logic of arguments.
- q Read classic literature and be aware of the ways it has shaped/reflected British/World culture.

- q Defend reasons that the texts are classics and continue to extend their view of good literature with a variety of fiction and nonfiction texts.
- q Read, view, and listen to contemporary texts to create responses that identify the works principal elements during British/World literature.
- q Assess the various influences on authors and the impact of those influences on the text.
- q Read and respond to classic, modern, and contemporary literature to identify political and social ideas found therein.
- q Read, listen to and view literary texts to interpret the universal human experience they convey in British/World literature.