

ELA 12th Grade Curriculum Map *At a Glance*

First Semester – Focus Standards		Second Semester – Focus Standards	
Quarter	Quarter	Quarter	Quarter
<p>Reading Literature: <i>Not a focus</i></p> <p>Reading Informational: 11.12.RI.2 11-12.RI.5 11-12.RI.6 11-12.RI.8</p> <p>Writing: 11-12.W.3 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: 11-12.RL.3 11-12.RL.5 11-12.RL.6</p> <p>Reading Informational: <i>Not a focus</i></p> <p>Writing: 11-12.W.2 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: <i>Not a focus</i></p> <p>Reading Informational: 11.12.RI.2 11-12.RI.3 11-12.RI.6 11-12.RI.9</p> <p>Writing: 11-12.W.1 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>	<p>Reading Literature: 11-12.RL.2 11-12.RL.9</p> <p>Reading Informational: <i>Not a focus</i></p> <p>Writing: 11-12.W.3 11-12.W.8 11.12.W.9</p> <p>Speaking and Listening: 11-12.SL.2 11-12.SL.4 11-12.SL.3 11-12.SL.5</p> <p>Language: 11-12.L.1 11-12.L.3 11-12.L.2 11-12.L.5</p>

Recurring Support Standards (Anchor Standards): All units of study should include instruction and recurring practice of the following standards as they apply to the particular grade level.

Reading

1. Read carefully to determine what the text says explicitly and to make logical inferences from it.
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.
7. Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, as well as in words.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.

Speaking and Listening

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.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language

4. 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
6. 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.