

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 12
LANGUAGE ARTS**

Students are expected to know content and apply skills from previous grades.

Standard 1: Reading Process

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Goal 1.1: Acquire Concepts About Print

No objectives at this grade level.

Goal 1.2: Acquire Concepts About Text

Objective(s): By the end of Grade 12, the student will be able to:

12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents.

Goal 1.3: Acquire Phonological Awareness Skills

No objectives at this grade level.

Goal 1.4: Acquire Decoding Skills Using Word Parts

No objectives at this grade level.

Goal 1.5: Acquire Decoding Skills Using Syllabication

No objectives at this grade level.

Goal 1.6: Acquire Decoding Skills Using Context

No objectives at this grade level.

Goal 1.7: Acquire Fluency

No objectives at this grade level.

Goal 1.8: Vocabulary and Concept Development

Objective(s): By the end of Grade 12, the student will be able to:

12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words.

12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods.

Standard 2: Comprehension/Interpretation

Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of

classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Goal 2.1: Acquire Strategies and Skill for Comprehending Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.
- 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension.
- 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.

Goal 2.2: Acquire Skills to Comprehend Expository Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches).
- 12.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites).
- 12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources.

Goal 2.3: Acquire Skills for Comprehending Literary Text

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that:
 - Trace the development of the major periods of British or World literature.
 - Contrast the major themes, styles, and trends in different periods.
 - Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting.
- 12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim.
- 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the "sound" of language achieve specific rhetorical or aesthetic purposes.
- 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme.

Standard 3: Writing Process

Students use all five steps of the writing process. Emphasis areas include publishing for a specific purpose and editing for correct research components and conventions.

Goal 3.1: Acquire Prewriting Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.1.1 Generate ideas using a variety of strategies.
- 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing.
- 12.LA.3.1.3 Apply organizational strategies to plan writing.
- 12.LA.3.1.4 Match format to purpose and audience.
- 12.LA.3.1.5 Produce a piece of writing within a set period of time.

Goal 3.2: Acquire Skills for Writing a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft.
- 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order.

Goal 3.3: Acquire Skills for Revising a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization.
- 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information.
- 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization.
- 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style.
- 12.LA.3.3.5 Use literary models to refine writing style.
- 12.LA.3.3.6 Conference with others to improve writing.

Goal 3.4: Acquire Skills for Editing a Draft

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.4.1 Use editing marks to indicate errors in conventions.
- 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors.

Goal 3.5: Acquire Skills to Publish Writing

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.3.5.1 Publish improved draft.
- 12.LA.3.5.2 Share writing with intended audience.
- 12.LA.3.5.3 Use appropriate technology to produce a final draft.

Standard 4: Writing Applications

Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis will be on research writing.

Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
- 12.LA.4.1.2 Write original creative works including prose and poetry.

Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs.
- 12.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page.
- 12.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience.

Goal 4.3: Acquire Persuasive Writing Skills

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources.

Goal 4.4: Acquire Skills for Literary Response

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text.
- 12.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles.
- 12.LA.4.4.3 Write responses to literature that demonstrate an understanding of the author's style and an appreciation of the effects created.

Standard 5: Writing Components

Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students demonstrate control of major conventions.

Goal 5.1: Acquire Handwriting Skills

No objectives at this grade level.

Goal 5.2: Acquire Spelling Skills

No objectives at this grade level.

Goal 5.3: Acquire Skills for Sentence Structure

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.5.3.1 Apply correct and varied sentence types in writing.
- 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency.

Goal 5.4: Acquire Skills for Using Conventions

Objective(s): By the end of Grade 12, the student will be able to:

- 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses.
- 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization.

Standard 6: Communication

Goals and objectives for this standard included in Grade 9-12 Speech.