

## 12th Grade Reading and Writing

### Bundle 1: Research

Pacing Guide: Block Schools: 8 weeks

Year Long: 12 weeks

**\*\* This bundle is designed to strengthen and refine skills necessary for students to integrate and evaluate multiple sources of information, cite relevant and thorough textual evidence to support analysis, and compose research based arguments, informative, and explanatory texts.**

**\*\* Priority standards will be *summatively assessed* throughout Quarter 1. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

**RI.12.1:** Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Priority  
Standard**

**RI.12.7:** Integrate and evaluate multiple sources of information presented in different print or non-print formats in order to address a question or solve a problem.

**Priority  
Standard**

**C.12.1:** Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**C.12.1.a:** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

**C.12.1.b:** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim (s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.

**C. 12.1.c:** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.

**C. 12.1.d:** Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.

**C.12.1.e:** Establish and maintain a task appropriate writing style

**Priority  
Standard**

<p><b>C. 12.1.f:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>C.12.1.g:</b> 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</p>	
<p><b>C.12.2:</b> Compose informative/explanatory texts to examine and/or convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>C.12.2.a:</b> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p><b>C.12.2.b:</b> Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.</p> <p><b>C.12.2.c:</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>C.12.2.d:</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts</p> <p><b>C.12.2.e:</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</p> <p><b>C.12.2.f:</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>C.12.2.g:</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Priority Standard</b></p>

<p><b>C.12.2.h:</b> 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.</p>	
<p><b>RI.12.3:</b> Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text. Craft and Structure</p>	Supporting Standard
<p><b>RI.12.8:</b> Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning</p>	Supporting Standard
<p><b>RI.12.9:</b> Analyze documents of historical and literary significance, including how they address related themes and concepts.</p>	Supporting Standard
<p><b>RI.12.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	Supporting Standard
<p><b>RL.12.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	Supporting Standard
<p><b>C.12.4:</b> Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	Supporting Standard
<p><b>C.12.5:</b> Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	Supporting Standard
<p><b>C.12.6:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	Supporting Standard

<p><b>C.12.7:</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.</p>	<p>Supporting Standard</p>
<p><b>L.12.1:</b> In both written and oral expression:</p> <p><b>L.12.1a:</b> Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</p> <p><b>L.12.1b:</b> Resolve issues of complex or contested usage, consulting references as needed.</p>	<p>Supporting Standard</p>
<p><b>L.12.2:</b> When writing:</p> <p><b>L.12.2a:</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	<p>Supporting Standard</p>
<p><b>L.12.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <p><b>L.12.3a:</b> Apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>L.12.3b:</b> Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p>	<p>Supporting Standard</p>
<p><b>L.12.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <p><b>L.12.4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.12.4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p><b>L.12.4c:</b> Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.12.4d:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient</p>	<p>Supporting Standard</p>

<p>for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>L.12.5:</b> Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p><b>L.12.5a:</b> Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</p> <p><b>L.12.5b:</b> Analyze nuances in the meaning of words with similar denotations.</p>	<p>Supporting Standard</p>

## 12th Grade Reading and Writing

### Bundle 2: Literary Analysis

Pacing Guide: Block Schools: 5.5 weeks

Year Long: 15 weeks

**\*\* This bundle is designed to refine skills necessary to determine and analyze the development of themes, point-of-view, perspective, and other literary characteristics in order to compose analytical writing products while citing relevant, intentional textual evidence.**

**\*\* *Priority standards* will be *summatively assessed* throughout Quarter 1. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

**RL.12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

**Priority  
Standard**

**RL.12.6** Analyze how point of view and perspective are used to manipulate the reader for a specific purpose of effect, including but not limited to: satire, sarcasm, irony, or understatement.

**Priority  
Standard**

**C.12.1** Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**C.12.1a:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C.12.1b:** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claims), counterclaims, reasons, and evidence.

**C.12.1c:** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**C.12.1d:** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims.

**C.12.1e:** Establish and maintain a task appropriate writing style.

**Priority  
Standard**

<p><b>C.11-12.1.f:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>C.12.1.g:</b> 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.</p>	
<p><b>RL.12.1:</b> Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.</p>	Supporting Standard
<p><b>RL.12.3:</b> Analyze the impact of the author's choices over the course of a text regarding how to develop and relate elements of a story or drama.</p>	Supporting Standard
<p><b>RL.12.4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p>	Supporting Standard
<p><b>RL.12.7:</b> Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.</p>	Supporting Standard
<p><b>RL.12.9:</b> Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	Supporting Standard
<p><b>RL.12.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	Supporting Standard
<p><b>C.12.4:</b> Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	Supporting Standard
<p><b>C.12.7:</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.</p>	Supporting Standard

<p><b>L.12.1:</b> In both written and oral expression:</p> <p><b>L.12.1a:</b> Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</p> <p><b>L.12.1b:</b> Resolve issues of complex or contested usage, consulting references as needed.</p>	<p>Supporting Standard</p>
<p><b>L.12.2:</b> When writing:</p> <p><b>L.12.2a:</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	<p>Supporting Standard</p>
<p><b>L.12.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <p><b>L.12.3a:</b> Apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>L.12.3b:</b> Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p>	<p>Supporting Standard</p>
<p><b>L.12.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <p><b>L.12.4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.12.4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p><b>L.12.4c:</b> Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.12.4d:</b> 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</p>	<p>Supporting Standard</p>



<p>independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>L.12.5:</b> Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p><b>L.12.5a:</b> Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</p> <p><b>L.12.5b:</b> Analyze nuances in the meaning of words with similar denotations</p>	<p>Supporting Standard</p>

## 12th Grade Reading and Writing

### Bundle 3: Rhetorical Analysis

Pacing Guide: Block Schools 4.5 weeks

Year Long: 9 weeks

**\*\* This bundle is designed refine skills necessary to analyze the development of multiple central ideas over the course of texts or multiple text, determine the meaning of unfamiliar ideas and unknown words and phases (including figurative language), and compose arguments to support claims in an analysis substantive topics.**

**\*\* *Priority standards* will be *summatively assessed* throughout Quarter 1. All *supporting standards* are to be *formatively assessed*, driving reteaching and instructional adjustments to meet the needs of all students.**

**RI.12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account

**Priority  
Standard**

**RI.12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

**Priority  
Standard**

**C.12.1** Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

**C.12.1a:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**C.12.1b:** Introduce precise knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization, that includes concluding statement, that logically sequences claims, counterclaims, reasons, and evidence.

**C.12.1c:** Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**C.11-12.1d:** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and opposing claims.

**C.11-12.1e:** Establish and maintain a task appropriate writing style.

**Priority  
Standard**

<p><b>C.12.1.f:</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>C.12.1.g:</b> 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.</p>	
<p><b>RI.12.2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</p>	Supporting Standard
<p><b>RI.12.3:</b> Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop over the course of a text.</p>	Supporting Standard
<p><b>RL.12.5:</b> Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	Supporting Standard
<p><b>RI.12.6:</b> Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.</p>	Supporting Standard
<p><b>RI.12.9:</b> Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	Supporting Standard
<p><b>RI.12.10:</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	Supporting Standard
<p><b>C.12.4:</b> Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	Supporting Standard
<p><b>C.12.7:</b> Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.</p>	Supporting Standard

<p><b>L.12.1:</b> In both written and oral expression:</p> <p><b>L.12.1a:</b> Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.</p> <p><b>L.12.1b:</b> Resolve issues of complex or contested usage, consulting references as needed.</p>	Supporting Standard
<p><b>L.12.2:</b> When writing:</p> <p><b>L.12.2a:</b> Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p>	Supporting Standard
<p><b>L.12.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <p><b>L.12.3a:</b> Apply an understanding of syntax to the study of complex texts when reading.</p> <p><b>L.12.3b:</b> Vary syntax for effect in writing and speaking, consulting references for guidance as needed.</p>	Supporting Standard
<p><b>L.12.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <p><b>L.12.4a:</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L.12.4b:</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p><b>L.12.4c:</b> Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L.12.4d:</b> 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	Supporting Standard

<p><b>L.12.5:</b> Demonstrate understanding of, figurative language, word relationships and nuances in word meanings.</p> <p><b>L.12.5a:</b> Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</p> <p><b>L.12.5b:</b> Analyze nuances in the meaning of words with similar denotations.</p>	Supporting Standard