

# Grade 12

## Quarterly Guide

### Quarter 1

**These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):**

#### **Reading Standards for Literature**

- RL.12.1 (1)** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.12.2 (2)** – Determine two or more theme 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
- RL.12.3 (3)** – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
- RL.12.5 (5)** – 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
- RL.12.10 (9)** – By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently

#### **Reading Standards for Informational Text**

- RI.12.1 (10)** – Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.12.2 (11)** – 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 provide a complex analysis; provide an objective summary of the text
- RI.12.4 (13)** – 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 (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RI.12.6 (15)** – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.12.10 (19)** – By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Writing Standards**

- W.12.2 (20)** – Write informational or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- W.12.4 (22)** – Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

#### **Language Standards**

- L.12.5 (39)** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech in context and analyze their roles in the text; Analyze nuances in the meanings of words with similar denotations

#### **Domain Specific Vocabulary**

allegory, alliteration, allusion, analogy, archetypal literary elements, archetype, aside, assonance, ballad, caesura, characterization (direct, indirect), conflict (internal external), couplet, epic, epic/legendary hero, extended metaphor, figurative language, foil, foreshadowing, frame story, hyperbole, imagery, irony (dramatic, situational, verbal) kenning, main idea, metaphor (extended), metonymy, motif, octave, pastoral, paradox, plot structure (exposition, rising action, climax, falling action, resolution), point of view (first person, third person omniscient, third person limited), psalm, quatrain, rhyme scheme, sermon, sestet, simile, social commentary, soliloquy, sonnet (Petrarchan, Shakespearean, Spenserian), symbol, symbolism, synecdoche, theme, tone, tragedy, tragic flaw, tragic hero

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## Quarterly Guide

### Quarter 2

**These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):**

#### **Reading Standards for Literature**

**RL.12.1 (1)** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

**RL.12.4 (4)** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**RL.12.6 (6)** – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**RL.12.9 (8)** – Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics.

**RL.12.10 (9)** – By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Reading Standards for Informational Text**

**RI.12.1 (10)** – Analyze the meaning (central idea) of an informational text and support the analysis with specific ideas from the text; prioritize the quality of textual evidence to select the strongest examples.

**RI.12.5 (14)** – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.12.10 (19)** – By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Writing Standards**

**W.12.9 (27)** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Language Standards**

**L.12.1 (35)** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.12.2 (36)** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.12.4 (38)** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies.

#### **Domain Specific Vocabulary**

alliteration, allusion, apostrophe, archetypal literary elements (archetype), assonance, bias, canto, conceit, consonance, couplet, credibility, ethical appeal (ethos), dialect, diction, dramatic monologue, elegy, emotional appeal (pathos), end-stopped lines, figurative language, foreshadowing, genre, imagery, internal rhyme, irony (dramatic, situational, verbal), logical appeal (logos), lyric, metaphor, metaphysical poetry, mood, motif, octave, ode, onomatopoeia, oxymoron, paradox, parody, personification, persuasive techniques, plot structure (exposition, rising action, climax, falling action, resolution), point of view (first person, third person limited, third person omniscient), repetition, rhyme scheme, run-on lines, satire, simile, social commentary, sonnet (Petrarchan, Shakespearean, Spenserian), speaker, style, symbol, symbolism, theme, tone, voice

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## Quarterly Guide

### Quarter 3

**These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):**

#### **Reading Standards for Literature**

- RL.12.1 (1)** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RL.12.2 (2)** – Determine two or more theme 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
- RL.12.3 (3)** – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama
- RL.12.5 (5)** – 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
- RL.12.10 (9)** – By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently

#### **Reading Standards for Informational Text**

- RI.12.1 (10)** – Cite strong and thorough textual evidence to support analysis of what the text say explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
- RI.12.2 (11)** – 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 provide a complex analysis; provide an objective summary of the text
- RI.12.4 (13)** – 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 (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RI.12.6 (15)** – Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.12.10 (19)** – By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Writing Standards**

- W.12.2 (20)** – Write informational or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- W.12.4 (22)** – Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

#### **Language Standards**

- L.12.5 (39)** – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; Interpret figures of speech in context and analyze their roles in the text; Analyze nuances in the meanings of words with similar denotations

#### **Domain Specific Vocabulary**

allegory, alliteration, allusion, analogy, archetypal literary elements, archetype, aside, assonance, ballad, caesura, characterization (direct, indirect), conflict (internal external), couplet, epic, epic/legendary hero, extended metaphor, figurative language, foil, foreshadowing, frame story, hyperbole, imagery, irony (dramatic, situational, verbal) kenning, main idea, metaphor (extended), metonymy, motif, octave, pastoral, paradox, plot structure (exposition, rising action, climax, falling action, resolution), point of view (first person, third person omniscient, third person limited), psalm, quatrain, rhyme scheme, sermon, sestet, simile, social commentary, soliloquy, sonnet (Petrarchan, Shakespearean, Spenserian), symbol, symbolism, synecdoche, theme, tone, tragedy, tragic flaw, tragic hero

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## Quarterly Guide

### Quarter 4

**These *Alabama Course of Study* objectives will be covered on the objective portion of the end-of-quarter summative assessment (EQT):**

#### **Reading Standards for Literature**

**RL.12.1 (1)** – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain

**RL.12.4 (4)** – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

**RL.12.6 (6)** – Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**RL.12.9 (8)** – Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics.

**RL.12.10 (9)** – By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Reading Standards for Informational Text**

**RI.12.1 (10)** – Analyze the meaning (central idea) of an informational text and support the analysis with specific ideas from the text; prioritize the quality of textual evidence to select the strongest examples.

**RI.12.5 (14)** – Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**RI.12.10 (19)** – By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.

#### **Writing Standards**

**W.12.9 (27)** – Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **Language Standards**

**L.12.1 (35)** – Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

**L.12.2 (36)** – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**L.12.4 (38)** – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 12 reading and content*, choosing flexibly from a range of strategies.

#### **Domain Specific Vocabulary**

alliteration, allusion, apostrophe, archetypal literary elements (archetype), assonance, bias, canto, conceit, consonance, couplet, credibility, ethical appeal (ethos), dialect, diction, dramatic monologue, elegy, emotional appeal (pathos), end-stopped lines, figurative language, foreshadowing, genre, imagery, internal rhyme, irony (dramatic, situational, verbal), logical appeal (logos), lyric, metaphor, metaphysical poetry, mood, motif, octave, ode, onomatopoeia, oxymoron, paradox, parody, personification, persuasive techniques, plot structure (exposition, rising action, climax, falling action, resolution), point of view (first person, third person limited, third person omniscient), repetition, rhyme scheme, run-on lines, satire, simile, social commentary, sonnet (Petrarchan, Shakespearean, Spenserian), speaker, style, symbol, symbolism, theme, tone, voice