The Research-Driven Solution to Raise the Quality of High School Core Courses

QualityCore®

English 12

ACT Course Standards

ACT®

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English 12

A set of empirically derived course standards is the heart of each QualityCore® English course. The ACT Course Standards represent a solid evidence-based foundation in English. They were developed from an intensive study of high-performing high schools with significant minority and low-income enrollments that produced many graduates who met or exceeded ACT College Readiness Benchmark Scores (See http://www.act.org/path/policy/reports/success.html).

This document contains a list of ACT Course Standards for a rigorous English 12 course—what students should know and be able to do in the course—and a worksheet teachers can use to compare their course content to these standards. The ACT standards encompass the following overarching themes and/or foundational concepts:

A. Reading

B. Writing

C. Research

D. Listening, Viewing, and Speaking

E. Study Skills and Test Taking

ACT Course Standards—English 12

Becoming well versed in the English Language Arts requires students to develop skills and understandings that are closely intertwined; such connectedness helps students become discerning and thoughtful readers, writers, listeners, speakers, and viewers of texts both inside and outside of the classroom.

A. Reading
1. Reading Across the Curriculum
a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
2. Reading Strategies
a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework

3. Knowledge of Literary and Nonliterary Forms

a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts

b. Read contrasting literary works (e.g., classic and contemporary) and determine how the forms influence structure and movement within the texts (e.g., comparing the poem *Beowulf* to John Gardner's contemporary novel *Grendel*)

c. Read dramatic literature (e.g., *Macbeth*, *A Man for All Seasons*) and analyze its conventions to identify how they express a writer's meaning

d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

4. Influences on Texts

a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Charles Dickens' novel *A Tale of Two Cities* as a comment on the French Revolution and life in Victorian England)

b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the Aristotelian concept of the tragic hero as depicted in William Shakespeare's play *King Lear*)

c. Explain the effects of the author's life upon his or her work (e.g., Charlotte Bronte's experience as a governess as reflected in her novel *Jane Eyre*)

5. Author's Voice and Method

a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts

b. Recognize an author's choice of narration and evaluate the overall impact of that choice in increasingly challenging texts

c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts

d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts

e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts

f. Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges' book *War Is a Force that Gives Us Meaning* and James Hillman's book *A Terrible Love of War*)

g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts

h. Identify the author's stated or implied purpose in increasingly challenging texts

6. Persuasive Language and Logic

a. Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches

b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities

c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources

d. Distinguish between fact and opinion, basing judgments on evidence and reasoning

7. Literary Criticism	
a.	Select and apply to increasingly challenging texts the relevant terms (e.g., *archetype*, *oedipal*, *hegemony*) from a number of critical theories
b.	Evaluate a work of literature from a variety of perspectives (e.g., applying a postcolonialist perspective to E.M. Forster's novel *Passage to India*)
c.	Read literary criticism to learn different ways of interpreting increasingly challenging literary texts

8. Words and Their History	
a.	Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
b.	Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
c.	Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
d.	Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
e.	Comprehend foreign words and phrases in texts that are commonly used in English
f.	Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison's novel *Song of Solomon*) in increasingly challenging texts
g.	Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
h.	Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

B. Writing

1. Writing Process	
a.	Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
b.	Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a potential employer versus writing a college-entrance essay)
c.	Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions
d.	Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

2. Modes of Writing for Different Purposes and Audiences	
a.	Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
b.	Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples
c.	Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods
d.	Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
e.	Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

3. Organization, Unity, and Coherence
a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
c. Add important information and delete irrelevant information and details to more clearly establish a central idea
d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

4. Sentence-Level Constructions
a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
c. Use parallel structure to present items in a series and items juxtaposed for emphasis
d. Evaluate own sentence style by identifying common sentence patterns and constructions
e. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
g. Use strong action verbs, sensory details, vivid imagery, and precise words

5. Conventions of Usage
a. Correctly spell commonly misspelled/confused words
b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
f. Correctly use parts of speech

6. Conventions of Punctuation
a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
b. Use punctuation correctly within sentences and words
c. Demonstrate correct use of capitalization

C. Research
a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
c. Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective
d. Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes

e.	Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
f.	Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

D. Listening, Viewing, and Speaking

1. Comprehension and Analysis

a.	Recognize the main ideas in a variety of oral presentations and draw valid conclusions
b.	Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
c.	Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts
d.	Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
e.	Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

2. Application

a.	Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
b.	Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
c.	Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
d.	Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
e.	Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources
f.	Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
g.	Actively participate in small-group and large-group discussions, assuming various roles

E. Study Skills and Test Taking

a.	Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
b.	Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
c.	Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
d.	Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

ACT Course Standards Worksheet—English 12

This worksheet gives teachers an opportunity to compare their course content to ACT's QualityCore® program. Completing the worksheet also allows teachers who teach the same course to ensure their courses have similar outcomes.

Gap Analysis 1—Individual Teacher Review

This analysis allows individual teachers to identify "gaps" between ACT Course Standards and their course content. They should review the ACT standards on the following worksheet, then determine whether the ACT standard **is** or **is not** included in the course as it is currently taught. "Included" means the standard is taught and students are expected to demonstrate proficiency by the end of the course. "Not Included" means the standard is not taught in the course, is taught in another course, or is already mastered. In the "Gap 1" column on the worksheet, place an "I" for "Included" or an "NI" for "Not Included." Analyze any gaps between the current course standards and the ACT Course Standards. Identify reasons the standards receiving a "Not Included" designation are not included in the course.

Gap Analysis 2—Group Consensus

This analysis allows groups of teachers who teach the same course and who have completed Gap Analysis 1 individually to identify differences in how they evaluated the gaps between ACT Course Standards and current course standards. In the "Gap 2" column of the worksheet, place an "X" where members of the group differed in their assessment of whether a particular ACT standard is included in the course as it is currently taught.

The following questions can guide discussion of the gaps:

Overarching Questions
1. What should students know and be able to do before going to the next course?
2. Do all teachers teaching this course have a shared understanding of the intent or meaning of each course standard and topic area?

Gap Analysis 1 Questions
1. Which ACT Course Standards were identified as not included in the course?
2. What is the level of agreement among the group of teachers about the skills and knowledge that is or is not taught in the course?
3. Are there sound pedagogical reasons for not including specific ACT standards in the course?
4. What implications will any decisions have on students' future learning and academic achievement?

Gap Analysis 2 Questions
1. Which of the ACT Course Standards elicited differences of opinion?
2. What are the possible reasons for different opinions about the standards that are or are not included in the course?
3. Are there sound pedagogical reasons for including or not including these disputed standards in the course?
4. What implications will any decisions have on students' future learning and academic achievement?

Finally, document the necessary steps to address the outcomes of the discussion. Be sure to note whether course standards will be added, deleted, or modified; identify who will be responsible for communicating any changes to other teachers; and note any other decisions. Document responsibilities and establish a timetable for continuing the discussion and implementing the decisions.

NOTE: This course content review is most effective as a continuous process that generates feedback throughout the year. ACT recommends, at minimum, monthly status update meetings for teachers and departments involved in the review.

English 12 Course Standards	Gap 1	Gap 2	Comments
A. Reading			
1. Reading Across the Curriculum			
a. Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary and nonliterary forms)			
b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)			
c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms			
2. Reading Strategies			
a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts			
b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)			
c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions			
d. Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts			
e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework			
3. Knowledge of Literary and Nonliterary Forms			
a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, alle-gory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts			
b. Read contrasting literary works (e.g., classic and contemporary) and determine how the forms influence structure and movement within the texts (e.g., comparing the poem *Beowulf* to John Gardner's contemporary novel *Grendel*)			

English 12 Course Standards	Gap 1	Gap 2	Comments
c. Read dramatic literature (e.g., *Macbeth, A Man for All Seasons*) and analyze its conventions to identify how they express a writer's meaning			
d. Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)			

4. Influences on Texts

a. Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Charles Dickens' novel *A Tale of Two Cities* as a comment on the French Revolution and life in Victorian England)			
b. Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the Aristotelian concept of the tragic hero as depicted in William Shakespeare's play *King Lear*)			
c. Explain the effects of the author's life upon his or her work (e.g., Charlotte Bronte's experience as a governess as reflected in her novel *Jane Eyre*)			

5. Author's Voice and Method

a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts			
b. Recognize an author's choice of narration and evaluate the overall impact of that choice in increasingly challenging texts			
c. Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts			
d. Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts			
e. Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts			

English 12 Course Standards	Gap 1	Gap 2	Comments
f. Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges' book War *is a Force that Gives Us Meaning* and James Hillman's book *A Terrible Love of War*)			
g. Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts			
h. Identify the author's stated or implied purpose in increasingly challenging texts			

6. Persuasive Language and Logic

	Gap 1	Gap 2	Comments
a. Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches			
b. Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities			
c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources			
d. Distinguish between fact and opinion, basing judgments on evidence and reasoning			

7. Literary Criticism

	Gap 1	Gap 2	Comments
a. Select and apply to increasingly challenging texts the relevant terms (e.g., archetype, oedipal, hegemony) from a number of critical theories			
b. Evaluate a work of literature from a variety of perspectives (e.g., applying a postcolonialist perspective to E.M. Forster's novel *Passage to India*)			
c. Read literary criticism to learn different ways of interpreting increasingly challenging literary texts			

English 12 Course Standards	Gap 1	Gap 2	Comments
8. Words and Their History			
a. Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)			
b. Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts			
c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words			
d. Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts			
e. Comprehend foreign words and phrases in texts that are commonly used in English			
f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison's novel *Song of Solomon*) in increasingly challenging texts			
g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language			
h. Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts			
B. Writing			
1. Writing Process			
a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information			
b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a potential employer versus writing a college-entrance essay)			
c. Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions			

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English 12 Course Standards	Gap 1	Gap 2	Comments
d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product			
2. Modes of Writing for Different Purposes and Audiences			
a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect			
b. Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples			
c. Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods			
d. Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors			
e. Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task			
3. Organization, Unity, and Coherence			
a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing			
b. Organize writing to create a coherent whole with effective, fully developed paragraphs; similar ideas grouped together for unity; and paragraphs arranged in a logical sequence			
c. Add important information and delete irrelevant information and details to more clearly establish a central idea			
d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes			
e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing			

English 12 Course Standards	Gap 1	Gap 2	Comments
4. Sentence-Level Constructions			
a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction			
b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect			
c. Use parallel structure to present items in a series and items juxtaposed for emphasis			
d. Evaluate own sentence style by identifying common sentence patterns and constructions			
e. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice			
f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose			
g. Use strong action verbs, sensory details, vivid imagery, and precise words			
5. Conventions of Usage			
a. Correctly spell commonly misspelled/confused words			
b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity			
c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb			
d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)			
e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified			

English 12 Course Standards	Gap 1	Gap 2	Comments
f. Correctly use parts of speech			

6. Conventions of Punctuation

English 12 Course Standards	Gap 1	Gap 2	Comments
a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)			
b. Use punctuation correctly within sentences and words			
c. Demonstrate correct use of capitalization			

C. Research

English 12 Course Standards	Gap 1	Gap 2	Comments
a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources			
b. Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation			
c. Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective			
d. Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes			
e. Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)			
f. Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines			

D. Listening, Viewing, and Speaking

1. Comprehension and Analysis

English 12 Course Standards	Gap 1	Gap 2	Comments
a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions			

English 12 Course Standards	Gap 1	Gap 2	Comments
b. Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements			
c. Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts			
d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event			
e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience			
2. Application			
a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources			
b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)			
c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes			
d. Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources			
e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources			
f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings			
g. Actively participate in small-group and large-group discussions, assuming various roles			

English 12 Course Standards	Gap 1	Gap 2	Comments
E. Study Skills and Test Taking			
a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted			
b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork			
c. Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)			
d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy			

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