

Beaverton School District

12th Grade Literacy Curriculum Learning Targets

Writing

The Writing Process

Pre-write, draft, revise, edit, and publish across the subject areas.

- Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion (*Ideas and Content*).
- Establish coherence within and among paragraphs through effective transitions and a consistent tone and focus throughout the writing (*Organization*).
- Use descriptive language that clarifies and enhances ideas (*Word Choice*).
- Demonstrate correct spelling, punctuation, capitalization, and knowledge of grammar/usage appropriate for grade level (*Conventions*).
- Use varied sentence structures and openings to enhance clarity and to support meaning (*Sentence Fluency*).
- Choose a voice appropriate for topic, purpose, and audience (*Voice*).
- Correctly cite sources (*Citing Sources*).

Writing Modes and Applications

Write narrative, expository, and persuasive texts using a variety of written forms to express ideas appropriate to audience and purpose across the subject areas.

- Write insightful responses to text that demonstrate careful reading and draw supported inferences about the text's effect on its audience, supporting interpretations through references to other sources.
- Write analytical essays and research reports that specify a thesis, use a variety of primary and secondary sources, and convey clear and accurate perspectives, and make distinctions between the relative value and significance of specific data, facts, and ideas (Document Sources).
- Write persuasive compositions that include a well-defined thesis that makes a clear and knowledgeable judgment or appeal and structures ideas and arguments in a sustained and logical fashion. The composition also clarifies and defends positions with precise and relevant evidence.
- Write personal narratives that relate a clear, coherent incident, event, or situation by using well-chosen details and a range of descriptive devices to reveal the writer's attitude about the subject.
- Write technical documents, such as simple business letters, job applications, and lab reports. These documents inform and follow conventional formats.

The Research & Inquiry Process

Acquire, assess, and communicate information using effective research processes.

- Develop clear, high-level questions and related sub-questions to guide research and articulate topics.
- Use valid research sources including library, electronic media, and personal interviews to gather and present evidence from primary or secondary print or internet sources.
- Analyze and evaluate the validity and reliability of primary and secondary sources.
- Synthesize and communicate information from multiple sources and identify complexities and discrepancies in the information as well as different perspectives found in each medium.
- Use appropriate conventions for documentation in text, notes, and works cited, following the formats in specific style manuals.

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Reading

Word Analysis/Vocabulary Development/Fluency

Use knowledge of word origins and relationships to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words or text.

- Analyze meanings of words using structural and contextual clues.
- Identify and analyze the literal and figurative meanings of words and phrases.
- Read aloud rigorous material fluently and accurately.
- Use a variety of resources in order to derive meaning of words.

Read to Perform a Task

Apply effective strategies to navigate text.

- Synthesize, analyze, and evaluate information using text features (charts, tables, diagrams, glossaries) or supplementary grade-level text to reach supported conclusions.

Reading Strategies & Comprehension: Informational Text

Develop a literal, inferential, and evaluative understanding of grade level informational texts across subject areas.

- Demonstrate sophisticated understanding of informational text, using graphic organizers, logical notes, summaries, and simple outlines.
- Predict probable future outcomes supported by the text.
- Infer the main idea when it is not explicitly stated and support with evidence from the text.
- Infer an author's unstated meaning and draw conclusions about the author's purpose based on evidence in the text.
- Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.
- Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text.
- Compare and contrast information after reading several passages or articles on the same topic.
- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Listening and Speaking

Listening

Listen effectively to improve comprehension.

- Formulate judgements about spoken messages and support judgements using examples and inferences from speakers' messages.

Analysis

Evaluate the significance and accuracy of ideas and information presented in oral, visual, and multimedia communications across the subject areas.

- Citing evidence, evaluate the credibility of a speaker by providing implicit or explicit evidence.

Speaking

Effectively convey an oral message.

- Deliver focused, coherent, and organized presentations that express ideas clearly, use descriptive and accurate language appropriate to audience and purpose.