

# Main Criteria: University-Ready Writing

## Secondary Criteria: Virginia Standards of Learning

Subject: Language Arts

Grade: 12

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

### Virginia Standards of Learning

#### Language Arts

Grade 12 - Adopted: 2024

#### STRAND / TOPIC

#### Developing Skilled Readers and Building Reading Stamina

STANDARD / STRAND	12.DSR.	The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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#### STRAND / TOPIC

#### Reading and Vocabulary

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
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INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
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INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
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INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
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INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.
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**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
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INDICATOR	B.	Write technical pieces that:
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PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
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**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
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INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
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**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.2.	Organization and Composition
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INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
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PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
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PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
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**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
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INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND / TOPIC**

**Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR      ii.      Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR      C.      Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR      v.      Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR      vi.      Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR      B.      Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR      C.      Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR      D.      Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND / TOPIC**

**Language Usage**

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
<b>INDICATOR / STANDARD</b>	<b>12.LU.2.</b>	<b>Mechanics</b>

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

**STRAND / TOPIC** **Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.1.</b>	<b>Communication, Listening, and Collaboration</b>

INDICATOR A. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

**STRAND / TOPIC** **Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.2.</b>	<b>Speaking and Presentation of Ideas</b>

INDICATOR A. Report orally on a topic or text or present an opinion. This includes:

PROGRESS INDICATOR i. Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR ii. Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.

**STRAND / TOPIC** **Research**

<b>STANDARD / STRAND</b>	<b>12.R.</b>	<b>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b>
<b>INDICATOR / STANDARD</b>	<b>12.R.1.</b>	<b>Evaluation and Synthesis of Information</b>

INDICATOR B. Gather and organize information from various sources.

INDICATOR E. Create research products aligned with the demands of the reading and writing standards.

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30



PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

**STRAND / TOPIC**

**Research**

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information

INDICATOR C. Objectively evaluate primary and secondary sources for their credibility, reliability, accuracy, usefulness, and limitations; that includes identifying the main and supporting ideas, points of view, conflicting information, and any misconceptions or biases.

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

**STRAND / TOPIC**                      **Reading and Vocabulary**

<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND / TOPIC**                      **Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Write extended pieces that:</b>
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.
PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.

**STRAND / TOPIC**                      **Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
<b>INDICATOR</b>	<b>B.</b>	<b>Write technical pieces that:</b>
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND / TOPIC**                      **Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>

INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.2.</b>	<b>Organization and Composition</b>
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.3.</b>	<b>Usage and Mechanics</b>
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
<b>STRAND / TOPIC</b>		<b>Language Usage</b>
<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
<b>INDICATOR / STANDARD</b>	<b>12.LU.2.</b>	<b>Mechanics</b>
INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
<b>STRAND / TOPIC</b>		<b>Communications and Multimodal Literacies</b>
<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.1.</b>	<b>Communication, Listening, and Collaboration</b>
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

**Virginia Standards of Learning**

**Language Arts**

**Grade 12 - Adopted: 2024**

<b>STRAND / TOPIC</b>		<b>Reading and Vocabulary</b>
<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
INDICATOR	B.	<b>Write technical pieces that:</b>
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>

<b>INDICATOR / STANDARD</b>	<b>12.W.2.</b>	<b>Organization and Composition</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</b>

PROGRESS INDICATOR	ii.	Organizing claims, counterclaims, and evidence in a sustained and logical sequence to exhibit unity.
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PROGRESS INDICATOR	iii.	Selecting appropriate evidence from multiple texts to clarify ideas, illustrate a counterargument, and/or strengthen a thesis in writing.
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**STRAND / TOPIC**

**Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.W.3.</b>	<b>Usage and Mechanics</b>
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INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
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INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
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**STRAND / TOPIC**

**Language Usage**

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.LU.2.</b>	<b>Mechanics</b>
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INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
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**STRAND / TOPIC**

**Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.C.1.</b>	<b>Communication, Listening, and Collaboration</b>
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<b>INDICATOR</b>	<b>A.</b>	<b>Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:</b>
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PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
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**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.2.	Speaking and Presentation of Ideas
INDICATOR	A.	Report orally on a topic or text or present an opinion. This includes:
PROGRESS INDICATOR	i.	Selecting the modes and purposes for presentations and synthesizing multiple streams of information.
PROGRESS INDICATOR	ii.	Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.

**STRAND / TOPIC**

**Research**

STANDARD / STRAND	12.R.	The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.
INDICATOR / STANDARD	12.R.1.	Evaluation and Synthesis of Information
INDICATOR	D.	Synthesize multiple streams of evidence to support claims and acknowledge counterclaims.

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

**Virginia Standards of Learning**

**Language Arts**

Grade 12 - Adopted: 2024

**STRAND / TOPIC**

**Reading and Vocabulary**

STANDARD / STRAND	12.RV.	The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.
INDICATOR / STANDARD	12.RV.1.	Vocabulary Development and Word Analysis
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:

PROGRESS INDICATOR v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR A. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

**STRAND /  
TOPIC****Research**

<b>STANDARD / STRAND</b>	<b>12.R.</b>	<b>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b>
<b>INDICATOR / STANDARD</b>	<b>12.R.1.</b>	<b>Evaluation and Synthesis of Information</b>

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 07: Practice Note Taking; Inventive Writing, p. 53-60

## Virginia Standards of Learning

### Language Arts

Grade 12 - Adopted: 2024

**STRAND /  
TOPIC****Reading and Vocabulary**

<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR G. Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /  
TOPIC****Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>

INDICATOR A. **Write extended pieces that:**

PROGRESS INDICATOR i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR iv. Provide a concluding section that follows from the information or explanation presented.

**STRAND /  
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND /  
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	C.	Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /  
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.2.	Organization and Composition
INDICATOR	A.	Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND /  
TOPIC****Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.3.	Usage and Mechanics
INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND /  
TOPIC****Language Usage**

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
<b>INDICATOR / STANDARD</b>	<b>12.LU.1.</b>	<b>Grammar</b>

INDICATOR      A.      Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND /  
TOPIC****Language Usage**

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
<b>INDICATOR / STANDARD</b>	<b>12.LU.2.</b>	<b>Mechanics</b>

INDICATOR      A.      Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

INDICATOR      B.      Spell correctly, consulting reference materials to check as needed.

**STRAND /  
TOPIC****Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.1.</b>	<b>Communication, Listening, and Collaboration</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:</b>

PROGRESS INDICATOR      i.      Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR      iii.      Summarizing points of agreement and disagreement.

**STRAND /  
TOPIC****Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.2.</b>	<b>Speaking and Presentation of Ideas</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Report orally on a topic or text or present an opinion. This includes:</b>

PROGRESS INDICATOR      i.      Selecting the modes and purposes for presentations and synthesizing multiple streams of information.

PROGRESS INDICATOR      ii.      Choosing appropriate vocabulary, language, and tone for a selected topic, purpose, context, and audience when speaking and presenting.

**STRAND /  
TOPIC****Research**

<b>STANDARD / STRAND</b>	<b>12.R.</b>	<b>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b>
<b>INDICATOR / STANDARD</b>	<b>12.R.1.</b>	<b>Evaluation and Synthesis of Information</b>

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## Virginia Standards of Learning

### Language Arts

Grade 12 - Adopted: 2024

**STRAND /  
TOPIC****Developing Skilled Readers and Building Reading Stamina**

<b>STANDARD / STRAND</b>	<b>12.DSR.</b>	<b>The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b>
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INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
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INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
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INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
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INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
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**STRAND /  
TOPIC****Reading and Vocabulary**

<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND / TOPIC**

**Reading Literary Text**

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.1.	Key Ideas and Plot Details

INDICATOR C. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	A.	Write extended pieces that:

PROGRESS INDICATOR i. Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.

PROGRESS INDICATOR ii. Adopt an organizational structure that clarifies relationships among ideas and concepts.

PROGRESS INDICATOR iii. Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR iv. Provide a concluding section that follows from the information or explanation presented.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND / TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
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<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
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INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND / TOPIC** Writing

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.W.2.</b>	<b>Organization and Composition</b>
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<b>INDICATOR</b>	<b>A.</b>	<b>Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</b>
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PROGRESS INDICATOR iv. Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.

PROGRESS INDICATOR v. Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.

PROGRESS INDICATOR vi. Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.

**STRAND / TOPIC** Writing

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.W.3.</b>	<b>Usage and Mechanics</b>
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INDICATOR B. Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.

INDICATOR C. Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)

INDICATOR D. Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND / TOPIC** Language Usage

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
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<b>INDICATOR / STANDARD</b>	<b>12.LU.1.</b>	<b>Grammar</b>
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INDICATOR A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND / TOPIC** Language Usage











INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.

**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR A. Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.

**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR A. Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.

INDICATOR B. Spell correctly, consulting reference materials to check as needed.

**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR i. Applying a variety of strategies to listen actively and speak purposefully and respectfully.

PROGRESS INDICATOR iii. Summarizing points of agreement and disagreement.

**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.
<b>STRAND / TOPIC</b>		<b>Research</b>
<b>STANDARD / STRAND</b>	<b>12.R.</b>	<b>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b>
<b>INDICATOR / STANDARD</b>	<b>12.R.1.</b>	<b>Evaluation and Synthesis of Information</b>
INDICATOR	A.	Formulate and revise questions about a research topic broadening or narrowing the inquiry as necessary.
INDICATOR	B.	Gather and organize information from various sources.
INDICATOR	F.	Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## Virginia Standards of Learning

### Language Arts

Grade 12 - Adopted: 2024

<b>STRAND / TOPIC</b>		<b>Developing Skilled Readers and Building Reading Stamina</b>
<b>STANDARD / STRAND</b>	<b>12.DSR.</b>	<b>The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b>
INDICATOR / STANDARD	B.	Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).
INDICATOR / STANDARD	C.	When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).
INDICATOR / STANDARD	D.	Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).
INDICATOR / STANDARD	E.	Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).
<b>STRAND / TOPIC</b>		<b>Reading and Vocabulary</b>

<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>
INDICATOR	A.	Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.
INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND / TOPIC**

**Reading Literary Text**

<b>STANDARD / STRAND</b>	<b>12.RL.</b>	<b>The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RL.1.</b>	<b>Key Ideas and Plot Details</b>
INDICATOR	C.	Analyze how complex characters-those with multiple or conflicting motivations-develop over the course of texts, interact with other characters, and advance the plot.

**STRAND / TOPIC**

**Reading Literary Text**

<b>STANDARD / STRAND</b>	<b>12.RL.</b>	<b>The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RL.3.</b>	<b>Integration of Concepts</b>
INDICATOR	A.	Compare and contrast traditional and contemporary texts that draw on similar themes, patterns of events, or character types with an emphasis on poetry, from various cultures.

**STRAND / TOPIC**

**Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Write extended pieces that:</b>
PROGRESS INDICATOR	i.	Introduce a topic clearly by providing context, presenting well-defined theses, and previewing what follows.
PROGRESS INDICATOR	ii.	Adopt an organizational structure that clarifies relationships among ideas and concepts.
PROGRESS INDICATOR	iii.	Develop the topic through sustained use of the most significant and relevant facts, concrete details, quotations, or other information from multiple authoritative sources appropriate to the audience's knowledge.

PROGRESS INDICATOR	iv.	Provide a concluding section that follows from the information or explanation presented.
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
<b>INDICATOR</b>	<b>B.</b>	<b>Write technical pieces that:</b>
PROGRESS INDICATOR	ii.	Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.1.</b>	<b>Modes and Purposes for Writing</b>
<b>INDICATOR</b>	<b>C.</b>	<b>Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).</b>
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.2.</b>	<b>Organization and Composition</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Plan and organize writing to address a specific audience and purpose using the writing process (planning, drafting, revising, editing). This includes:</b>
PROGRESS INDICATOR	iv.	Contextualizing evidence from sources effectively with proper introduction and thorough explanation and appropriate citation.
PROGRESS INDICATOR	v.	Embedding narrative techniques and organizing information logically and effectively to guide the audience from one idea to another with transitional words and phrases.
PROGRESS INDICATOR	vi.	Elaborating ideas clearly and effectively through syntactic structure, subordination of ideas, sensory/ concrete details, diction, and purposeful word choice.
<b>STRAND / TOPIC</b>		<b>Writing</b>
<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.3.</b>	<b>Usage and Mechanics</b>
<b>INDICATOR</b>	<b>B.</b>	<b>Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.</b>

INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
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**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.1.	Grammar

INDICATOR	A.	Use various clauses (independent, dependent, noun, relative, adverbial) to infuse sentence variety, add interest, and enhance meaning and purpose.
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**STRAND / TOPIC**

**Language Usage**

STANDARD / STRAND	12.LU.	The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.
INDICATOR / STANDARD	12.LU.2.	Mechanics

INDICATOR	A.	Apply a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations in writing.
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INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
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**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.1.	Communication, Listening, and Collaboration
INDICATOR	A.	Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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PROGRESS INDICATOR	iii.	Summarizing points of agreement and disagreement.
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**STRAND / TOPIC**

**Communications and Multimodal Literacies**

STANDARD / STRAND	12.C.	The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.
INDICATOR / STANDARD	12.C.3.	Integrating Multimodal Literacies

INDICATOR	E.	Provide appropriate citation of all content from external sources.
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**STRAND /  
TOPIC****Research**

<b>STANDARD / STRAND</b>	<b>12.R.</b>	<b>The student will conduct research and read a series of conceptually related texts on selected topics to build knowledge on grade-twelve content, texts, and areas prompted by student interest.</b>
<b>INDICATOR / STANDARD</b>	<b>12.R.1.</b>	<b>Evaluation and Synthesis of Information</b>

INDICATOR F. Cite sources for quoted and paraphrased ideas using a standard method of documentation, such as the Modern Language Association (MLA) or the American Psychological Association (APA).

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

## Virginia Standards of Learning

### Language Arts

Grade 12 - Adopted: 2024

**STRAND /  
TOPIC****Developing Skilled Readers and Building Reading Stamina**

<b>STANDARD / STRAND</b>	<b>12.DSR.</b>	<b>The student will build knowledge and comprehension skills from reading a range of challenging, content-rich texts. This includes fluently reading and gathering evidence from grade-level complex texts, reading widely on topics to gain purposeful knowledge and vocabulary, and using reading strategies when comprehension breaks down.</b>
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INDICATOR / STANDARD B. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 11-12 band to generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.). (Text Complexity, 2-12).

INDICATOR / STANDARD C. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located (Textual Evidence, K-12).

INDICATOR / STANDARD D. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support). Use this background knowledge as context for new learning. (Deep Reading on Topics to Build Knowledge and Vocabulary, K-12).

INDICATOR / STANDARD E. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to text structure, common organizational structures, summarizing, asking questions of the text, and others (Reading Strategies, 3-12).

**STRAND /  
TOPIC****Reading and Vocabulary**

<b>STANDARD / STRAND</b>	<b>12.RV.</b>	<b>The student will systematically build vocabulary and word knowledge based on grade twelve content and texts.</b>
<b>INDICATOR / STANDARD</b>	<b>12.RV.1.</b>	<b>Vocabulary Development and Word Analysis</b>

INDICATOR A. Develop and accurately use general academic and content-specific vocabulary through reading, discussing, and writing about grade-level texts and topics.

INDICATOR	B.	Use context and sentence structure to clarify the meanings of words and phrases.
INDICATOR	G.	Use newly learned words and phrases in multiple contexts, including in students' discussions and speaking and writing activities.

**STRAND /  
TOPIC**

**Reading Literary Text**

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.2.	Craft and Style

INDICATOR B. Interpret and analyze how authors create intended effects using diction and impact the tone and mood of the story, play, or poem.

**STRAND /  
TOPIC**

**Reading Literary Text**

STANDARD / STRAND	12.RL.	The student will use textual evidence to demonstrate comprehension and build knowledge from a variety of grade-level complex literary texts read to include literary nonfiction (including world, British and American literature), narratives, poetry, and drama, with an emphasis on British literature.
INDICATOR / STANDARD	12.RL.3.	Integration of Concepts

INDICATOR B. Compare and contrast the development of a universal theme over the course of two or more literary works including how each theme emerges and is shaped and refined by specific details.

**STRAND /  
TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing
INDICATOR	B.	Write technical pieces that:

PROGRESS INDICATOR ii. Create clear and coherent writing in which the development, organization, and style matches the intended audience and purpose of the workplace and/or post-secondary education and language in informal and formal contexts.

**STRAND /  
TOPIC**

**Writing**

STANDARD / STRAND	12.W.	The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.
INDICATOR / STANDARD	12.W.1.	Modes and Purposes for Writing

INDICATOR C. Blend multiple modes of writing, by routinely engaging in the production of shorter and longer pieces that adapt vocabulary, voice, and tone for a range of audiences, purposes, and tasks (e.g., summaries, reflections, descriptions, critiques, letters, poetry, narratives, etc.).

**STRAND /  
TOPIC**

**Writing**

<b>STANDARD / STRAND</b>	<b>12.W.</b>	<b>The student will write in a variety of forms for diverse audiences and purposes linked to grade twelve content and text, with an emphasis on technical writing.</b>
<b>INDICATOR / STANDARD</b>	<b>12.W.3.</b>	<b>Usage and Mechanics</b>

INDICATOR	B.	Use peer- and self-evaluation to edit writing for clarity and quality of information, addressing strengths and making suggestions regarding how writing might be improved.
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INDICATOR	C.	Edit writing for appropriate conventions, style, and language in informal and formal contexts. (See Language Usage for grade level expectations)
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INDICATOR	D.	Write and revise to a standard acceptable both in the workplace and in postsecondary education.
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**STRAND / TOPIC**

**Language Usage**

<b>STANDARD / STRAND</b>	<b>12.LU.</b>	<b>The student will use the conventions of Standard English when speaking and writing, differentiating between contexts that call for formal English and situations where informal discourse is more appropriate.</b>
<b>INDICATOR / STANDARD</b>	<b>12.LU.2.</b>	<b>Mechanics</b>

INDICATOR	B.	Spell correctly, consulting reference materials to check as needed.
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**STRAND / TOPIC**

**Communications and Multimodal Literacies**

<b>STANDARD / STRAND</b>	<b>12.C.</b>	<b>The student will develop effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.</b>
<b>INDICATOR / STANDARD</b>	<b>12.C.1.</b>	<b>Communication, Listening, and Collaboration</b>
<b>INDICATOR</b>	<b>A.</b>	<b>Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade twelve topics and texts. This includes:</b>

PROGRESS INDICATOR	i.	Applying a variety of strategies to listen actively and speak purposefully and respectfully.
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