

## Galway ELA Curriculum Guide 12<sup>th</sup> Grade

### READING:

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Locate and use school, public, academic, and special library resources for information and research
  - use primary and secondary sources, such as dictionaries and abstracts
  - set purpose for reading by asking questions about what they need to know for their research
- Check consistency of hypothesis with given information and assumption
- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large
  - employ a range of post-reading practices to think about new learning and to plan future learning

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays
  - read and discuss literary criticism
  - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism
- Interpret multiple levels of meaning and subtleties in text

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience
  - identify text structure, using supports such as graphic organizers
  - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
  - focus on key word/phrases that signal that the text is heading in a particular direction
  - identify the particular kinds of language used in particular texts
- Analyze and evaluate poetry in order to recognize the use and effect of
  - sensory imagery
  - figurative language
  - verse form
- Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form
- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective
- Select, reject, and reconcile ideas and information in light of beliefs
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism
- Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

### WRITING:

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Use and integrate a wide range of organizational strategies to present information
- Define the meaning of and understand the consequences of plagiarism; investigate college and university policies
- Maintain a portfolio that includes informational writing

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Write interpretive and responsive essays of approximately five pages to

- express judgments and support them through references to the text, using direct quotations and paraphrase
- explain how the author's use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning
- engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text
- Maintain a portfolio that includes literary, interpretive, and responsive writing

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Develop critiques from more than one perspective, such as historical, cultural, social, and psychological
- Use telecommunication to participate in listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect the age, gender, and cultural traditions of the recipient

### LISTENING:

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Interpret and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews, and debates
- Recognize the speaker's use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Identify how format and language are used in presentations to communicate the author's message and evoke a response
- Recognize how presentation styles affect the emotional responses of listeners

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Determine points of view to clarify positions, make judgments, and form opinions
- Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
- Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content
- Recognize the use of protocols and traditional practices in debating, public speaking, interviewing, reviewing literary works, and other forms of speaking
- Evaluate the impact of the medium on the message

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect the age, gender, social position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate the speaker's uniqueness

### SPEAKING:

**Standard 1:** Students will read, write, listen, and speak for **information and understanding**.

- Prepare and give presentations to a variety of audiences on a range of informational topics, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches
- Give directions and explain complex processes

**Standard 2:** Students will read, write, listen, and speak for **literary response and expression**.

- Present interpretations and responses to literary texts and performances in presentations to school and public audiences

**Standard 3:** Students will read, write, listen, and speak for **critical analysis and evaluation**.

- Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements
- Present reasons, examples, and details from sources such as films to defend opinions or judgments
- Respond to constructive criticism

- Use visuals and technology to enhance presentation

**Standard 4:** Students will read, write, listen, and speak for **social interaction**.

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect the age, gender, social position, and cultural traditions of the listener
- Use social communication in workplace settings to foster trust and build goodwill
- Respond respectfully