

**Portsmouth City School District  
Lesson Plan Checklist**

**Twelfth Grade Language Arts Academic Content Standards**

Standard 1	Standard 2	Standard 3
<i><b>Phonemic Awareness, Word Recognition and Fluency</b></i>	<i><b>Acquisition of Vocabulary</b></i>	<i><b>Concept of Print, Comprehension Strategies and Self-Monitoring Strategies</b></i>
<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>
<p>This standard is a K-3 standard. Therefore, there are no benchmarks beyond the third grade.</p>	<p><b>A.</b> Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.</p> <p><b>B.</b> Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.</p> <p><b>C.</b> Explain the influence of the English language on world literature, communications and popular culture.</p> <p><b>D.</b> Apply knowledge of roots and affixes and phrases to aid understanding of content area vocabulary.</p> <p><b>E.</b> Use multiple resources to enhance comprehension of vocabulary.</p>	<p><b>A.</b> Apply reading comprehension strategies to understand grade-appropriate text.</p> <p><b>B.</b> Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).</p> <p><b>C.</b> Use appropriate self-monitoring strategies for comprehension.</p>
<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>
	<p><u>1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast, and cause and effect to advance word study.</u></p> <p><u>2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.</u></p> <p><u>3. Examine and explain the influence of the English language on world literature, communications and popular cultures.</u></p> <p><u>4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</u></p> <p><u>5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</u></p>	<p><u>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</u></p> <p><u>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</u></p> <p><u>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</u></p> <p><u>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</u></p> <p><u>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</u></p>

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<b>Standard 4</b> <i>Information, Technical, and Persuasive Text</i>	<b>Standard 5</b> <i>Literary Text</i>	<b>Standard 6</b> <i>Writing Processes</i>	<b>Standard 7</b> <i>Writing Applications</i>
<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>	<b>Benchmarks</b>
<p>A. Analyze the features and structures of documents and critique them for their effectiveness.</p> <p>B. Identify and analyze examples of rhetorical devices and valid and invalid inferences.</p> <p>C. Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.</p> <p>D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topic.</p> <p>E. Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p>	<p>A. Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</p> <p>B. Explain ways characters confront similar situations and conflict.</p> <p>C. Recognize and analyze characteristics of subgenres and literary periods.</p> <p>D. Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</p> <p>E. Critique an author's style.</p>	<p>A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.</p> <p>B. Select and use an appropriate organizational structure to refine and develop ideas for writing.</p> <p>C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</p> <p>D. Apply editing strategies to eliminate slang and improve conventions.</p> <p>E. Apply tools to judge the quality of writing.</p> <p>F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</p>	<p>A. Compose reflective writings that balance reflections by using specific personal experiences to draw conclusions about life.</p> <p>B. Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created.</p> <p>C. Produce functional documents that report, organize and convey information and ideas accurately, foresee readers' problems or misunderstandings and that include formatting techniques that are user friendly.</p> <p>D. Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p> <p>E. Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</p>
<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>	<b>Grade Level Indicators</b>
<p>1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.</p> <p>2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.</p> <p>3. Analyze and compile information from several sources on a single issue, or written by a single author, clarifying ideas and connecting them to other sources and related topics.</p> <p>4. Distinguish between valid and</p>	<p>1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.</p> <p>2. Analyze the historical, social and cultural context of setting.</p> <p>3. Explain how voice and narrator affect the characterization, plot and credibility.</p> <p>4. Evaluate the author's use of point of view in a literary text.</p> <p>5. Analyze variations of universal themes in literary texts.</p> <p>6. Recognize characteristics of subgenres, including satire.</p>	<p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</p> <p>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p> <p>4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</p> <p>5. Use organizational strategies</p>	<p>1. Write reflective compositions that:</p> <p style="padding-left: 20px;">a. use personal experiences as a basis for reflection on some aspect of life.</p> <p style="padding-left: 20px;">b. draw abstract comparisons between specific incidents and abstract concepts;</p> <p style="padding-left: 20px;">c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and</p> <p style="padding-left: 20px;">d. move from specific examples to generalizations about life.</p> <p>2. Write responses to literature that:</p> <p style="padding-left: 20px;">a. advance a judgment that is interpretative, analytical, evaluative or reflective;</p>

<p align="center"><b>Standard 4</b> <b><i>Information, Technical, and Persuasive Text</i></b></p>	<p align="center"><b>Standard 5</b> <b><i>Literary Text</i></b></p>	<p align="center"><b>Standard 6</b> <b><i>Writing Processes</i></b></p>	<p align="center"><b>Standard 7</b> <b><i>Writing Applications</i></b></p>
<p align="center"><b>Indicators (continued)</b></p> <p>invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.</p> <p>5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.</p> <p>6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.</p> <p>7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.</p> <p>8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.</p>	<p align="center"><b>Indicators (continued)</b></p> <p>parody and allegory, and explain how choice of genre affects the expression of a theme or topic.</p> <p>7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.</p> <p>8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.</p>	<p align="center"><b>Indicators (continued)</b></p> <p>(e.g., notes and outlines), to plan writing.</p> <p>6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p> <p>8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</p> <p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</p> <p>12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</p> <p>13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include using such techniques as</p>	<p align="center"><b>Indicators (continued)</b></p> <p>b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;</p> <p>c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;</p> <p>d. identify and assess the impact of possible ambiguities, nuances and complexities within text;</p> <p>e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and</p> <p>f. provide a sense of closure to the writing.</p> <p>3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:</p> <p>a. report, organize and convey information accurately;</p> <p>b. use formatting techniques that make a document user-friendly; and</p> <p>c. anticipate readers' problems, mistakes and misunderstandings.</p> <p>4. Write informational essays or reports, including research that:</p> <p>a. develop a controlling idea that conveys a perspective on the subject;</p> <p>b. create an organizing structure appropriate to purpose, audience and context;</p> <p>c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;</p> <p>d. make distinctions about the relative value and significance of specific data, facts and ideas;</p> <p>e. anticipate and address a reader's potential biases, misunderstandings and expectations; and</p> <p>f. provide a sense of closure to the writing.</p> <p>5. Write persuasive compositions that:</p> <p>a. articulate a clear position;</p> <p>b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and</p> <p>d. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</p> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>

		<p style="text-align: center;"><b>Standard 6</b> <b><i>Writing Processes</i></b></p> <p style="text-align: center;"><b>Indicators</b> <i>(continued)</i></p> <p><u>electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</u></p>	
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Standard 8	Standard 9	Standard 10
<i>Writing Conventions</i>	<i>Research</i>	<i>Oral and Visual</i>
Benchmarks	Benchmarks	Benchmarks
<p>A. Use correct spelling conventions.</p> <p>B. Use correct punctuation and capitalization.</p> <p>C. Demonstrate understanding of the grammatical conventions of the English language.</p>	<p>A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.</p> <p>B. Compile, organize and evaluate information, take notes and summarize findings.</p> <p>C. Evaluate the usefulness and credibility of data and sources and synthesize information from multiple sources.</p> <p>D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) that include an acceptable format for source acknowledgement.</p> <p>E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>	<p>A. Use a variety of strategies to enhance listening comprehension.</p> <p>B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction and syntax.</p> <p>C. Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p> <p>D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.</p> <p>E. Give informational presentations that present ideas that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.</p> <p>F. Give presentations using a variety of delivery methods, visual displays and technology.</p>
Grade Level Indicators	Grade Level Indicators	Grade Level Indicators
<p>1. Use correct spelling conventions.</p> <p>2. Use correct punctuation and capitalization.</p> <p>3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).</p>	<p>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p> <p>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p> <p>3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage etc.).</p> <p>4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</p> <p>5. Integrate quotations and citations into written text to maintain a flow of ideas.</p> <p>6. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an</p>	<p>1. Apply active listening strategies (e.g. monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).</p> <p>2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.</p> <p>3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.</p> <p>4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.</p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</p> <p>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</p> <p>7. Vary language choices as appropriate to the context of the speech.</p> <p>8. Deliver informational</p>

	<p style="text-align: center;"><b><u>Standard 9</u></b> <b><u>Research</u></b></p> <p style="text-align: center;"><b><u>Indicators (continued)</u></b></p> <p>acceptable format for source acknowledgement.</p> <p>7. Use a variety of communication techniques, including oral, visual, written or multimedia reports to present information that supports a clear position about the topic or research question and to defend the credibility of the information presented.</p>	<p style="text-align: center;"><b><u>Standard 10</u></b> <b><u>Oral and Visual</u></b></p> <p style="text-align: center;"><b><u>Indicators (continued)</u></b></p> <p>presentations (e.g., expository, research) that:</p> <p>__ a. present a clear and distinctive perspective on the subject;</p> <p>__ b. present events or ideas in a logical sequence;</p> <p>__ c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</p> <p>__ d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</p> <p>__ e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</p> <p>__ f. draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.</p> <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p> <p>10. Deliver persuasive presentations that:</p> <p>__ a. establish and develop a logical and controlled argument;</p> <p>__ b. include relevant evidence, differentiating between evidence and opinion to support position and to address counter-arguments or listener bias;</p> <p>__ c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;</p> <p>__ d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and</p> <p>__ e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).</p>
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