Florida English Language Arts

Grade 12

Reading

1 Reading Prose and Poetry ELA.12.R.1

1. Literary Elements: Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text. ELA.12.R.1.1
2. Theme: Analyze two or more themes and evaluate their development throughout a literary text. ELA.12.R.1.2
3. Perspective and Point of View: Evaluate the development of character perspective, including conflicting perspectives. ELA.12.R.1.3
4. Poetry: Evaluate works of major poets in their historical context. ELA.12.R.1.4

2 Reading Informational Text ELA.12.R.2

1. Structure: Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective. ELA.12.R.2.1
2. Central Idea: Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective. ELA.12.R.2.2
3. Purpose and Perspective: Evaluate an author's choices in establishing and achieving purpose(s). ELA.12.R.2.3
4. Argument: Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric. ELA.12.R.2.4

3 Reading Across Genres ELA.12.R.3

1. Interpreting Figurative Language: Evaluate an author's use of figurative language. ELA.12.R.3.1
2. Paraphrasing and Summarizing: Paraphrase content from grade-level texts. ELA.12.R.3.2
3. Comparative Reading: Analyze the influence of classic literature on contemporary world texts. ELA.12.R.3.3
4. Understanding Rhetoric: Evaluate rhetorical choices across multiple texts. ELA.12.R.3.4

Key elements of a literary text are setting plo

Clarification 1 **Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.**

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conflict, point of view, theme, and tone.		
For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)	Clarification 2	For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)
Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.	Clarification 3	Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.
Functional significance refers to the role each element plays in creating meaning or eff	Clarification 4	Functional significance refers to the role each element plays in creating meaning or effect for the reader.

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For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.	Clarification 1	For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.
The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	Clarification 1	The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.
A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.	Clarification 1	A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.
Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.	Clarification 2	Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.
For more information, see Literary Periods.	Clarification 3	For more information, see Literary Periods.
Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and eff	Clarification 1	Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

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Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.	Clarification 2	Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.
For more information on types of reasoning, see Types of Logical Reasoning.	Clarification 1	For more information on types of reasoning, see Types of Logical Reasoning.
See Rhetorical Appeals and Rhetorical Devices.	Clarification 2	See Rhetorical Appeals and Rhetorical Devices.
Validity refers to the soundness of the arguments.	Clarification 3	Validity refers to the soundness of the arguments.
Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.	Clarification 1	Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.
See Secondary Figurative Language.	Clarification 2	See Secondary Figurative Language.
Most grade-level texts are appropriate for this benchmark.	Clarification 1	Most grade-level texts are appropriate for this benchmark.
Classic literature for this benchmark should be drawn from and representative of the fol	Clarification 1	Classic literature for this benchmark should be drawn from and representative of the following periods:

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Classical Period (1200 BCE–455 CE)	1	Classical Period (1200 BCE–455 CE)
Medieval Period (455 CE–1485 CE)	2	Medieval Period (455 CE–1485 CE)
Renaissance Period (1300–1600)	3	Renaissance Period (1300–1600)
Restoration and 18th Century (1660–1790) British Literature	4	Restoration and 18th Century (1660–1790) British Literature
Colonial and Early National Period (1600–1830) American Literature	5	Colonial and Early National Period (1600–1830) American Literature
Romantic Period (1790–1870)	6	Romantic Period (1790–1870)
Realism and Naturalism Period (1870–1930)	7	Realism and Naturalism Period (1870–1930)
Modernist Period (1910–1945)	8	Modernist Period (1910–1945)
Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.	Clarification 2	Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.
Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. Th… 11… in…	Clarification 1	Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

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the effectiveness of multiple texts.		
Rhetorical devices for the purposes of this benchmark are the figurative language devices from 12.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.	**Clarification 2**	**Rhetorical devices for the purposes of this benchmark are the figurative language devices from 12.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.**
See Secondary Figurative Language.	**Clarification 3**	**See Secondary Figurative Language.**
See Rhetorical Appeals and Rhetorical Devices.	**Clarification 4**	**See Rhetorical Appeals and Rhetorical Devices.**

Communication

1 Communicating Through Writing ELA.12.C.1

2 Narrative Writing: Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes. ELA.12.C.1.2

3 Argumentative Writing: Write arguments to support claims based on an in-depth analysis of topics or texts, using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject. ELA.12.C.1.3

4 Expository Writing: Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. ELA.12.C.1.4

5 Improving Writing: Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style. ELA.12.C.1.5

2 Communicating Orally ELA.12.C.2

1 Oral Presentation: Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate. ELA.12.C.2.1

3 Following Conventions ELA.12.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.12.C.3.1

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esearching ELA.12.C.4

1 Researching and Using Information: Conduct research on a topical issue to answer a question and synthesize information from a variety of sources. ELA.12.C.4.1

5 Creating and Collaborating ELA.12.C.5

1 Multimedia: Design and evaluate digital presentations for effectiveness. ELA.12.C.5.1

2 Technology in Communications: Create, publish, and share multimedia texts through a variety of digital formats. ELA.12.C.5.2

See Writing Types and Narrative Techniques.

Clarification 1 **See Writing Types and Narrative Techniques.**

See Writing Types and Elaborative Techniques.

Clarification 1 **See Writing Types and Elaborative Techniques.**

These written works will take longer and are meant to reflect thorough research and analysis.

Clarification 2 **These written works will take longer and are meant to reflect thorough research and analysis.**

See Writing Types.

Clarification 1 **See Writing Types.**

At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in ele be

Clarification 1 **At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.**

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For further guidance, see the Secondary Oral Communication Rubric.	**Clarification 2**	**For further guidance, see the Secondary Oral Communication Rubric.**
See Conventions Progression by Grade Level for more information.	**Clarification 1**	**See Conventions Progression by Grade Level for more information.**
While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.	**Clarification 1**	**While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.**
The presentation may be delivered live or delivered as a stand-alone digital experience.	**Clarification 1**	**The presentation may be delivered live or delivered as a stand-alone digital experience.**

Vocabulary

1 **Finding Meaning** ELA.12.V.1

1 Academic Vocabulary: Integrate academic vocabulary appropriate to grade level in speaking and writing. ELA.12.V.1.1

2 Morphology: Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content. ELA.12.V.1.2

3 Context and Connotation: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. ELA.12.V.1.3:

To integrate vocabulary, students will apply the vocabulary they have lea sp tas	**Clarification 1**	**To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.**

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This use should be intentional, beyond responding to a prompt to use a word in a sentence.		
Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.	Clarification 2	Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
Etymology refers to the study of word origins and the ways that words have changed over time.	Clarification 1	Etymology refers to the study of word origins and the ways that words have changed over time.
Derivation refers to making new words from an existing word by adding affixes.	Clarification 2	Derivation refers to making new words from an existing word by adding affixes.
See Foreign Words and Phrases for a list of commonly used foreign phrases.	Clarification 3	See Foreign Words and Phrases for a list of commonly used foreign phrases.
Review of words learned in this way is critical to building background knowledge and related vocabulary.	Clarification 1	Review of words learned in this way is critical to building background knowledge and related vocabulary.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 12.R.3.1 and Secondary Figurative Language.	Clarification 3	See 12.R.3.1 and Secondary Figurative Language.