

Indiana High School Standards: English Grade 12		Steps									
		1	2	3	4	5	6	7	8	9	10
Standard 2: READING: Comprehension and Analysis of Nonfiction and Informational Text	Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.										
12.2.2	Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.				•	•	•	•			
12.2.3	Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, public, and historical documents.				•	•	•	•	•		
12.2.6	Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.				•	•	•	•	•		
Standard 4: WRITING: Processes and Features	Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).										
12.4.1	Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.				•	•	•	•			
12.4.2	Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.				•	•	•	•		•	
12.4.4	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.				•	•	•	•	•		
12.4.5	Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.				•	•	•	•	•		
12.4.6	Use language in creative and vivid ways to establish a specific tone.				•	•	•	•	•		
12.4.7	Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.				•				•		

	<ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life. • maintain a balance in describing individual events and relating those incidents to more general and abstract ideas. 										
12.5.6	Use varied and extended vocabulary, appropriate for specific forms and topics.			•	•	•	•	•	•		
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		1	2	3	4	5	6	7	8	9	10
12.5.7	Use precise technical or scientific language when appropriate for topic and audience.				•	•	•	•	•		
12.5.8	Deliver multimedia presentations that: <ul style="list-style-type: none"> • combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience’s response and revise the presentation accordingly. 				•				•		

12.5.10	<p>Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions. • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • incorporates numeric data, charts, tables, and graphs. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). 			•			•				
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Standard 6: WRITING: English Language Conventions		1	2	3	4	5	6	7	8	9	10
12.6.1	Students write using Standard English conventions.			•	•	•	•	•	•	•	
12.6.2	Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.			•	•	•	•	•	•	•	
12.6.3	Produce writing that shows accurate spelling and correct punctuation and capitalization.				•				•	•	
12.6.3	Apply appropriate manuscript conventions in writing — including title page presentation, pagination, spacing, and margins — and integration of source and support material by citing sources within the text, using direct quotations, and				•				•	•	

	<p>concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.</p> <ul style="list-style-type: none"> • draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life. • maintain a balance between describing the incident and relating it to more general, abstract ideas. 										
12.7.19	<p>Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> • combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images. • select an appropriate medium for each element of the presentation. • use the selected media skillfully, editing appropriately, and monitoring for quality. • test the audience's response and revise the presentation accordingly. 			•			•				