

## How to Read the Crosswalk Document

The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*.



Grade Change (  $\Delta$  ) = Next Generation WV Standard WV 21<sup>st</sup> Century Standard.

Positive (+) Grade Change – Content moving to a Higher Grade.

Negative (-) Grade Change – Content Moving to Lower Grade

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade $\Delta$	Alignment	Comment
	This standard is the currently-adopted standard in WV Public Schools.	<b>+1 Positive Grade change; Content moving to higher grade</b>  <b>0 – No change</b>  <b>-1 Negative Grade change; Content moving to lower grade</b>	<b>Index</b> <b>3: Excellent</b> <b>2: Partial</b> <b>1: Weak</b> <b>0: Unmatched</b>	The comments section will provide the reader with specific information relevant to the crosswalk between the standards identified. The intent is to provide the reader specific information relevant to any changes in student expectations.



## Twelfth Grade

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The West Virginia Crosswalk document is designed to help readers easily understand the similarities and differences between the 21<sup>st</sup> Century Content Standards and Objectives for English Language Arts in WV Schools and the Next Generation WV Content Standards and Objectives for English Language Arts that have been aligned with the *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects*.

NxG WV State Standard Aligned to CCSS	WV 21st Century Standard	Grade △	Alignment	Comment
<b>Reading</b>				
<b>Key Ideas and Details</b>				
ELA.12.R.C1.1 Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text and a variety of other sources, including determining where the literary text leaves matters uncertain.	RLA.O.12.1.06 Formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.	0	1	NxG uses a variety of sources and asks for an analysis rather than a critique.
ELA.12.R.C1.2 Determine two or more themes or central ideas of a literary text and analyze their development over the course of the literary text, including how they interact and build on one another to produce a complex account; provide	RLA.O.12.1.05 Evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	0	1	NxG objective asks for an analysis of a literary text.

an objective and critical analysis of the literary text.				
ELA.12.R.C1.3 Analyze the impact of and defend the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RLA.O.12.1.02 Analyze, evaluate, and critique literary styles according to genre: author's use, elements, expectations.	0	1	NxG asks students to defend author choices.
ELA.12.R.C1.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text, including determining where and why the informational text leaves matters uncertain.	RLA.O.12.1.06 Formulate, in a critique, supportable conclusions, summarize events and ideas, construct inferences and generalizations, and interpret character traits from explicit and implicit ideas.	0	1	NxG asks students to cite evidence in addition to drawing inferences.
ELA.12.R.C1.5 Determine two or more central ideas of an informational text and analyze their development over the course of the informational text, including how they interact and build on one another to provide a complex and critical analysis; provide an objective summary of the informational text.	RLA.O.12.1.05 Evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	0	1	NxG asks for a complex and critical analysis of informational text.
ELA.12.R.C1.6 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the informational text and media.	RLA.O.12.1.02 Analyze, evaluate, and critique literary styles according to genre: author's use, elements, expectations.	0	1	NxG asks for analysis of informational text and media.
<b>Craft and Structure</b>				
ELA.12.R.C2.1 Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand	0	1	NxG requires a deeper analysis of how language affects the text.

impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	vocabulary, and to draw connections to self and the real world.			
ELA.12.R.C2.2 Analyze and defend how an author's choices concerning how to structure specific parts of a literary text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RLA.O.12.1.08 evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	0	1	In NxG students must defend their analysis. Additionally, NxG focuses on literary text in this objective.
ELA.12.R.C2.3 Analyze and defend a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RLA.O.12.1.07 Demonstrate knowledge of and evaluate literary devices: archetypes, allegory, antithesis, pace, satire, cadence, scansion, flashback, foreshadowing, Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe).	0	1	NxG addresses literary devices by asking students to analyze and defend.
ELA.12.R.C2.4. Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how and why an author uses and refines the meaning of a key term or terms over the course of an informational text (e.g., how Madison defines faction in Federalist No. 10).	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	2	NxG requires an analysis of author's use of language in informational texts.
ELA.12.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make	RLA.O.12.1.08 Evaluate and critique a variety of texts according to content, structure, purpose, organization of text, and tone.	0	1	NxG requires a deep evaluation of the informational texts.

points clear, convincing, and engaging.				
ELA.12.R.C2.6 Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the informational text.	RLA.O.12.1.05 Evaluate and justify the characteristics of author's intended audience, purpose, style, voice and technique through the use of reasoning and evidence and literary/character analysis.	0	2	NxG objective focuses on informational text, while making students aware of the aesthetic qualities that can be found.
ELA.12.R.C2.6 Determine an author's point of view, purpose, and tone in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the informational text.	RLA.O.12.1.12 Analyze and evaluate persuasive language and techniques(e.g., advertisements, junk mail, web sites, news stories) for intent, purpose, audience, type (inductive or deductive) and effectiveness.	0	2	NxG objective focuses on informational text, while making students aware of the aesthetic qualities that can be found.
<b>Integration of Knowledge and Ideas</b>				
ELA.12.R.C3.1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), critically evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			0	NxG does not align with any current objective.
ELA.12.R.C3.2 (Not applicable to literature)				
ELA.12.R.C3.3 Demonstrate a deep understanding of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	1	NxG requires a deep understanding of historical influences on literature.
ELA.12.R.C3.3 Demonstrate a deep understanding of eighteenth-, nineteenth- and early-twentieth-	RLA.O.12.1.01 Research, evaluate and critique the historical, cultural, political and biographical influences	0	2	NxG requires a deep understanding of historical influences on literature.

century foundational works of American literature, including how multiple literary texts from the same period treat similar themes or topics	to determine the impact on literary works.			
ELA.12.R.C3.4 Integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) in order to solve a problem.	21C.O.9-12.3.LS2 Student independently considers multiple perspectives and can represent a problem in more than one way, quickly and calmly changes focus and goals as the situation requires, and actively seeks innovations (e.g. technology) that will enhance his/her work.	0	2	NxG asks students to integrate technology when solving a problem.
ELA.12.R.C3.5 Delineate, evaluate, and synthesize the reasoning in seminal U.S. informational texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	RLA.O.10.2.03 Evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources.	+2	1	NxG specifies types of sources to be used.
ELA.12.R.C3.6 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes, and rhetorical features and current relevancy.	RLA.O.12.1.01 Research, evaluate and critique the historical, cultural, political and biographical influences to determine the impact on literary works.	0	2	NxG focuses on analysis of historical documents in order to determine rhetorical features and current relevancy.
<b>Range of Reading and Level of Text Complexity</b>				
ELA.12.R.C4.1 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band independently and proficiently at the high end of the range.	RLA.O.12.1.03 Extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	0	2	NxG focuses on text complexity.

ELA.12.R.C4.2 By the end of grade 12, read and comprehend literary nonfiction of the grades 11-CCR text complexity band independently and proficiently at the high end of the range.	RLA.O.12.1.03 extend the amount of independent reading with emphasis on American, British and World Literature, and informational texts.	0	3	NxG focuses on text complexity.
<b>Writing</b>				
<b>Text Types and Purposes</b>				
ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.				
ELA.12.W.C.5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and	RLA.O.12.2.06 Plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using an accepted format (MLA, APA, Chicago, ASA).	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

supports the argument presented.				
ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.	RLA.O.12.2.04 Refine the research question through pre-writing strategies by considering whether the thesis claim is personally relevant, interesting and meaningful, is relevant and meaningful to the audience, is aligned with purposes and goals, is logical and can be supported within the limits of the assignment and available resources.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.
ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using	RLA.O.12.2.10 demonstrate use of precise vocabulary, figurative language and literary devices to	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.	establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.			
ELA.12.W.C.5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives,	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.	rhetorical questions, word/usage/choice, passive/active voice.			
ELA.12.W.C5.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce and defend precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s),	RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

counterclaims, reasons, and evidence. Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented.				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which	RLA.O.12.2.05 Use, plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

<p>precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>or research project.</p>			
<p>ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce</p>	<p>RLA.O.12.2.06 Plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using</p>	<p>0</p>	<p>1</p>	<p>NxG separates the type of writing requested, and is very specific about what a student should be able to do.</p>

and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	an accepted format (MLA, APA, Chicago, ASA).			
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex	RLA.O.12.2.08 Evaluate the effectiveness of and apply various forms of transition in a composition:	0	2	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

<p>ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of</p>	<p>sentence links, repetition of key words or phrases, restating of main/key ideas, inferred transitions.</p>			
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the topic).				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
ELA.12.W.C5.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce and develop a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Elaborate on a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use and evaluate precise language, domain-specific vocabulary, and techniques such as	RLA.O.12.2.12 Use sophisticated rhetorical appeals and establish a credible authorial voice: consider knowledge and interest of audience, establish credibility, use an effective organizational pattern, locate and interpret parallel structure, antithesis, and narrative pace.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).				
ELA.12.W.C5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
ELA.12.W.C5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.
ELA.12.W.C5.3 Write narratives to	RLA.O.12.2.08 Evaluate the	0	1	NxG separates the type of writing

develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	effectiveness of and apply various forms of transition in a composition: sentence links, repetition of key words or phrases, restating of main/key ideas, inferred transitions.			requested, and is very specific about what a student should be able to do.
ELA.12.W.C.5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its	RLA.O.12.2.12 Use sophisticated rhetorical appeals and establish a credible authorial voice: consider knowledge and interest of audience, establish credibility, use an effective organizational pattern, locate and interpret parallel structure, antithesis, and narrative pace.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
ELA.12.W.C5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and	RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.	0	1	NxG separates the type of writing requested, and is very specific about what a student should be able to do.

multiple plot lines, to develop experiences, events, and/or characters. Use and evaluate a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.				
<b>Production and Distribution of Writing</b>				
ELA.12.W.C6.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in objectives 1–3 above.)	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	2	NxG requires students to write that which is appropriate to task, while current objective gives specific examples. Specificity is utilized in Text Types and Purposes with a great deal of detail.
ELA.12.W.C6.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language objectives 1-3 up to and including grade 12).	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	3	NxG requests for editing specific to purpose and audience.
ELA.12.W.C6.3 Use technology,	21C.O.9-12.3.TT2 Student works	0	3	NxG asks for update of products and

including the Internet, to produce, publish, and update individual and shared writing products in response to ongoing feedback, including new arguments or information.	collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias			responses to ongoing feedback.
<b>Research to Build and Present Knowledge</b>				
ELA.12.W.C7.1 Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	RLA.O.12.2.05 Use, plan and incorporate varied note taking skills to organize and synthesize information from print and electronic primary and secondary sources (e.g., Internet, reference books, electronic databases for periodicals and newspapers) into an outline (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion) to develop a composition or research project.	0	2	NxG asks students to answer a question or solve a problem.
ELA.12.W.C7.2 Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	21C.O.9-12.3.TT3 Student evaluates current trends in information technology, discusses the potential social, ethical, political, and economic impact of these technologies, and analyzes the advantages and disadvantages of widespread use and reliance on technology in the workplace and society.	0	1	NxG requests that students not just evaluate but synthesize the information selectively for appropriateness and flow of ideas.
ELA.12.W.C7.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 12 Reading objectives</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-	RLA.O.12.2.06 Plan, develop, and write a focused research project that has a clear thesis/hypothesis and logical progression of ideas supported by relevant details with an accompanying multimedia presentation and/or Web page using	0	1	NxG asks for an application of reading objectives in addition to standard research sources.

<p>twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply <i>grade 12 Reading objectives</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]").</p>	<p>an accepted format (MLA, APA, Chicago, ASA).</p>			
<p>ELA.12.W.C7.3 Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 12 Reading objectives</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply <i>grade 12 Reading objectives</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential</p>	<p>RLA.O.12.2.13 Compose an analysis of a literary selection with precise literary terminology (e.g. symbolism, imagery) to establish credibility and authority, to support interpretation of the text, and to appeal to the audience's interests.</p>	0	2	<p>NxG includes literary and informational text in this objective.</p>

addresses]”).				
<b>Range of Writing</b>				
ELA.12.W.C8.1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	RLA.O.12.2.01 Compose using the five-step writing process (pre-writing, drafting, revising, editing, publishing), critique and evaluate narrative, informative, descriptive, persuasive and functional writings that include a letter of job application, a scholarship application/essay, and personal letters.	0	2	NxG asks students to write for a range of tasks, purposes and audiences, giving the teacher more autonomy to make those selections as they see need.
<b>Speaking &amp; Listening</b>				
<b>Comprehension and Collaboration</b>				
ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions	RLA.O.10.3.03 Model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: critique oral/visual information, relate experiences in third person, collaborate to achieve a goal, mediate to reach a consensus, deliver an extended extemporaneous speech, participate in a panel/round table discussion.	+2	2	NxG goes into detail as to what is expected of the student.

<p>on a topic or issue; clarify, verify, and challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>				
<p>ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, and challenge ideas and</p>	<p>21C.O.9-12.3.TT2 Student works collaboratively to acquire information from electronic resources, conducts online research, and evaluates information as to validity, appropriateness, usefulness, comprehensiveness and bias</p>	0	1	<p>NxG is much more detailed in the expectations for student achievement.</p>

conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.				
ELA.12.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, establish norms and experience various individual roles. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, and challenge ideas and conclusions; and promote divergent and creative perspectives.	RLA.O.11.3.03 Use verbal and nonverbal strategies to listen and respond for diverse purposes: comprehension, evaluation, expression of empathy, persuasion, mediation, collaboration.	+1	2	NxG is more detailed regarding student expectations.

Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.				
ELA.12.SL.C13.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.	RLA.O.12.3.06 Properly use private and public information	0	2	NxG specifies using a variety of formats and indicates students should be able to make decisions and solve problems.
ELA.12.SL.C13.3 Evaluate speakers' points of view, reasoning, and uses of evidence and rhetoric in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.	RLA.O.12.3.04 Critique and create examples of the wide range of purposes embedded in media communications	0	1	NxG specifies speakers while 21C WV objective focuses on media communications.
<b>Presentation of Knowledge and Ideas</b>				
ELA.12.SL.C14.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and determine if the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	RLA.O.12.3.01 Present using the transactional process of communication to include the components of speaker, listener, message, channel, feedback, and noise.	0	1	NxG asks students to delve deeper and for a range of tasks.
ELA.12.SL.C14.2 Make strategic and engaging use of digital media	RLA.O.12.3.02 Plan, organize, adapt and deliver a grammatically correct	0	2	NxG focuses on enhancing understandings in addition to creating

(e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	presentation using a variety of media (e.g., live performance, video, PowerPoint, Web pages).			and delivering the presentation.
ELA.12.SL.C14.3 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	RLA.O.12.3.03 Adapt and use verbal and nonverbal strategies to listen for diverse purposes comprehension, evaluation, expression of empathy, persuasion, mediation, collaboration, facilitation.	0	2	NxG focuses on demonstration of a command of formal English in addition to the adaptation of speech.
<b>Language</b>				
<b>Conventions of Standard English</b>				
ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	RLA.O.12.2.09 revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.	0	2	NxG asks for the resolution of issues by utilizing reference materials.
ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern</i>	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: : imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.	0	1	NxG asks for the demonstration when writing and speaking.

<i>American Usage</i> ) as needed.				
ELA.12.L.C15.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	RLA.O.12.2.11 Use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process, integrate print and electronic tools: dictionary, thesaurus, spell check, grammar check, thesaurus, Use peer editing and collaboration techniques to correct errors.	0	2	NxG requests that the student understand when and why usage is contested.
ELA.12.L.C15.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	RLA.11.2.10 Use proofreading and editing strategies to correct errors in and improve organization, content, usage and mechanics. In the editing process integrate print and electronic tools: spell check, grammar check, thesaurus, dictionary, style sheet or guide readability score.	+1	3	NxG asks for a review of learned conventions that will allow students to be more accurate in their writing.
<b>Knowledge of Language</b>				
ELA.12.L.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening and varying syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	RLA.O.12.2.07 Strategically incorporate source material in a variety of ways, demonstrating a sophisticated understanding of the ethics of writing: directly quoting, paraphrasing, summarizing, using ellipses.	0	1	NxG asks for sophisticated knowledge of language in reading complex texts.
ELA.12.L.C16.1 Apply knowledge of language to understand how language functions in different contexts, to make effective choices	RLA.O.12.2.09 Revise, edit and strategically employ a variety of sentence structures to improve variety and create more precise and	0	1	

for meaning or style, and to comprehend more fully when reading or listening and varying syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	concise language: compound-complex, coordination/subordination, parallel structures, appositives, rhetorical questions, word/usage/choice, passive/active voice.			
<b>Vocabulary Acquisition and Use</b>				
ELA.12.L.C17.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 12 reading and content</i> , choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i> ). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	RLA.O.10.1.10 Extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies: context clues, affixes, suffixes, multiple meanings, etymologies.	+2	3	NxG takes the usage of vocabulary a step further by asking students to research not only usage and phrases but also their patterns, inferred meanings, position and function.
ELA.12.L.C17.2 Demonstrate understanding of figurative	RLA.O.12.2.10 Demonstrate use of precise vocabulary, figurative	0	1	NxG is focused on relationships and nuance.

language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their influence in the text. Analyze nuances in the meaning of words with similar denotations.	language and literary devices to establish credibility, authority, and authorial voice to suggest an attitude toward subject matter, create mood, and carefully appeal to the audience: imagery, rhetorical question, connotation/denotation, irony (situational, dramatic, verbal), setting (geographical, historical, political), symbolism, extended metaphor.			
ELA.12.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	RLA.O.12.1.10 Use knowledge of the history, cultural diversity, politics, and effects of language to comprehend and elaborate on the meaning of texts to expand vocabulary, and to draw connections to self and the real world.	0	2	NxG asks for vocabulary to be utilized in a variety of situations at the college and career readiness level.