

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 12

		Unit 12.1 My Journey So Far	Unit 12.2 Walking into the Future	Unit 12.3 The Long and Short of It	Unit 12.4 Then and Now	Unit 12.5 See it My Way	Unit 12.6 Poetic Justice
	Listening						
12.L.1	Listen and interact with peers during class, group, and partner discussions, sustaining and building upon conversations on a variety of grade-appropriate academic, social, college, and career topics.		x		x		x
12.L.1a	Demonstrate comprehension of oral presentations and discussions on a variety of social, academic, college, and career topics by asking and answering questions that show thoughtful consideration and extension of the ideas or arguments.	x	x			x	
12.L.1b	Follow turn-taking, asking/answering relevant questions and paraphrasing while affirming others, adding and relating information to prior knowledge, experience, texts, or real-world situations.	x		x		x	
12.L.1c	Listen and respond during a read aloud, presentation, or performance from a variety of literature, periods, genres, and styles to analyze character development and setting, and to distinguish the characteristics of tone, voice, and mood; makes connections to text.	x					x
12.L.1d	Listen and respond to synthesize, explain, describe, support, and discuss information; answer and formulate closed and open-ended questions; listen to, classify, and prioritize information.			x	x		
	Speaking						
12.S.1	Contribute to class, group, and partner discussions, sustaining conversations on a variety of appropriate and relevant academic, social, college, and career topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional relevant information, paraphrasing and evaluating/analyzing/synthesizing key ideas.	x	x				x
12.S.2	Respond orally through closed and open-ended questions to real life situations.		x				
12.S.2a	Listen, discuss, and respond to complex instructions and information during group discussions.				x		
12.S.2b	Synthesize, analyze, and debate information, justifying answers with details from texts and experiences.			x		x	
12.S.2c	Critically analyze closed and open-ended questions and answer with increasing knowledge.			x	x		

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12.S.3	Use a variety of grade-appropriate general academic and content-specific academic, social, college, and career ready words accurately and appropriately when producing complex spoken texts and to tell, retell, explain, and analyze stories, personal experiences and current, social, college, and career events.	x	x				x
12.S.4	Negotiate and persuade others during discussions and conversations using acquired vocabulary and open responses to express and defend points of view.			x			
12.S.5	Apply language choices in different contexts for different purposes and audiences during speech deliverance.				x		
12.S.5a	Use idiomatic expressions correctly.+					x	
12.S.5b	Use techniques for overcoming cultural and linguistic barriers to communication.					x	
12.S.6	Plan and deliver a variety of oral presentations and reports on social, academic, college, and career topics that present evidence and facts to support ideas using growing understanding of formal and informal registers.		x		x		
12.S.6a	Apply knowledge of direct/indirect quotations to strengthen oral presentations.+					x	
Reading							
12.R.1	Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, and relationships within and across texts.		x		x		
12.R.2L	Determine two or more themes (e.g., hate, love, and others) or main ideas of a literary text, and analyze their development to provide a subjective summary.						x
12.R.2I	Determine two or more main ideas of an informational text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.				x		
12.R.3L	Analyze the impact of an author’s choices regarding how to develop and relate elements of a story or drama including symbolism, motifs, setting, plot, and characterization.			x			
12.R.3I	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 text.			x		x	

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12.R.4L	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (Include Shakespeare as well as other authors.)			x			
12.R.4I	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).						x
12.R.5L	Analyze how an author’s choices concerning how to structure specific parts of a 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.	x		x			
12.R.5I	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	x				x	
12.R.6L	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).						x
12.R.6I	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.					x	
12.R.7L	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)						x
12.R.7I	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.		x			x	
12.R.8	Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles.				x		
12.R.9L	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century works of American literature, including how two or more texts from the same period (timeline) treat similar themes or topics.						x
12.R.9I	Analyze seventeenth-, eighteenth-, and nineteenth-century documents of historical and literary significance (e.g. The Declaration of Independence) for their themes, purposes, and rhetorical features.				x		

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12.R.10	Read and comprehend a variety of culturally diverse literature, including stories, dramas, poetry, and informational texts (e.g., history/social studies, science, and technical texts) of appropriate grade level.	x				x	x
Writing							
12.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.					x	
12.W.1a	Express, clarify, and defend viewpoints and opinions, by justifying arguments with support of the thesis statement and claims.					x	
12.W.2	Write college-level essays (e.g., argumentative, expository, compare and contrast, persuasive, and process), research papers, and film reviews with increasing independence and precision using appropriate text organization, expanding vocabulary, selection, organization, and analysis of content.				x		
12.W.3	Write narratives (short stories, memoirs, and journals) to develop real or imagined experiences or events using effective literary devices (techniques and elements), well-chosen details, and structured sequences.	x		x			
12.W.4	Develop and strengthen writing as needed by planning (e.g., outlines and graphic organizers), drafting, revising, editing (editing marks), rewriting, and publishing, focusing on how well purpose and audience have been addressed, avoiding plagiarism, and considering styles (e.g., MLA and APA) and using citations.		x				x
12.W.4a	Apply knowledge of direct/indirect quotations to strengthen writing.+				x		x
12.W.5	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		x			x	
12.W.6	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 and college profile research (for job and university search).		x				
12.W.7	Draw evidence from literary or informational texts to support analysis, reflection, and research.			x	x		

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12.W.8	Write routinely for a variety of discipline-specific tasks, purposes, and audiences.	x					x
	Language						
12.LA.1	Demonstrate command of the conventions of English grammar and usage when writing or speaking.		x				
12.LA.1a	Apply different types of sentences in various contexts. Assess various grammar and usage texts and online resources analyzing subject-verb agreement and parallel structure.	x					
12.LA.1b	Express their thoughts in grammatically correct sentences and phrases in both oral and written form.+		x				
12.LA.1c	Understand the meaning of different verb tenses, modal auxiliaries, and word order in sentences, reported speech, questions, and phrases.+				x		
12.LA.1d	Recognize grammatical modifications for stylistic reasons.+	x					
12.LA.1e	Identify, analyze, synthesize, and use diverse syntactic and semantic language structures in context.+				x		
12.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling.	x					
12.LA.2a	Use punctuation rules correctly.		x				
12.LA.2b	Spell correctly.		x				
12.LA.3	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.				x		
12.LA.3a	Apply the varied syntax rules for effect, consulting references for guidance as needed.				x		
12.LA.3b	Apply knowledge of verb tenses (simple present, present progressive, simple past, past progressive, future, future progressive, present perfect; including irregular verbs).+			x			
12.LA.3c	Apply knowledge of active/passive voice.+			x			
12.LA.3d	Apply knowledge of subjunctive mood.+				x		
12.LA.3e	Apply knowledge of sequence of verb tenses (compound/complex sentences).+			x			
12.LA.3f	Apply knowledge of verbals (infinitive, participles, and gerunds used as adjectives and nouns) and modal auxiliaries (can, could, shall, should, will, would, must, have to, may, might, ought to).+					x	
12.LA.3g	Apply knowledge of subject-verb agreement (compound subjects, indefinite pronouns, collective nouns, inverted word order).+			x			

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12.LA.3h	Apply knowledge of tag questions and direct/indirect questions.+				x		
12.LA.3i	Apply knowledge of adjectives and adverbs (comparative and superlative).+			x			x
12.LA.3j	Apply knowledge of misplaced, ambiguous, and dangling modifiers.+						x
12.LA.3k	Apply knowledge of connecting words and expressions (coordinating and subordinating conjunctions, conjunctive adverbs, transitional expressions, relative pronouns, correlative conjunctions).+			x			
12.LA.3l	Apply knowledge of prepositions and prepositional phrases.+				x		
12.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on appropriately complex reading and content, choosing flexibly from a variety of strategies.			x			
12.LA.4a	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.				x		
12.LA.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).					x	
12.LA.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation of a word, parts of speech, spelling, origin, meaning, and usage.					x	
12.LA.4d	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).					x	
12.LA.5	Demonstrate understanding of figurative language, word relationships, and differences in word meanings.						x
12.LA.5a	Interpret figures of speech (e.g., oxymoron, hyperbole, paradox) in context and analyze their role in the text.						x
12.LA.5b	Analyze differences in the meaning of words with similar denotations and connotations.					x	
12.LA.6	Accurately use 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.	x					x
Number of Indicators per Quarter		29		39		37	
Number of Indicators per Unit		14	15	18	21	19	18

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