

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	# OF DAYS NEEDED FOR	DATES TAUGHT	DATE ASSESSED	ASSESSMENT TYPE (classroom, STAR, objective, subjective, project, etc.)	RESOURCES (Materials, web sites, auto- visual, print)	LEARNING ACTIVITIES
Reading	12.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	12.1.4.a Independently incorporate elements of prosodic reading to interpret text in a variety of situations						
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style						
		12.1.4.c Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)						
Reading	12.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	12.1.5.a Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies						

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		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations						
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text						
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments						
		12.1.5.e Determine meaning using print and digital reference materials						
Reading	12.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	12.1.6.a Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources						

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		12.1.6.b Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)						
		12.1.6.c Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)						
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text						

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		12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)						
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)						
		12.1.6.g Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding						
		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres						

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		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective						
		12.1.6.j Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating prior knowledge, information from the text and additional sources, to support answers						
		12.1.6.k Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)						
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading						

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		12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct						
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text						
		12.1.6.o Respond to text verbally, in writing, or artistically						
Writing	12.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	12.2.1.a Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information				Statewide writing practice assessment Peer Edit Adult Edit Subjective Rubrics	Unit I have developed that is in my Evernote Graphic Organizers	Group Essay Individual Essays Descriptive Writing State Wide Writing Practice Essay

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		12.2.1.b Generate a draft by: *Constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject *Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience *Applying standard rules of sentence formation, including parallel structure and subordination				Classroom Subjective Rubrics	Scope Magazine Write Source textbook Graphic Organizers	Scope monthly writing assignments which vary from year to year Pages 70-82 in textbook Various Essays throughout the year
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)				Classroom Subjective Peer Edit	The Lazy Editor Feature in Scope magazine monthly additions Write Source Textbooks Essays written throughout the year	Pages 4-27 Write Source Expository, Narrative and Descriptive Essays
		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing				Classroom Subjective Comments on Google Docs Peer Edit	Write Source Textbook Essays Chromebooks Google Docs	Pages 28-31 Write Source Expository, Narrative and Descriptive Essays

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		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)				Classroom Objective	Scott Foresman Everyday Spelling Unit I have written on Evernot Scope Magazine	Weekly spelling lessons with editing units Written unit of sample papers The Lazy Editor in Scope
		12.2.1.f Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, highlighting, images, style, conventions, manuscript requirements)				Subjective Classroom Rubric	Chromebooks Google Documents Stephen Sautter teaching a lesson on Google Docs	Essays throughout the year Descriptive, Expository, Narrative Various writing assignments
Writing	12.2.2 Students will write for a variety of purposes and audiences in multiple genres.	12.2.2.a Write in a variety of genres, considering purpose, audience, medium, and available technology				Classroom Subjective	Brainpop.com Write Source Textbook	Activities that come with many lessons on brainpop. Many activities in Write Source Various writing assignments throughout the year

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		12.2.2.b Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)				Classroom Rubrics	Lincoln Journal Star Tween Tribune Newspaper Unit Write Source Textbook	Write editorials Write news articles Write remarks about articles on a blog
		12.2.2.c Select and apply an organizational structure appropriate to the task				Classroom Chapter Test in book	Write Source	Variety of lessons Various worksheets used throughout the year
		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece				Classroom Chapter test in book	Write Source	Expository Narrative Descriptive
Speaking & Listening	12.3.1 Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations	12.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting				Classroom Subjective Rubrics	Scope Magazine	Debates
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations				Classroom Rubrics	Write Source Scope Magazine	Pgs 417-428 Various things throughout the year

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		12.3.1.c Utilize available media to enhance communication				classroom	Chromebooks, iPads, Computer Labs	Google Docs Tween Tribune blogs iPad 'Apps
Speaking & Listening	12.3.2 Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	12.3.2.a Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)				Subjective classroom	Brainpop.com HM Listening lessons	Listening lessons with subjective answers
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations				Classroom Rubrics	Tween Tribune	Pick articles for kids to respond to. Debate answers with written responses
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated				Classroom Rubrics Peer Evaluations	Scope Magazine Scope.scholastic.com Analyzing argument features monthly	Debates Discussions Presentations

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Speaking & Listening	12.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	12.3.3a Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats				Classroom Peer evaluations Rubrics	Teacher Instruction	Pen Pals with Norris Group activities in class
		12.3.3.b Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)				Classroom projects	Tween Tribune Newspaper Teacher made materials	Reading articles Responding to articles Posting comments on other peoples' responses Reading editorials Writing editorials
Media Literacies	12.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	12.4.1.a Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)						

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		12.4.1.b Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)						
		12.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)						
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)						
		12.4.1.e While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agenda (e.g., product placement, television ad, radio ad, movie, body image, sexism)						

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		12.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)						
		12.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)						