STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will …	DATES TAUGHT	DATE ASSESSED	COMMON CORE STANDARDS	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			L.3 L.4 RL.7	Subjective – observation Objective – quizzes Catcher Project	Class novels (The Great Gatsby, The Catcher in the Rye, The Scarlet Letter) Poetry selections Nonfiction selections	Discussion of authors' use of dialect, dialogue, techniques in individual novels Reading quizzes Class discussions Daily reading assignments
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style			SL.6		See earlier reading selections in 12.1.4	Daily reading assignments Group readings
		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)			SL.1 RL.7 L.5		See earlier reading selections in 12.1.4	Daily reading assignments Group readings
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			L.4		Vocabulary Workshop Level F Unit PPTs	Vocab Wednesdays – sorting through word parts, predicting definitions based on context clues, word association, etc.

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		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations			L.4		Vocabulary Workshop Level F Unit PPTs	Vocab Wednesdays Original sentences
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4		Vocabulary Workshop Level F Unit PPTs	Vocab Wednesdays
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			SL.3		Vocabulary Workshop Level F Unit PPTs	Vocab Wednesdays
		12.1.5.e Determine meaning using print and digital reference materials			L.4		Vocabulary Workshop Level F Unit PPTS	Vocab Wednesdays
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			RIT.1 RIT.2 RIT.3 RIT.6		Time – Reading for Tomorrow (blue binder) 501 Reading Comprehension Questions (blue binder) Various online articles	Group readings Group discussions Independent Reading NeSA-R test preparation

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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)			RL.2 RL.3		Class Novels Short memoirs Nonfiction selections 501 Reading Comprehension Questions (blue binder)	Group readings Group discussions Independent Reading Novel study guides NeSA-R test preparation
		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)			L.5		Class Novels 501 Reading Comprehension Questions (blue binder) Short memoirs Nonfiction selections	Group readings Group discussions Independent Reading Novel study guides NeSA-R test preparation
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RIT.1 RIT.2 RIT.3 RIT.10		Nonfiction selections Time – Reading for Tomorrow	Group rdgs and discussions Independent reading NeSA-R test preparation

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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)			RIT.5 RIT.10		501 Reading Comprehension Questions (blue binder) Time – Reading for Tomorrow (blue binder) Nonfiction selections	Group readings Group discussions Independent Reading NeSA-R test preparation
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)			RIT.7 RIT.10		501 Reading Comprehension Questions (blue binder) Time – Reading for Tomorrow (blue binder) Nonfiction selections	Group readings Group discussions NeSA-R test preparation
		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			RIT.3 RIT.10		501 Reading Comprehension Questions (blue binder) Time – Reading for Tomorrow (blue binder) Nonfiction selections Class novels	Group readings Group discussions Independent Reading NeSA-R test preparation Reading quizzes

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		12.1.6.h Critique the effects of historical, cultural, political, and biographical influences in a variety of genres			RL.9		Classroom novels	Novel background info Scarlet Letter guided notes Catcher PPT
		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			RL.10		Nonfiction articles	Class discussions
		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			RIT.1 RIT.2 RIT.3		Classroom novels Nonfiction articles	Catcher project and quizzes Class discussions Reading guides
		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)			RIT.6			

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		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			SL.1		Classroom novels Nonfiction articles	Think alouds Written reactions Class discussions
		12.1.6 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			RL.1 RIT.1		Classroom novels Nonfiction articles	Catcher analysis packet as model Written reactions Class discussions
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 W.10		Classroom novels Nonfiction articles	Quizzes and tests Written reactions Class discussions Catcher project

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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						
		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						

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		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)						
		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing						
		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)						
		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)						
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						

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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)						
		12.2.2.c Select and apply an organizational structure appropriate to the task						
		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece						
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						
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations						

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		12.3.1.c Utilize available media to enhance communication						
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)						
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations						
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated						

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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						
		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)						
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)						

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		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)						
		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)						