

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			RL.1 RL.2 RL.4		Independent reading books Group reading book <i>Lesson Before Dying</i> <i>A Separate Peace</i> <i>Animal Farm</i> <i>Gifted Hands</i> <i>Rocket Boys/October Sky</i> <i>Elements of Literature</i> <i>Readers at Risk</i> <i>Critical Thinking: Readings in Nonfiction</i> <i>Time: Reaching for Tomorrow</i> Activity Books	<i>Accelerated Readers</i> Non-AR books Short reading excerpts Lead group discussion Story Maps Oral written reading checks Reading out loud individually and in small groups
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style			RL.6		<i>Scholastic Plays</i> <i>Upfront Magazine</i> <i>Elements of Literature</i>	Group readings of various genres Silent sustained reading
		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 SL.4 RIT.3 L.5		<i>Scholastic Plays</i> <i>Elements of Literature</i> Selected poems Literary Map	Oral readings Group readings Definitions Discussion

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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			RL.1 RIT.4 L.1 L.4 L.5 L.6		<i>Elements of Literature</i> www.discoveryschool.com (puzzlemaker) “Handbook of Literary Terms” <i>Writer’s INC</i> <i>Root Focus</i> <i>Vocabulary Workshop</i> (Level E) <i>Vocabulary for Achievement</i> Flashcards	PowerPoint Lecture Crossword puzzles Group Presentation Section over prefixes, roots, and suffixes Vocabulary visuals Unit packets Story writing with terms Discuss word families (photo, photography, photographer, etc.)
		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.			L.4 L.5		<i>Vocabulary Workshop</i> <i>Root Focus</i> <i>Elements of Literature</i> Reference Books Flashcards www.discoveryschool.com (puzzlemaker)	Unit packets Vocabulary word in a sentence in order to gain understanding Review English 9 literary elements/terms Pictionary of terms to aid in understanding Develop crossword puzzles

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		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4 L.5 L.6		<i>Vocabulary Workshop</i> Accelerated Reader & Non-AR reading Books Activity Books <i>Writers Inc</i> <i>Root Focus</i> <i>Working Within Words</i> <i>Building Reading Skills</i> NeSa-R <i>Tackling the Issues</i> (Walsh) <i>Critical Thinking</i> (Walsh) <i>Time</i> (National Textbook Co)	Vocabulary activities Independent readings Context clue practice Various chapters Tutorial & Practice Test Reading excerpts and completing activities
		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			RL.4 W.3 RIT.1 RIT.4 RIT.8 L.5 SL.1 SL.3		<i>Elements of Literature</i> Selected resources <i>State Reading Assessments</i> <i>Critical Thinking: Readings in Nonfiction</i>	Class discussion Written responses “Flowers” (Walker) Love Letter activity House activity (examples of resources)

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		12.1.5.e Determine meaning using print and digital reference materials					<i>Merriam Webster's Dictionary</i> GrammarBluebook.com Dictionary.com Thesaurus.com Print media	Analogy exercises Interactive exercises Student posters/visuals for presentations
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			RL.1 RL.2 RIT.6 RIT.8 SL.1 SL.2 SL.5 L.5		Various Internet and Databases Thompson/Gale Author Database Print Media <i>Elements of Literature</i> CRA's Library Reference and Informational Texts	Research projects Group discussion Quizzes Story maps Practice reading strategies Resource sections "Roughing It" excerpt "Who's Passing for Who" Langston Hughes excerpt Library Presentations

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		12.1.6.b Analyze and evaluate narrative text (eg: characterization, setting, plot, development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)			RL.2 RL.3 RL.4 RIT.2		<i>Elements of Literature</i> Independent/Assigned novels <i>A Separate Peace</i> <i>A Lesson Before Dying</i> <i>Animal Farm</i> <i>Gifted Hands</i> <i>Rocket Boys/October Sky</i> <i>Elements of Fiction</i> video	Read a variety of literature Literary maps Written responses to questions regarding elements Character Sketch Identify literary terms through picture books or children's movies

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		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)			RL.4 RIT.4 SL.1 L.5		"Literary Terms Handbook" <i>Writer's INC</i> <i>Elements of Literature</i> <i>Poetic Devices</i> <i>Literary Terms</i> <i>Elements of Fiction</i> video	Read & discuss literature Definitions, examples, excerpts, etc. Answer Interpretive Questions from <i>Elements of Literature</i> Drill and Practice Student selected samples (song lyrics, contemporary poets) Small group created samples Discussion/Activity Essays/Papers Projects
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RL.1 RL.2		Internet & Internet Databases YPS Databases Print Media Selected Excerpts <i>Elements of Literature</i>	Research Paper and projects Formal Essays Verbal responses Class discussion

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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)			SL.1 SL.4		<i>Elements of Literature</i> <i>Detecting the Sequence</i> Teacher resources Media Resources <i>Opposing Viewpoints</i> <i>Facts on File</i> <i>Controversial Issues</i>	Discussion Venn Diagram Literary Maps Fact/opinion activity Fallacies Research Projects
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)			SL.2		<i>Elements of Literature</i> <i>Writers INC</i> Media Resources <i>Upfront Magazine</i>	Point out and Discuss Analyzing Misleading Visuals Research Projects Textbook scavenger hunt Analyze charts, graphs, and cartoons

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		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			RL.1 RL.4 RIT.2		<i>Elements of Literature</i> <i>Critical Thinking: Readings in Nonfiction</i> Independent Reading Books <i>State Reading Assessments</i> <i>Identifying Inferences</i> Media Resources	Read to locate the main idea and supporting details Read independent novels and answer interpretive questions Research Projects Book Reports/Projects

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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		<i>Elements of Literature</i> Teacher selected examples Videos	Introduce effects on writing through various genres studied such as: “Where Have You Gone, Charming Billy” “Scarlet Ibis” “The First Seven Years” “The Fatalist” “Cold Equations” “Pit & the Pendulum” “The Whipping” “Mother to Son” “Abandoned Farmhouse” “Richard Corey” “Amundsen & Scott” “No News from Auschwitz” Poe, Hughes, Twain, etc.
		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			SL.1 RI.8		<i>Elements of Literature</i> Newspapers <i>Opposing Viewpoints</i> <i>Facts on File</i> <i>Controversial Issues</i>	Discuss multicultural readings World News sections Read & Discuss

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		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.8		<i>Elements of Literature</i> Media Resources	Answer Interpretive Questions and Present Supporting Evidence for Conclusions Research Projects
		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)			SL.1		<i>Elements of Literature</i> Media Resources AR Books <i>Writers INC</i>	Selected readings that illustrate a particular purpose Formal & Informal Essays Research Projects Read and Discuss Samples
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			RL.6 RL.9		<i>Elements of Literature</i> Supporting videos	Review and connect to English 9 reading selections (eg: authors, eras, point of view, cultures, purpose, etc.)

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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					Samples from Student Papers Teacher created samples with deliberate errors <i>Writers INC</i>	Practice peer critiquing Observation Daily workouts
		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text			RL.10 SL.2 L.5		<i>Elements of Literature</i> <i>Critical Thinking: Readings in Nonfiction</i> NeSa-R MAPS	Previewing Thinking Questions before reading Reading selection's introductory information Practice Marking up Text while Reading Practice & Tutorial Tests
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 L.4		<i>Elements of Literature</i> <i>Writers INC</i>	Small group discussions Story Maps Essay Tests Venn Diagram Graphic organizers Posters – manual or computer generated

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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			W.2 W.4 W.5 W.7 W.8 L.1 L.2		Six-Traits Instructional Materials Sample Outlines <i>Writers INC</i> Media Resources Graphic Organizers Rubrics	Drill and Practice Writing Thesis Statements Sample papers Paragraph and Essay Development Five-paragraph essay Essay responses Research Projects Generate research questions

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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			W.4 L.1		Six-Traits Instructional Materials <i>Writers INC</i> Media Resources <i>Writing the Essay</i> Video Graphic Organizers Sample outlines Daily Workouts	Drill and Practice Paragraph and Essay Development Five-paragraph essay Essay responses Research Projects Identify in sample papers: hook, thesis, transitions, evidence, documentation, paragraphing, organizational pattern, closure, restatement of thesis, errors in convention, purpose, etc.
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			W.5 L.1 L.5 L.6		Six-Traits Instructional Materials <i>Writers INC</i> Media Resources Student Papers	Drill and Practice Paragraph and Essay Development Five-paragraph essay Essay responses Research Projects Peer Review

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		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing					Student Papers Rubrics Graphic Organizers	Peer editing and group revision strategies
		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)			W.5 L.1		<i>Writers INC</i> <i>Language Workouts</i> Sample student papers Dictionary Rubric Six-Trait Instructional Materials	Various writing activities and projects Identifying errors on samples of student writing
		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)			L.3		<i>MLA Handbook</i> Documenting checklist <i>Writers INC</i> Sample Papers YHS Media Personnel	Projects and research paper (such as descriptive portfolio, poetry jam, binder collection, pamphlets, power points, brochure, newspaper article, etc.) Presentations

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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			W.4		<i>Elements of Literature</i> Various Samples	Various writings based on literature Emulate poet's/author's style/purpose Headline Poems "Liar" poem Concrete poems Story starters Subjective/objective viewpoint assignment Point of View class pass Writing on same topic for two different audiences Snickers/KitKat exercise
		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)			L.1 L.3		Microsoft Publisher Newspaper Samples	Brochure Article Switch format of printed material (turn newspaper article into a poem)

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		12.2.2.c Select and apply an organizational structure appropriate to the task			W.2 W.3		<i>Writers INC</i> <i>MLA Handbook</i> <i>Elements of Literature</i> Six-traits Rubric State of Nebraska Writing Rubrics Organizational appropriate graphic organizers	Outlines Research Paper using topical organization Persuasive Paper using least to most organizational pattern Narrative paper using chronological order Descriptive paper using spatial organization Venn Diagram
		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece			W.5		<i>Elements of Literature</i> <i>Writers INC</i> <i>MLA Handbook</i> Sample essays and research papers <i>A Book of Models for Writing</i> (HBJ) <i>Model Student Essays</i> (Prentice Hall)	Group Discussion Small group mark ups Peer review Analyze anchor papers Emulate poet's style to create an original piece Create alternate ending

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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			SL.1 SL.4		<i>Elements of Literature</i> Videos “Night Drive”	Vocabulary presentations Informal individual and group presentations Poetry presentation
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			SL.6		<i>Vocabulary Workshop</i>	Vocabulary presentations Informal individual and group presentations Poetry presentation
		12.3.1.c Utilize available media to enhance communication			SL.5		PowerPoint & Videos Glogster Google Docs Overhead Projectors	Various project presentations
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)			SL.1 SL.2 SL.3 SL.5 L.5		Videos Taped literature Small group choral reading Teacher-read excerpts	Informal individual and group presentations Information recall Poetry presentation

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		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations			SL.3		<i>Elements of Literature</i> Taped Literature Videos Presentations	Agree/Disagree Activity Candy bar activity Group discussion Peer evaluations
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated			SL.3		Videos Presentations	Chart aspects of presentations Rate peer presentations and substantiate evaluation
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			SL.1 SL.3 SL.5		Power Point Sample Posters/Collages Analogies	Group projects and discussions Defending argument in small group setting

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		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)			L.5		<i>Fascinating News Stories</i> <i>Time: Reaching for Tomorrow</i> <i>Opposing Viewpoints</i>	Read selection, summarize main points, present findings and opinions, ask questions of community
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)			SL.2 SL.4		Media Center Databases Reference Books Print Media	Media Specialist presentation including procedures, publication dates, weak/strong sources, and other aspects of sound research practices Research Paper
		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)			L.3		Media center <i>Writers INC</i> <i>MLA Handbook 7th edition</i> Sample papers Plagiarism samples YHS Media web site Easybib	Research Paper Student practice activities Rewrite plagiarized excerpts 7 th edition MLA samples

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		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)					<i>Writers INC Elements of Literature Class/Small Group Discussion</i>	Point out and identify bias in language, such as derogatory words and offensive language Practice expressing a differing opinion using appropriate language
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)			SL.2			
		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)			SL.3 L.5		<i>Upfront State Reading Assessments</i>	Identify bias in articles Discuss author's bias/point of view

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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)			SL.2			
		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)			SL.2		Google Sites www.yorkpublic.org	Access grade level calendar and supporting sites Utilize website tools