

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		Independent Reading Books <i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” “Gift of the Magi,” “Lady or the Tiger,” “The Necklace” and “Beware of the Dog”) <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i>	Book reports Read short stories Short story chart Illustrations Study Guide questions Characterization Read novels Class discussion Layered Curriculum Reading Journal
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style			SL.6		Jamestown Reading <i>Scholastic</i> plays Various literature <i>Romeo and Juliet</i>	Fluency tests Reading texts aloud to class or in groups Reading texts silently Reading/performing drama (<i>Romeo & Juliet</i>)
		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		<i>Scholastic</i> Plays Selected poems <i>Understanding Literature</i> <i>To Kill a Mockingbird</i> <i>The Diary of Anne Frank</i> <i>I Can’t Accept Not Trying Of Mice and Men</i>	Oral readings and group readings of short stories, non-fiction, poems, drama, and novels

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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			L.4		<i>Vocabulary Workshop</i> <i>Word Roots</i> Dictionary <i>Understanding Literature</i> “Handbook of Literary Terms” <i>Writer’s Inc.</i>	Word-a-day Direct instruction Breaking down new words based on roots, prefixes, and suffixes Worksheets for suffixes, prefixes, and root words Literature terms chart
		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations.			L.4		<i>Vocabulary Workshop</i> <i>Word Roots</i> www.discoveryschool.com (puzzlemaker) Flashcards / Quizlet.com <i>Understanding Literature</i> “Handbook of Literary Terms” <i>Writer’s Inc.</i>	Word-a-day Crossword puzzles Quizlet games Story writing Pictionary Student-taught presentations
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text			L.4		<i>Scope Reading Strategies</i> Independent reading books <i>Understanding Literature</i> <i>To Kill a Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i>	Pre-teach/practice skill using reading strategies Model with think-alouds Apply to other readings Double-entry journals

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		12.1.5.d Use semantic relationships to evaluate, defend, and make judgments			SL.3		<i>Scope Reading Strategies</i> Independent reading books <i>Understanding Literature</i> <i>To Kill a Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i>	Reading strategy worksheet—context clues Class discussion of unknown words in texts
		12.1.5.e Determine meaning using print and digital reference materials			L.4		<i>Merriam Webster's Dictionary</i> Dictionary.com Thesaurus.com	Use dictionary (print and digital) to look up meaning of words
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		Internet and Databases Independent reading books <i>Understanding Literature</i> <i>To Kill a Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i> <i>Writer's Inc.</i>	Direct instruction Research Paper (media instruction on valid sources) Author background information Research projects Book Reports Student presentations

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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		<i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” “Gift of the Magi,” “Lady or the Tiger,” “The Necklace” and “Beware of the Dog”) <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i> <i>Romeo and Juliet</i>	Reading Journals Short story chart Short story PowerPoint Class discussion Literature terms Journal entries
		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		<i>Understanding Literature</i> —“Literary Terms Handbook” <i>Writer’s Inc.</i> <i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” <i>Romeo and Juliet</i> , etc.)	Read and discuss a variety of literature Literature terms
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text			RIT.1 RIT.2 RIT.3 RIT.10		Databases Media Resources Selected reading passages	Research Paper Research projects (i.e. author background, Shakespeare, Anne Frank) TKaM layered curriculum

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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.3		<i>Understanding Literature</i> —nonfiction passages (“I Know Why the Caged Bird Sings,” “Kilimanjaro,” “Barrio Boy,” and “The Spreading of ‘You Know’”) Media Resources	Read and discuss selected passages Research Paper and other projects Finding reliable sources Formatting papers
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)			RIT.10		<i>Understanding Literature</i> —nonfiction passages Media Resources <i>Writers INC</i>	Read and discuss selected passages Research Paper and other projects Finding and using reliable sources
		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		<i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” etc.) and various nonfiction passages <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) Media Resources	Read and discuss selected passages or texts Reading guides and study guides Reading journals Research 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>Understanding Literature</i> <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Of Mice and Men</i> Shakespeare and <i>Romeo and Juliet</i> video “Shakespeare in the Classroom”	TKaM layered curriculum projects Class discussion Research projects (i.e. author background, Shakespeare, Anne Frank) Note taking
		12.1.6.i Use narrative and informational text to develop a national and global multi-cultural perspective			RL.10		<i>To Kill a Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Understanding Literature</i> <i>Of Mice and Men</i> Media Resources	Class discussion Research projects (i.e. author background) Research paper

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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.1 RIT.2 RIT.3		<i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” etc.) and various nonfiction passages <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) <i>Scope</i> reading strategies <i>To Kill A Mockingbird</i> Media resources <i>The Diary of Anne Frank</i> <i>Romeo and Juliet</i> Facebook PowerPoint <i>Of Mice and Men</i>	Short story chart <i>Scope</i> Reading Strategies Research H. Lee background Layered Curriculum Reading Journal with study guide questions Journal entries Journal entries Class discussion Media presentations Reading packet Reading guides Journal entries Facebook project Blog project KWL of Great Depression Study guide questions

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		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		Independent reading books Media Resources	Book projects Research Projects (TKam layered curriculum, H. Lee background, Shakespeare/drama, Anne Frank) Poetry portfolio
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading			SL.1		<i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” etc.) <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) <i>Scope Reading Strategies</i> <i>Of Mice and Men</i>	Student-led presentations Research Projects (i.e. TKaM layered curriculum, H. Lee background, Shakespeare/drama, Anne Frank) Strategies worksheets KWL chart of Great Depression
		12.1.6.m Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct			RL.1 RIT.1		<i>Scope Reading Strategies</i> <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i>	Strategies worksheets Reading Journals Model with read-alouds

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		12.1.6.n Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text			SL.1 SL.4 W.10		<i>Scope</i> Reading Strategies <i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” <i>Romeo & Juliet</i> , etc.) <i>To Kill A Mockingbird</i> <i>The Diary of Anne Frank</i> <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”)	Strategies worksheets Discussion Journal entries Short essay responses
		12.1.6.o Respond to text verbally, in writing, or artistically			SL.1 SL.4 W.10		<i>Understanding Literature</i> (“The Monkey’s Paw,” “The Interlopers,” “Tell-Tale Heart,” “The Most Dangerous Game,” <i>Romeo & Juliet</i> , etc.) <i>Scope</i> (“School Spirit” and “The Monkey’s Paw”) <i>The Diary of Anne Frank</i> <i>To Kill A Mockingbird</i> <i>Of Mice and Men</i> Selected poetry	Discussion Essays Reading guides Journal entries Picture representations Research Projects (posters, powerpoint presentations, etc) TKaM Layered Curr. Essay questions Poetry portfolio

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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.8 W.10		Six-Traits Instructional Materials “All I Really Need to Know I Learned in Kindergarten” <i>I Can't Accept Not Trying</i> <i>Writers INC</i> Media Resources	Six-Trait graphic organizers Six-trait posters Paragraph development graphic organizers Essay Development graphic organizers Outlining Five-paragraph 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			W.2 W.4 L.3		Six-Traits Instructional Materials “All I Really Need to Know I Learned in Kindergarten” <i>I Can't Accept Not Trying</i> <i>Writers INC</i> Media Resources	Six-Trait graphic organizers Six-trait posters Paragraph development graphic organizers Essay Development graphic organizers Outlining Five-paragraph essays Persuasive essay Research paper Who Am I essay
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)			W.5		Six-Traits Instructional Materials Comma worksheets Research paper 5-paragraph essays	Six-Trait worksheets practice comma and capitalization rules Proofreading Peer revision Revising corrected works

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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			W.5		Google Docs	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 L.2		<i>Writers INC</i> Comma worksheets	Proofread essays Proofread research paper
		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)			W.5 W.10		MLA Handbook <i>Writers INC</i> Media sources	Research paper in MLA format
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.10		<i>Writers INC</i> <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i>	Research Paper Journaling Essay writing Layered Curriculum Facebook Profile project Blog project

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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)			W.4		<i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i> Facebook Media/Internet sources	Layered Curriculum Facebook Profile project forums/blogging discussion boards
		12.2.2.c Select and apply an organizational structure appropriate to the task			W.4		Graphic organizers	5-paragraph essays Research paper Who Am I essay MJ essay
		12.2.2.d Analyze models and examples (own and others') of various genres in order to create a similar piece					Teacher examples <i>Writers INC</i> Media Resources <i>Understanding Literature</i>	Michael Jordan Essay Research paper Poetry portfolio
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 SL.5 SL.6		PowerPoint <i>Understanding Literature</i> Glogster.com (online posters)	Student vocabulary presentations Informal individual and group presentations Drama skits Book projects

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		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations			SL.1 SL.2 SL.4 SL.6			Student vocabulary presentations Informal individual and group presentations Book projects Drama skits
		12.3.1.c Utilize available media to enhance communication			SL.5		PowerPoint Videos Youtube.com	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.3			Lecture Note taking with videos Peer grading and/or comments for presentations (book projects, vocabulary, etc)
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations			SL.1 SL.3			Small and large group discussion
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated			SL.1 SL.3			Small and large group discussion

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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			SL.1 SL.4 SL.4		Independent novels <i>To Kill a Mockingbird</i> <i>Romeo and Juliet</i>	Book projects comments Group projects (i.e. Research Projects for H. Lee background, Shakespeare/drama, Anne Frank) Small and large group discussion
		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)			SL.1		<i>To Kill a Mockingbird</i>	Large and small group discussion
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 RIT.1 RIT.7		Media Center Databases	Research Paper

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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)			W.8		Media center <i>Writers INC</i>	Research Paper TKaM Layered Curr.
		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)			SL.1 SL.6		<i>Writers INC</i>	Lecture Class discussion
		12.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)					Media Resources	Online podcasts

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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)			RIT.6 RIT.8 SL.3		<i>Diary of Anne Frank</i>	Discussion of propaganda during WWII
		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.5		Media Resources	Online podcasts
		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.5		Facebook ANGEL	<i>Romeo and Juliet</i> Facebook Profile project Discussion forums