

STRAND	STANDARD	OBJECTIVES (What it looks like in the classroom) The learner will ...	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				Fiction books Nonfiction narrative List of Literary Elements Short story Fiction excerpts	Read fiction & nonfiction narrative books-choice with instructor approval Identify elements in short fiction Conference with student
		12.1.4.b Adjust oral or silent reading pace based on purpose, text difficulty, form, and style				Reading excerpts Independent Reading books Sample timed reading	Reading Logs
		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				Vocabulary lists Nonfiction Informational Book samples	Context clues exercises Identification of roots, prefixes, suffixes Word Select activity

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		12.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations				Vocabulary Lists	Vocabulary exercises Discussion
		12.1.5.c Independently apply appropriate strategy to determine meaning of unknown words in text				Vocabulary Lists Books	Context clues exercises Decode words from excerpts
		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				Dictionary Thesaurus Online dictionary	Practice exercises utilizing 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				Library Internet Sample Texts	Select individual books over specific topic and evaluate them both individually and as a class using prior knowledge, discussion, research, etc

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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)				Fiction books Nonfiction narrative books List of literary terms	Complete Plot summary chart for both fiction & nonfiction narrative reports Follow fiction outline format addressing narrative elements Follow nonfiction narrative outline format addressing narrative elements
		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)				Fiction books Nonfiction narrative books List of literary terms	Read various books Complete prewriting sheet for fiction and nonfiction narrative reports identifying and analyzing at least 5 literary devices to be discussed in the reports
		12.1.6.d Summarize, analyze, synthesize, and evaluate informational text				Library informational texts	Read nonfiction informational book Complete prewriting sheet for informational book report

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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)				Library informational texts/books Personal informational book	Compare texts organizational patterns Identify and evaluate personal book patterns for inclusion in report
		12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)				Library informational texts/books	Complete "Getting to Know Your Book" exercise
		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				Personal Reading Books	Complete prewriting sheets for reports-- identifying and analyzing characteristics and providing evidence from books to support conclusions
		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				Biographies Autobiographies	Read individual books Complete prewriting sheets
		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				Fiction book Nonfiction narrative book Nonfiction informational book Autobiography Biography Internet	Complete prewriting sheets Book research
		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)				Biography Autobiography	“Midway Predictions” activity
		12.1.6.l Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading				List of freshman/sophomore required readings	Compare/contrast one or two selections to current book type Share observations Teacher conference

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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				Biography Autobiography	“Midway Predictions” activity
		12.1.6.o Respond to text verbally, in writing, or artistically				6 individual books	6 reports, each specific to type
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				6 Student Report Formats 6-Trait rubrics	Complete various prewriting activities (brainstorming, graphic organizer, listing, etc.)

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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				6 Student Report Formats Sample Student Reports 6-Trait Rubrics	Draft 6 computer reports
		12.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)				Student reports 6-Trait Rubrics	Conference with teacher regarding paper's weaknesses, strengths, and suggestions for improvement
		12.2.1.d Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing				Student reports 6-Trait Rubrics	Peer review (one-on-one and group) Revise papers

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		12.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, punctuation)				6-Trait Rubrics Edited Student Papers Peer review edits	Revise papers
		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)				6-Trait Rubrics MLA formatting information	Complete final draft and share
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					
		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)					

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		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				Presentation Guidelines & Requirements Rubric and Checklist	Informal presentation of 1 book per quarter (summary & evaluation)
		12.3.1.b Demonstrate and adjust speaking techniques for a variety of purposes and situations				Presentation Guidelines & Requirements Rubric and Checklist	Informal presentation of 1 book per quarter (summary & evaluation)
		12.3.1.c Utilize available media to enhance communication				Power Point Overhead projector Video of famous speeches	Formal Student presentations Discuss speeches

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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)				Student Presentations	Listening Checklist Student Evaluation & Share Form
		12.3.2.b Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations				Student Presentations	Listening Checklist Student Evaluation & Share Form
		12.3.2.c Listen to and evaluate the clarity, quality and effectiveness or important points, arguments, and evidence being communicated				Student Presentations	Listening Checklist Student Evaluation & Share Form
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				Student Presentations	Listening Checklist Student Evaluation & Share Form

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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)					
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)					
		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)				<i>MLA Handbook</i>	6 Book Reports

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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)					
		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)					