

12.1 (Yellow) – Reading, 12.1.5 (Orange) – Vocabulary, 12.2 (Green) – Writing, 12.3 (Blue) – Speaking/Listening, 12.4 (Red) – Multiple Literacies

LA 12.1.4	I can use reading skills and strategies to understand text.
LA 12.1.4	I can read a variety of grade level texts with accuracy, appropriate pace, and style.
LA 12.1.4.a	I can use what I know about elements of sentences and paragraphs (e.g., rhythm, tone, punctuation) to interpret different types of text.
LA 12.1.4.b	I can adjust my reading pace for the reason I am reading, text difficulty, type of text, and style.
LA 12.1.4.c	I can understand and recreate the writer’s tone and style when I read to myself or in a group.
LA 12.1.5	I can recall and use vocabulary at my grade level including literary vocabulary (e.g. irony, foreshadowing), general academic vocabulary (e.g. analyze, interpret), and text specific vocabulary (i.e. terms out of a book I am reading).
LA 12.1.5.a	I can use what I know about the structure of words (e.g. roots, prefixes, and suffixes, & base words) to determine their meaning in all subject areas.
LA 12.1.5.b	I can connect what I already know to the words I am learning and use those words on my own.
LA 12.1.5.c	I can use the best strategy to figure out the meaning of words I do not know.
LA 12.1.5.d	I can use semantic relationships (e.g., figurative language, connotations, subtle distinctions) to evaluate, determine, and defend my understanding of the meaning of new words.
LA 12.1.5.e	I can use print and digital resources to determine the meaning of words.
LA 12.1.6	I can find meaning when I apply what I already know, use information from the text, and check my understanding while reading grade level texts.
LA 12.1.6.a	I can determine author’s purpose and perspective and use that to figure out the meaning, reliability, and accuracy of the text. If needed, I can utilize information from additional sources to accomplish this.
LA 12.1.6.b	I can use literary elements (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood) to analyze and evaluate narrative texts.
LA 12.1.6.c	I can analyze and comment on how and why authors use stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitions).
LA 12.1.6.d	When reading informational texts, I can: <ul style="list-style-type: none"> • give a short version of what I read retelling the main points or big ideas

	<ul style="list-style-type: none"> • break apart and investigate sections of a text • process and interact with the text (e.g. making connections with self, text, & world) • make conclusions about what I have read.
LA 12.1.6.e	I can identify and use organizational patterns found in informational texts (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer) in order to help me read and understand.
LA 12.1.6.f	I can examine and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists).
LA 12.1.6.g	I can examine, judge, and draw conclusions based on the characteristics of fiction and nonfiction and provide examples from the text to support my understanding.
LA 12.1.6.h	I can understand and comment on the effects of historical, cultural, political, and biographical influences in texts.
LA 12.1.6.i	I can understand how the world works when I read narrative and informational texts.
LA 12.1.6.j	I can use information from the text and additional sources to support answers by: <ul style="list-style-type: none"> • generating and/or answering all types of questions • breaking apart and investigating, processing, and judging prior knowledge.
LA 12.1.6.k	I can choose 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).
LA 12.1.6.l	I can identify and use what I already know and build upon that knowledge so that I can clarify text, deepen understanding, and make connections while I read.
LA 12.1.6.m	I can recognize when I am confused about what I read and use appropriate strategies to help me understand.
LA 12.1.6.n	I can draw meaningful conclusions or predictions by processing information while I preview and read text.
LA 12.1.6.o	I can talk about, write about, or artistically express my ideas about what I have read.
LA 12.2.1	I can use writing skills and strategies to communicate.
LA 12.2.1	I can use the writing process to plan, draft, revise, edit and publish my writing. I can use correct spelling, grammar, punctuation, and other standard conventions in my writing.
LA 12.2.1.a	I can use prewriting strategies to come up with ideas, organize information, answer any questions, process information, and guide writing.

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LA 12.2.1.b	I can create a draft by: <ul style="list-style-type: none"> constructing a clearly worded and effectively placed thesis statement that conveys a clear view on the subject structuring ideas and arguments in an effective and supported way, following an organizational pattern appropriate to the purpose and audience writing effective sentences
LA 12.2.1.c	I can revise my writing using the Six Traits Rubric.
LA 12.2.1.d	I can: <ul style="list-style-type: none"> provide oral, written, and/or electronic feedback to other writers (e.g. peer revise) use others' feedback to improve my own writing.
LA 12.2.1.e	I can edit my writing for spelling, capitalization, grammar, and punctuation
LA 12.2.1.f	I can produce a legible final draft that applies formatting techniques to add to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements).
LA 12.2.2	I can write for different purposes and audiences in multiple genres.
LA 12.2.2.a	I can effectively write in a variety of genres, considering purpose, audience, area of expression, and available technology
LA 12.2.2.b	I can effectively write in a variety of genres (e.g. resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)
LA 12.2.2.c	I can choose and use an organizational structure appropriate for the writing I am completing.
LA 12.2.2.d	I can look at examples of writing and use them to create my own writing in a similar format.
LA 12.3.1	I can use speaking and listening skills to communicate.
LA 12.3.1	I can effectively use speaking skills to communicate key ideas in a variety of situations.
LA 12.3.1.a	I can communicate appropriately for the purpose and setting.
LA 12.3.1.b	I can show and adjust my speaking techniques for a variety of purposes and situations.
LA 12.3.1.c	I can use available media to enhance my communication.

LA 12.3.2	I can effectively use listening skills in a variety of situations.
LA 12.3.2.a	I can use listening skills to summarize and evaluate information in a variety of situations (e.g., video, audio, distance, one-to-one, group).
LA 12.3.2.b	I can use listening skills to understand what people are saying so that I can express my opinion and respond to them using questions, challenges, and affirmations.
LA 12.3.2.c	I can listen to and evaluate the messages being communicated to me based on the clarity, quality, and effectiveness of important points, arguments, and evidence.
LA 12.3.3	I can develop, apply, and adapt interactive communication skills.
LA 12.3.3.a	I can contribute questions, information, opinions, and ideas using a variety of formats when working with others.
LA 12.3.3.b	I can ask for 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).
LA 12.4.1	I can identify, locate, and evaluate information.
LA 12.4.1	I can research, blend, evaluate, and communicate information in a variety of media and formats (textual, visual, and digital).
LA 12.4.1.a	I can select and use multiple resources (e.g., print, subscription databases, web resources) to answer questions and defend conclusions using valid information
LA 12.4.1.b	I can cite my sources using the correct format and tools (e.g., online citation assistance, publication guidelines).
LA 12.4.1.c	I can safely and ethically communicate and interact with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
LA 12.4.1.d	I can participate in activities with students from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning).
LA 12.4.1.e	I can evaluate a message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) while reading, listening, and viewing.
LA 12.4.1.f	I can communicate with others to gather and share information and opinions (e.g., video/audio chat, interview, podcast, multi-media presentations).
LA 12.4.1.g	I can use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)