

12B	12 th Grade Student Learning Targets for Reading Literature	Standard
	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RL1.1
	I can determine two or more themes of a text.	RL2.1
	I can give an objective summary of a text.	RL2.3
	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL4.1
	I can analyze the impact word choice on the meaning or tone of a text.	RL4.2
	I can analyze how an author's choices about the structure of specific parts of a text relate to the overall structure and meaning.	RL5.1
	I can read and comprehend literature at the eleven-twelve grade span; reading literature appropriate to my grade level and skill.	RL10-1
12B	12 th Grade Student Learning Targets for Reading Informational Texts	
	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RI1.1
	I can determine two or more ideas of a text.	RI2.1
	I can analyze the development of central ideas throughout a text, including how they interact or build upon each other.	RI2.2
	I can give an objective summary of the text.	RI2.3
	I can determine the figurative, connotative, or technical meaning of words or phrases in grade 12 text.	RI4.1
	I can analyze how an author refines the meaning of key terms throughout the course of a text.	RI4.2
	I can analyze and evaluate the effectiveness of the structure an author uses in their arguments.	RI5.1
	I can determine whether the author's structure makes points clear, convincing, and engaging.	RI5.2
	I can determine the author's point of view in a text.	RI6.1
	I can determine the author's purpose for writing a text.	RI6.2
	I can analyze how style and content contribute to the power, persuasiveness, and beauty of a text.	RI6.3
	I can read and comprehend informational text appropriate for the grade 12 span.	RI10.1
12B	12 th Grade Student Learning Targets for Writing	
	<p>I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content where I:</p> <ol style="list-style-type: none"> a. Introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful b. Use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic c. Use appropriate, varied transitions and syntax to create cohesion and clarify relationships d. Use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic e. Establish and maintain a formal style and objective tone while attending to the conventions of the discipline f. Provide a concluding statement or section that supports the information presented 	W2.1

	I can produce clear, coherent writing in which the development, organization, and style are appropriate for 12 th grade tasks, purposes, and audiences	W4.1
	I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches	W5.1
	I can focus on addressing the most specific needs for a purpose and audience	W6.1
	I can conduct short or sustained research projects, that answer a specific questions or solve a problem	W7.1
	I can narrow or broaden my search when appropriate	W7.2
	I can synthesize multiple sources on a subject and demonstrate the subject under investigation	W7.3
	I can gather information from multiple sources (print and digital) and assess strengths and limitations of each source in terms on the task, purpose, and audience	W8.1
	I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism	W8.2
	I can follow a standard format for citation in my work	W8.3
	I can use evidence from informational text to support analysis, reflections, and research in my writing	W9b.1
	I can write for a range of time, tasks, purposes, and audiences	W10.1
12B	12th Grade Student Learning Targets for Speaking	
	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL1a-1
	I can work with my peers to have a civil, democratic discussion.	SL1b-1
	I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives.	SL1c-1
	I can respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence on all sides of an issue, resolve contradictions when possible, and determine when additional informational is needed.	SL1d-1
	I can evaluate a speaker's point of view, reasoning, or use of evidence/rhetoric	SL3-1
	I can strategically use digital media to enhance understandings and add interest.	SL5-1
	I can adapt my speech to a variety of tasks and contexts.	SL6-1
	I can demonstrate a command of formal English when appropriate.	SL6-2
12B	12th Grade Student Learning Targets for Listening	
	I can apply the understanding that usage is a matter of convention and can change over time.	L1a-1
	I can use hyphens correctly.	L2a-1
	I can spell correctly.	L2b-1
	I can apply an understanding of syntax in writing, speaking, listening, and reading.	L3a-1
	I can use context clues to figure out word meanings.	L4a-1
	I can use reference materials to determine pronunciation, meaning, part of speech, etymology, or standard usage of a word.	L4c-1
	I can verify what I think a word means by looking it up.	L4d-1
	I can interpret figures of speech in context.	L5a-1
	I can analyze the role of a figure of speech in a specific text.	L5a-2
	I can analyze nuances in the meaning of words with similar denotations (meanings).	L5b-1
	I can use vocabulary appropriate to 12 th grade topics.	L6-1