

# Middle/High School

English language learners communicate for social and instructional purposes within the school setting. [ELD.K12.ELL.SI.1](#)

**A** English language learners communicate for social and instructional purposes within the school setting. [ELD.K12.ELL.SI.1](#)

Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources. [SP.PK12.US.1.1B](#)

**B** Apply skills and strategies, such as decoding multisyllabic words; analyzing vocabulary, including roots and affixes; making associations; and using visual imagery and mnemonics, to recall and understand information from a variety of media sources. [SP.PK12.US.1.1B](#)

Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations. [SP.PK12.US.1.2C](#)

**C** Apply skills and strategies (scanning, predicting, paraphrasing/ summarizing, rereading, inferencing, retelling, self-questioning, note taking, outlining, and interpreting text structure) to gain information from a variety of media sources and instructional presentations. [SP.PK12.US.1.2C](#)

Apply skills and strategies in written communication, including setting a purpose for writing,

**D** Apply skills and strategies in written communication, including setting a purpose for writing, creating complete simple and complex sentences, and organizing information into different types of paragraphs and essays. [SP.PK12.US.1.3C](#)

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Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting. [SP.PK12.US.1.3D](#)

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**E** Apply skills and strategies to produce clear and coherent oral and written communication, such as planning, creating drafts, editing and proofing, elaborating, rehearsing, revising, and publishing or presenting. [SP.PK12.US.1.3D](#)

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Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts. [SP.PK12.US.1.4B](#)

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**F** Apply skills and strategies in mathematical concepts and processes and/or computational fluency, such as financial literacy skills, algebraic problem solving, estimation skills, measurement and geometry skills, and comprehension of graphs, tables, and charts. [SP.PK12.US.1.4B](#)

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Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. [SP.PK12.US.1.5](#)

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**G** Use effective test-taking skills and strategies, such as previewing, allocating time, outlining response to essays and short and extended responses, and reviewing answers. [SP.PK12.US.1.5](#)

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Select and apply effective problem-solving skills and strategies to solve

**H** Select and apply effective problem-solving skills and strategies to solve personal, academic, and community-based problems. [SP.PK12.US.1.6](#)

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Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. [SP.PK12.US.2.1B](#)

**I** Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. [SP.PK12.US.2.1B](#)

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Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information. [SP.PK12.US.2.2B](#)

**J** Use effective time-management, planning, and organization skills and strategies, including using a visual schedule or daily planner, setting goals and priorities, and locating, organizing, and sorting information. [SP.PK12.US.2.2B](#)

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Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts. [SP.PK12.US.3.2A](#)

**K** Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts. [SP.PK12.US.3.2A](#)

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Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process. [SP.PK12.US.3.3B](#)

**L** Participate effectively in academic and career planning, including, but not limited to, the IEP, course selection, course of study, post secondary goals, and the transition process. [SP.PK12.US.3.3B](#)

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Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing,

**M** Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others. [SP.PK12.US.3.5](#)

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**Use effective time management and organization skills and strategies to complete class and work assignments.** [SP.PK12.US.3.6](#)

**N Use effective time management and organization skills and strategies to complete class and work assignments.** [SP.PK12.US.3.6](#)