

Closed circle – mastered

Open circle - introduced

Grades 9-12 Reading Learning Targets

Brookings School District – 5-1

November 10, 2009

9.R.1.1 Students can apply example clues to extend vocabulary. - Application

- I can define appositive and them to find the meaning of unfamiliar words. (9.R.1.1)
- I can use relative pronouns to find the meaning of unfamiliar words. (9.R.1.1)
 - The sycophant who constantly flattered his boss moved quickly up the corporate ladder.
- I can find the meaning of an unfamiliar word by connecting it with other words in the text. (9.R.1.1)
 - I love baseball. That game rocks!
 - “Cask of Amontillado” - fine Spanish wine

10.R.1.1 Students can apply contrast clues to extend vocabulary. - Analysis

- I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)
 - But / rather / yet
 - Unlike / despite / in spite of / although / regardless of
 - Brad made a cursory effort to finish his homework. This was unlike him; usually he worked hard to finish before dinner.

11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary. - Application

- I can identify and use conjunctions which show cause-and-effect relationships. (11.R.1.1)
 - Consequently / therefore / because / after / since /
 - Ali is altruistic by nature; consequently, he offered to let Daryl go to the concert in his place. (apprehensive, unselfish, truthful)
 - No one has been able to explain with certainty how the builders of Stonehenge moved the giant stones into place; therefore, it remains an enigma. (artifact, monument, mystery)
 - After being ill and unable to eat for three days, Beverly had a voracious appetite.

12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. - Synthesis

- I can define what a context clue is. (12.R.1.1)
- I can find the meaning of an unfamiliar word using context clues. (12.R.1.1)
- I can write a detailed summary of the text. (12.R.1.1)
- I can provide a reasonable interpretation of a text. (12.R.1.1)

9.R.2.1 Students can evaluate text by applying comprehension strategies. - Evaluation

- I can predict possible or likely outcomes. (9.R.2.1)
- I can ask questions about the text that help me construct meaning. (9.R.2.1)
- I can skim the text for the main ideas. (9.R.2.1)
- I can scan the text for specific details. (9.R.2.1)
- I can make connections between the text and my experiences. (9.R.2.1)
- I can make connections between the text and other texts. (9.R.2.1)
- I can make connections between the text and the world in which I live. (9.R.2.1)
- I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1)
- I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1)

10.R.2.1 Students can formulate associations between texts and experiences. - Synthesis

- I can make connections between the text and my experiences. (10.R.2.1)

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- I can make connections between the text and other texts. (10.R.2.1)
- I can make connections between the text and the world in which I live. (10.R.2.1)

11.R.2.1 Students can analyze how diction affects the interpretation of text. - Analysis

- I can explain how carefully chosen words work to create tone of a text. (11.R.2.1)
- I can explain how words create an image for the reader (Setting description (eg - 1st paragraph of “Fall... Usher” / Local color / Dialogue (colloquialism / dialect) / Slang / Idioms) (11.R.2.1)

12.R.2.1 Students can evaluate how style affects the meaning of text. - Evaluation

- I can explain how word choice constructs meaning in the text. (12.R.2.1)
- I can explain how sentence length constructs meaning in the text. (12.R.2.1)
- I can explain how tone constructs meaning in the text. (12.R.2.1)
- I can explain how imagery constructs meaning in the text. (12.R.2.1)
- I can explain how dialogue constructs meaning in the text. (12.R.2.1)
- I can explain how point of view constructs meaning in the text. (12.R.2.1)
- I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1)

9.R.2.2 Students can read fluently to comprehend grade-level text. - Application

- I can answer questions about different types of text. (9.R.2.2)
- I can summarize different types of text. (9.R.2.2)
- I can adjust my reading speed for different types of text. (9.R.2.2)

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9.R.3.1 Students can analyze an author’s use of literary elements in fiction. - Analysis

- I can explain how the author uses setting to create meaning. (9.R.3.1)
- I can explain how the author uses plot to create meaning. (9.R.3.1)
- I can explain how the author uses conflict to create meaning. (9.R.3.1)
 - Person vs person
 - Person vs self
 - Person vs fate
 - Person vs nature
 - Person vs society
- I can explain how the author uses characterization to create meaning. (9.R.3.1)

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- I can explain how the author uses point of view to create meaning. (9.R.3.1)
- I can explain how the author uses theme to create meaning. (9.R.3.1)

10.R.3.1 Students can analyze an author's style. - Analysis

- I can explain how an author uses word choice. (10.R.3.1)
- I can explain how an author uses sentence length. (10.R.3.1)
- I can explain how an author uses tone. (10.R.3.1)
- I can explain how an author uses imagery. (10.R.3.1)
- I can explain how an author uses dialogue. (10.R.3.1)
- I can explain how an author uses point of view. (10.R.3.1)
- I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)
- I can explain how an author uses irony. (10.R.3.1)
- I can explain how an author uses satire. (10.R.3.1)

11.R.3.1 Students can analyze and explain literary devices within text. - Analysis

- I can explain how the author uses figurative language to create meaning (simile / metaphor / extended metaphor / oxymoron / personification / hyperbole / analogy). (11.R.3.1)
- I can explain how the author uses allusion to create meaning. (11.R.3.1)
- I can explain how the author uses flashback to create meaning. (11.R.3.1)
- I can explain how the author uses foreshadowing to create meaning. (11.R.3.1)
- I can explain how the author uses symbols to create meaning. (11.R.3.1)
- I can explain how the author uses sound devices (consonance / alliteration / assonance / onomatopoeia) to create meaning. (11.R.3.1)
- I can explain how the author uses poetic devices (rhyme / meter / refrain) to create meaning. (11.R.3.1)
- I can explain how the author uses irony to create meaning. (11.R.3.1)
- I can explain how the author uses satire to create meaning. (11.R.3.1)
- I can explain how the author uses imagery to create meaning. (11.R.3.1)

12.R.3.1 Students can evaluate text for the author's style. - Evaluation

- I can explain what the author's style is using what I know about literary elements and devices (ex - Epic / Gothic / Science Fiction / Horror / Romanticism / Utopian / Historical). (12.R.3.1)

9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background. - Analysis

- I can explain how the time period affected the text (ex - conflict, social attitudes, themes). (9.R.4.1)
- I can explain how the culture affected the text (ex - conflict, social attitudes, themes). (9.R.4.1)
- I can explain how the geography affected text (ex - conflict, social attitudes, themes). (9.R.4.1)
- I can explain how the author's background affected the text (ex - conflict, social attitudes, themes). (9.R.4.1)

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10.R.4.1 Students can determine the author’s purpose in multicultural, geographical, and historical texts.

– Analysis

- I can explain the stated meaning of the text. (10.R.4.1)
- I can explain the implied meaning of the text. (10.R.4.1)
- I can explain how the author’s background affects the text. (10.R.4.1)

11.R.4.1 Students can analyze a text within cultural, geographical, and historical context. - Analysis

- I can explain how culture affects the meaning of a text. (11.R.4.1)
- I can explain how geography affects the meaning of a text. (11.R.4.1)
- I can explain how history affects the meaning of a text. (11.R.4.1)

12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. - Evaluation

- I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1)
- I can use the lessons of history to discuss ethical issues. (12.R.4.1)
- I can compare and contrast the priorities of a variety of time periods. (12.R.4.1)
- I can compare and contrast the priorities of a variety of cultures. (12.R.4.1)
- I can compare and contrast the priorities of a variety of locations. (12.R.4.1)

9.R.5.1 Students can evaluate primary and secondary sources for credibility. - Evaluation

- I can identify what makes a source credible. (9.R.5.1)
- I can evaluate a source for credibility. (9.R.5.1)

10.R.5.1 Students can recognize logical fallacies in sources.- Comprehension

- I can make a list of logical fallacies. (10.R.5.1)
- I can identify logical fallacies when I read them in a text. (10.R.5.1)

11.R.5.1 Students can analyze factors that influence the credibility of informational sources. - Analysis

- I can identify the source of a text. (11.R.5.1)
- I can explain what attributes a credible author possesses. (11.R.5.1)
- I can explain what credentials a credible author possesses. (11.R.5.1)

12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research. - Synthesis

- I can analyze information from multiple, credible sources. (12.R.5.1)
- I can select information to support a clear and defensible thesis. (12.R.5.1)

9.R.5.2 Students can interpret procedural text to complete a multiple-step task. - Application

- I can follow multi-step directions. (9.R.5.2)