Closed circle – mastered
Open circle - introduced

4th Grade Reading Learning Targets
Brookings School District – 5-1
May 2010

4.R.1.1 Students can analyze complex word patterns. - Analysis
- I can find a root or root word and use it to tell what a word means. (4.R.1.1)
- I can find a prefix and use it to tell what a word means (in, ir, il, non, over, mis, re, pre, bi, un, dis). (4.R.1.1)
- I can find a suffix use it to tell what a word means (ment, less, tion/sion, ing, ed, er, est). (4.R.1.1)
- I can explain what a contraction is. (4.R.1.1)
- I can combine two words to form a contraction. (4.R.1.1)
- I can separate a contraction into two words. (4.R.1.1)
- I can explain what a possessive is. (4.R.1.1)
- I can tell the difference between plurals and possessives. (4.R.1.1)
- I can tell the difference between possessives and contractions. (4.R.1.1)
- I can divide words into syllables. (4.R.1.1)
- I can understand irregular plurals to enhance comprehension. (4.R.1.1)

4.R.1.2 Students can identify meanings of unfamiliar vocabulary. - Comprehension
- I can infer what a word means from my prior knowledge. (4.R.1.2)
- I can infer what a word means from what I know about roots, prefixes and suffixes. (4.R.1.2)
- I can infer what a word means from the context of what I read. (4.R.1.2)
- I can identify and use:
- antonyms. (4.R.1.2)
- synonyms. (4.R.1.2)
- homophones. (4.R.1.2)
- homographs. (4.R.1.2)
- I can define and use a word using a dictionary or glossary (online also). (4.R.1.2)
- I can use a thesaurus to find synonyms and antonyms. (4.R.1.2)

4.R.2.1 Students can construct meaning from text by applying comprehension strategies. – Synthesis
- I can ask critical thinking questions about what I read to help me understand the text (knowledge, comprehension, application, analysis, synthesis, evaluation). (4.R.2.1) – Link the bloom's question/verbs to this learning target on the curriculum.
- I can make mental pictures about what I read to help me understand the text. (4.R.2.1)
- I can make inferences about what I read to help me understand the text. (4.R.2.1)
- I can make connections to what I read to help me understand the text. (4.R.2.1)
- I can decide what details are important to help me summarize the text. (4.R.2.1)
- I can make predictions as I read. (4.R.2.1)

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4.R.2.2 Students can develop fluency by utilizing fluency strategies independently. - Application

- I can read orally with expression, accuracy, appropriate phrasing (paying attention to punctuation), and appropriate pace. (4.R.2.2)

4.R.2.3 Students can utilize fluency strategies to comprehend literature and other materials. - Application

- I can skim to preview a text. (4.R.2.3)
- I can scan to find specific information in a text. (4.R.2.3)
- I can use context clues to understand what I read. (4.R.2.3)
- I can reread text to make the information more clear. (4.R.2.3)
- I can go back and try it again when I don't understand. (4.R.2.3)
- I can vary my reading pace depending on what I read. (4.R.2.3)
- I can use the punctuation as it is written and use it to understand the meaning of the text. (4.R.2.3)

4.R.3.1 Students can identify organizational and text structures within genres. - Knowledge

- I can identify description in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1)
- I can identify cause and effect in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1)
- I can identify comparison and contrast in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1)
- I can identify sequence in text (enumeration, chronology) (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1)
- I can identify problem and solution in text (fiction, nonfiction, poetry, drama, realistic fiction, historical fiction). (4.R.3.1)
- I can identify the story elements in fiction. (4.R.3.1)
- I can identify verse and stanza in a poem. (4.R.3.1)

4.R.3.2 Students can identify, explain, and use text features. - Analysis

- I can identify, explain and use text features in fiction (novel or basal) (table of contents, chapter headings, title page, illustrations, bold and italic print, captions, paragraphs). (4.R.3.2)
- I can identify, explain, and use text features in nonfiction (titles, table of contents, headings and subheadings, captions, sidebars, photos and illustrations, charts and tables, glossary, bold and italics, index). (4.R.3.2)
- I can identify, explain and use features in poetry (rhythm, rhyme, line length, word choice, repetition, sensory words). (4.R.3.2)

4.R.3.3 Students can determine how word choice affects meaning. - Evaluation

- I can define simile and explain how it affect meaning in a story or poem. (4.R.3.3)
- I can define metaphor and explain how it affects meaning in a story or poem. (4.R.3.3)

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- I can explain how word choice (idioms, personification) affects meaning in a story, in non-fiction or in a poem. (4.R.3.3)
- I can define imagery and explain how it affects meaning in a story or poem. (4.R.3.3)
- I can define alliteration and explain how it affects meaning in a poem. (4.R.3.3)

4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts. - Analysis
- I can identify the cultural background of a text. (4.R.4.1)
- I can identify the time period of a text. (4.R.4.1)

4.R.5.1 Students can use organizational features of text. - Application
- I can find and mark important ideas (highlight, underline, circle, sticky note, etc). (4.R.5.1)
- I can use parts of books to locate information. (4.R.5.1)
- I can take notes on what I read (on paper, on sticky notes, etc). (4.R.5.1)
- I can rewrite headings into questions. (4.R.5.1)

4.R.5.2 Students can research a topic by gathering information from at least two sources. - Synthesis
- I can find information from multiple sources. (4.R.5.2)
- I can compare information about one topic found in multiple sources. (4.R.5.2)
- I can use reference materials. (4.R.5.2)