

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

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Recognize cause and effect clues
- Define cause and effect clues

**Verbs Defined:**

- Apply – use in a suitable way

**Key Terms Defined:**

- Cause and effect clues – words that show a reason or a result

**Teacher Speak:**

Students can apply (use in a suitable way) cause and effect clues (words that show a reason or a result) to extend vocabulary.

**Student Speak:**

I can use in a suitable way (apply) words that show a reason or a result (cause and effect clues) to extend vocabulary.

**Possible resources/references:**

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Identify slang (the non-standard vocabulary of a given culture)
- Identify colloquialisms (informal conversational diction)
- Identify dialect (a particular variety of language spoken in one place by a distinct group of people)
- Determine how slang, colloquialisms, and dialect impact meaning

**Verbs Defined:**

- Analyze – examine the parts so as to determine the nature of the whole

**Key Terms Defined:**

- Diction – an author’s choice of words

**Teacher Speak:**

Students can analyze (examine the parts so as to determine the nature of the whole) how diction (an author’s choice of words) affects the interpretation of text.

**Student Speak:**

I can examine the parts so as to determine the nature of the whole (analyze) how an author’s choice of words (diction) affects the interpretation of text.

**Possible resources/references:**

**11.R.2.2** Students can **read** fluently to comprehend grade-level text.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Apply the elements of fluency
- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

**Verbs Defined:**

**Key Terms Defined:**

- Fluently – using accuracy, rate, phrasing, and expressions

**Teacher Speak:**

Students can read fluently (using accuracy, rate, phrasing, and expression) to comprehend grade-level text.

**Student Speak:**

I can read using accuracy, rate, phrasing, and expression (fluently) to comprehend grade-level text.

**Possible resources/references:**

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Recognize literary devices and communicate their effect within text:
  - allusion
  - onomatopoeia
  - alliteration
  - assonance
  - consonance
  - metaphor
  - simile
  - personification
  - foreshadowing
  - flashback

**Verbs Defined:**

- Analyze – separate into parts to determine the nature of the whole
- Explain – assign meaning to

**Key Terms Defined:**

- Literary devices – techniques used to enhance a text (see glossary)

**Teacher Speak:**

Students can analyze (to separate into parts to determine the nature of the whole) and explain (to assign meaning to) literary devices (techniques used to enhance a text) within text.

**Student Speak:**

I can separate into parts to determine the nature of the whole (analyze) and to assign meaning to (explain) techniques used to enhance a text (literary devices) within text.

**Possible resources/references:**

- Edgar Allen Poe - *The Fall of the House of Usher*
- Robert Frost - *Out, Out...*
- Emily Dickinson - *I Heard a Fly Buzz When I Died*
- William Faulkner - *The Bear*
- James Thurber - *Secret Life of Walter Mitty*
- Stephen Crane - *The Red Badge of Courage*

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Recognize the connection between the written work and the circumstances that produced it.

**Verbs Defined:**

- Analyze – to examine the parts so as to determine the nature of the whole

**Key Terms Defined:**

- Cultural – based on age, gender, religion, ethnicity, and ways of life
- Context – facts or circumstances that surround a situation or event

**Teacher Speak:**

Students can analyze (examine the parts as to determine the nature of a whole) a text within cultural (based on age, gender, religion, ethnicity, and ways of life), geographical and historical context (facts or circumstances that surround a situation or event).

**Student Speak:**

I can examine the parts so as to determine the nature of the whole (analyze) text based on age, gender, religion, ethnicity, and ways of life (cultural), geographical, and historical facts of circumstances that surround a situation or event (context).

**Possible resources/references:**

*Black Like Me* by John Howard Griffin

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Identify authorship
- Identify sponsorship
- Identify purpose
- Identify audience
- Identify timeliness

**Verbs Defined:**

- Analyze – to examine the parts so as to determine the nature of the whole
- Influence – affect

**Key Terms Defined:**

- Credibility – truthfulness
- Informational – nonfiction (see glossary)

**Teacher Speak:**

Students can analyze (examine the parts so as to determine the nature of the whole) factors that influence (affect) the credibility (truthfulness) of informational (nonfiction) sources.

**Student Speak:**

I can examine the parts so as to determine the nature of the whole (analyze) factors that affect (influence) the truthfulness (credibility) of nonfiction (informational) sources.

**Possible resources/references:**