

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

Blooms Level: Synthesis

Learning targets to meet this standard:

- Recognize the use of context clues in a text
- Recognize the use of connotation and denotation
- Define context clues
- Examine word origins

Verbs Defined:

- Interpret – understand in a particular way

Key Terms Defined:

- Context clues – example clues, contrast clues, cause and effect clues

Teacher Speak:

Students can interpret (understand in a particular way) the meaning of unfamiliar words using context clues (example clues, contrast clues, and cause and effect clues) to extend vocabulary.

Student Speak:

I can understand in a particular way (interpret) example clues, contrast clues, and cause and effect clues (context clues) to extend vocabulary.

Possible resources/references:

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

Blooms Level: Evaluation

Learning targets to meet this standard:

- Explain the impact of style:
 - word choice
 - sentence structure
 - tone, imagery
 - dialogue
 - point of view
 - connotation and denotation
 - figurative language
 - imagery

Verbs Defined:

- Evaluate – judge using specified criteria

Key Terms Defined:

- Style – the manner in which an author chooses and arranges words (see glossary)

Teacher Speak:

Students can evaluate (judge) how style (the manner in which an author chooses and arranges words) affects the meaning of text.

Student Speak:

I can judge (evaluate) how the manner in which an author chooses and arranges words (style) affects the meaning of text.

Possible resources/references:

12.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:

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

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify components of style:
 - word choice
 - sentence structure
 - tone
 - imagery
 - dialogue
 - figurative language
 - point of view
 - connotation and denotation

Verbs Defined:

- Evaluate – judge according to specified criteria

Key Terms Defined:

- Style – author's choice and arrangement of words (see glossary)

Teacher Speak:

Students can evaluate (judge according to specified criteria) text for the author's style (author's choice and arrangement of words).

Student Speak:

I can judge text according to specified criteria (evaluate) for the author's choice and arrangement of words (style).

Possible resources/references:

- Charles Dickens - *Tale of Two Cities*
- Jane Austen - *Pride and Prejudice*
- William Shakespeare - *Hamlet*
- Henrik Ibsen - *A Doll's House*
- George Bernard Shaw - *Pygmalion*
- John Keats - *Ode on a Grecian Urn*
- Chaucer - *Canterbury Tales*
- *Beowulf* (different translations)

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

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify underlying concerns that drive writings
- Determine aesthetic considerations of a text

Verbs Defined:

- Evaluate – to judge based on selected criteria

Key Terms Defined:

- Depiction – presentation or picture
- Human experience – any condition that affects life
- Literary works – writings in poetry and prose
- Cultures – groups of people based on age, gender, religion, ethnicity and ways of life

Teacher Speak:

Students can evaluate (judge based on selected criteria) the depiction (presentation or picture) of human experience (any condition that affects life) in literary works (writings in poetry or prose) from diverse cultures (groups of people based on age, gender, religion, ethnicity, and ways of life), locations and time periods.

Student Speak:

I can judge based on selected criteria (evaluate) the presentation or picture (depiction) of any condition that affects life (human experience) depicted in writings in poetry and prose (literary works) from diverse groups of people based on age, gender, religion, ethnicity, and ways of life (cultures), locations, and time periods.

Possible resources/references:

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

Blooms Level: Synthesis

Learning targets to meet this standard:

- Develop and support a reasoned argument using reliable primary and secondary sources
- Synthesize the information from several sources dealing with a single issue for research purposes

Verbs Defined:

- Synthesize – combine
- Analyze – separate into parts to determine the meaning of the whole

Key Terms Defined:

- Multiple – two or more

Teacher Speak:

Students can synthesize (combine) information from multiple (two or more) sources to analyze (separate into parts to determine the meaning of the whole) issues and to make decisions for research.

Student Speak:

I can combine (synthesize) and use two or more (multiple) sources to separate into parts to determine the meaning of the whole (analyze) issues and to make decisions for research.

Possible resources/references: