

4.R.1.1 Students can **analyze** complex word patterns.

Blooms Level: Analysis

Learning targets to meet this standard:

Use skills such as:

- determine word meanings by applying knowledge of prefixes, suffixes, and root words
- identify possessives and contractions
- divide two and three syllable words using VCCV and VCV pattern
- combine two appropriate words to form contractions
- separate all contractions
- use plurals
- use irregular plurals

Verbs Defined:

- Analyze – match and/or relate the parts to the whole

Key Terms Defined:

- Complex word patterns – prefixes, suffixes, root words, syllables, contractions, and possessives

Teacher Speak:

- Students can analyze (match and/or relate the parts to the whole) complex word patterns (root words, prefixes, suffixes, syllables, contractions, and possessives).

Student Speak:

I can match and/or relate the parts to the whole (analyze):

- prefixes,
- suffixes,
- root words,
- syllables,
- contractions, and
- possessives (complex word patterns).

Possible resources/references:

4.R.1.2 Students can **identify** meanings of unfamiliar vocabulary.

Blooms Level: Comprehension

Learning targets to meet this standard:

Use skills such as:

- infer word meanings from background knowledge
- infer word meanings from learned roots, prefixes, suffixes
- infer specific word meanings in the context of reading passages
- identify and correctly use antonyms, synonyms, homophones, and homographs
- use a grade-appropriate dictionary to define unknown words
- use a thesaurus to find related words and ideas

Verbs Defined:

- Identify – tell or explain in writing, speaking, and drawing

Key Terms Defined:

- Unfamiliar vocabulary – unknown words

Teacher Speak:

Students can identify (tell or explain in writing, speaking, and drawing) meanings of unfamiliar vocabulary (unknown words).

Student Speak:

I can tell or explain in writing, speaking, and drawing (identify) meanings of unknown words (unfamiliar vocabulary).

Possible resources/references:

4.R.2.1 Students can **construct** meaning from text by applying comprehension strategies.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Apply comprehension strategies such as
 - asking questions,
 - predicting,
 - using context clues,
 - making connections (text to text, text to self, text to world),
 - inferring,
 - sequencing,
 - following directions,
 - synthesizing,
 - summarizing,
 - comparing and contrasting,
 - cause and effect,
 - visualizing, and
 - determining main idea.

Verbs Defined:

- Construct – build

Key Terms Defined:

- Applying – use what I know by reading, writing, and/or speaking
- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can construct (build) meaning from text by applying (use what I know by reading, writing, and/or speaking) comprehension strategies (methods used to understand text).

Student Speak:

I can build (construct) meaning from text by using what I know by reading, writing, and/or speaking (applying) using methods to understand text (comprehension strategies) .

Possible resources/references:

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

Blooms Level: Application

Learning targets to meet this standard:

- Use fluency strategies such as skimming, scanning, predicting, contextual clues, rereading, cross-checking, repeated reading, and self-monitoring
- Utilize pace and accuracy while orally reading literature and other materials
- Read with expression
- Utilize phrasing to verbalize author's style and text features

Verbs Defined:

- Develop – improve

Key Terms Defined:

- Fluency – reading a text with accuracy, phrasing, and pace
- Fluency strategies – methods used to improve accuracy, phrasing and pace

Teacher Speak:

Students can develop (improve) fluency (reading a text with accuracy, phrasing, and pace) by utilizing fluency strategies (methods used to improve accuracy, phrasing and pace) independently.

Student Speak:

I can improve (develop) reading a text with accuracy, phrasing, and pace (fluency) by utilizing methods used to improve accuracy, phrasing and pace (fluency strategies).

Possible resources/references:

www.aaronshep.com (Aaron Shepherd's website with multicultural reader's theatre that can be used in the classroom.)

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

Blooms Level: Application

Learning targets to meet this standard:

- Apply fluency strategies such as skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

- Utilize – make use of
- Comprehend – understand

Key Terms Defined:

- Fluency strategies – methods used to improve accuracy, phrasing and pace

Teacher Speak:

Students can utilize (make use of) fluency strategies (methods used to improve accuracy, phrasing and pace) to comprehend (understand) literature and other materials.

Student Speak:

I can use (utilize) methods used to improve accuracy, phrasing and pace (fluency strategies) to help me understand (comprehend) what I read in literature and other materials.

Possible resources/references:

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

Blooms Level: Knowledge

Learning targets to meet this standard:

- Genres:
 - nonfiction
 - fiction
 - poetry
 - drama
 - realistic
 - historical
- Text Structures:
 - cause/effect
 - compare/contrast
 - description
 - sequential
 - concept/definition
 - proposition/support
- Literary Elements:
 - character
 - setting
 - plot
 - problem/solution
 - theme
 - goal/action/outcome

Verbs Defined:

- Identify - show what is known through writing and/or speaking

Key Terms Defined:

- Text structures – patterns an author uses to structure ideas in text (see glossary)
- Organizational structure – arrangement of text

Teacher Speak:

Students can identify (show what is known through writing and/or speaking) organizational structure (arrangement of text) and text structure (patterns an author uses to structure) ideas in text) within genres.

Student Speak:

I can show what I know through writing and/or speaking (identify) arrangement of text (organizational structure) and patterns an author uses to organize ideas in text (text structure) within genres.

Possible resources/references:

NAEP (National Assessment of Educational Progress 2005)

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

Blooms Level: Analysis

Learning targets to meet this standard:

- Text features:
 - numbering
 - bold text
 - boxing
 - italicizing
 - listing
 - bulleting

Verbs Defined:

- Identify – show what I know through writing and/or speaking
- Explain – describe in writing and/or speaking

Key Terms Defined:

- Text features – different ways of drawing attention to important points on a page

Teacher Speak:

Students can identify (show what I know through writing and/or speaking), explain (describe in writing and/or speaking) and use text features (different ways of drawing attention to important points on a page).

Student Speak:

I can show (identify), describe (explain), and use what I know through writing and/or speaking the different ways of drawing attention to important points on a page (text features).

Possible resources/references:

NAEP (National Assessment of Educational Progress 2005)

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

Blooms Level: Evaluation

Learning targets to meet this standard:

- Literary devices:
 - figures of speech
 - alliteration
 - personification
 - simile
 - metaphor
 - imagery

Verbs Defined:

- Determine – explain by writing and/or speaking

Key Terms Defined:

- Word choice – author’s choice of words

Teacher Speak:

Students can determine (explain by writing and/or speaking) how word choice (author’s choice of words) affects meaning.

Student Speak:

I can explain by writing and/or speaking (determine) how author’s choice of words (word choice) affects meaning.

Possible resources/references:

NAEP (National Assessment of Educational Progress 2005)

4.R.4.1 Students can **identify** and **distinguish** the characteristics of multicultural texts, historical texts, and time period texts.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify characteristics of multicultural, historical, and time period texts.
- Compare and contrast characteristics of multicultural, historical, and time period texts.

Verbs Defined:

- Identify – show what I know by pointing, telling, and/or writing
- Distinguish – tell the similarities and differences

Key Terms Defined:

- Multicultural text – passages about groups of people and their different ways of life and backgrounds
- Historical text – passages about time periods surrounding major events that influenced culture
- Time period text – passages about past, present or future time

Teacher Speak:

Students can identify (show what I know by pointing, telling, and/or writing) multicultural texts (passages about groups of people and their different ways of life and backgrounds), historical texts (passages about time periods surrounding major events that influenced culture), and time period texts (passages about past, present or future time).

Student Speak:

I can show what I know by pointing, telling, and/or writing (identify) passages about groups of people and their different ways of life and backgrounds (multicultural texts), passages about time periods surrounding major events that influenced culture (historical texts), and passages about past, present or future time (time period texts).

Possible resources/references:

4.R.5.1 Students can **use** organizational features of text.

Blooms Level: Application

Learning targets to meet this standard:

- Organizational features of text:
 - title page
 - table of contents
 - glossary
 - index
 - diagrams/graphs/charts
 - illustrations/photos/captions

Verbs Defined:

Key Terms Defined:

- Organizational features of text – ways to organize or emphasize text (see glossary)

Teacher Speak:

Students can use organizational features of text (ways to organize or emphasize text).

Student Speak:

I can use ways to organize or emphasize text (organizational features).

Possible resources/references:

WORKING DOCUMENT

4.R.5.2 Students can **research** a topic by gathering information from at least two sources.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Locate information from multiple sources for reference purposes
- Compare information about one topic found in different selections or texts (trade books, textbook, newspaper, magazine, encyclopedia entry, atlas, almanac, web sites)
- Use text-marking strategies to identify essential ideas
- Learn and use a form of note taking that is personally effective (webs, lists, inspiration software and other graphic organizers)
- Recompose headings into questions

Verbs Defined:

- Research - find out about

Key Terms Defined:

Teacher Speak:

Students can research (find out about) a topic to gather information.

Student Speak:

I can find out about (research) a topic to collect information.

Possible resources/references: