

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Recognize contrast clues in a text
- Define contrast clues

**Verbs Defined:**

- Apply – use in a suitable way

**Key Terms Defined:**

- Contrast clues – words and phrases that indicate that an unfamiliar word differs from another word in the passage

**Teacher Speak:**

Students can apply (use in a suitable way) contrast clues (words and phrases that indicate that an unfamiliar word differs from another word in a passage) to extend vocabulary.

**Student Speak:**

I can use in a suitable way (apply) words and phrases that indicate that an unfamiliar word differs from another word in a passage (contrast clues) to extend vocabulary.

**Possible resources/references:**

[www.allamericareads.org/lessonplan/strategies/vocab/context.htm](http://www.allamericareads.org/lessonplan/strategies/vocab/context.htm)

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

**Blooms Level:** Synthesis

**Learning targets to meet this standard:**

- Demonstrate knowledge that a relationship can exist between what is read and what is experienced
- Connect ideas and emotions between texts and experiences

**Verbs Defined:**

- Formulate – create

**Key Terms Defined:**

- Associations – connections

**Teacher Speak:**

Students can formulate (create) associations (connections) between texts and experiences.

**Student Speak:**

I can create (formulate) connections (associations) between texts and experiences.

**Possible resources/references:**

**10.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 expression

**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:**

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Demonstrate knowledge of what constitutes style:
  - diction
  - sentence structure
  - tone
  - figurative language
  - dialogue
  - connotation and denotation
  - imagery
  - point of view

**Verbs Defined:**

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

**Key Terms Defined:**

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

**Teacher Speak:**

Students can analyze (examine) an author's style (the manner in which an author chooses and arranges words).

**Student Speak:**

I can examine (analyze) an author's choice and arrangement of words (style).

**Possible resources/references:**

- William Shakespeare (*Macbeth*), Kurt Vonnegut ("Harrison Bergeron"), Harper Lee (*To Kill a Mockingbird*), John Steinbeck (*Of Mice and Men*), John Knowles (*A Separate Peace*), Martin Luther King, Jr.

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

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Research author's background and possible intentions
- Identify author's purpose within the context of historical periods, geographical area, and culture

**Verbs Defined:**

- Determine – figure out

**Key Terms Defined:**

- Purpose – intent
- Multicultural – representing works from a variety of cultural groups (see *culture* in glossary)

**Teacher Speak:**

Students can determine (figure out) the author's purpose (intent) in multicultural (representing works from a variety of cultural groups), geographical, and historical texts.

**Student Speak:**

I can figure out (determine) the author's intent (purpose) in works from a variety of cultural groups (multicultural), geographical, and historical texts.

**Possible resources/references:**

**10.R.5.1** Students can **recognize** logical fallacies in sources.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Determine whether statements represent fact, opinion, and logic

**Verbs Defined:**

- Recognize – identify

**Key Terms Defined:**

- Logical fallacies – invalid conclusions based on the evidence given

**Teacher Speak:**

Students can recognize (identify) logical fallacies (invalid conclusions based on the evidence given) in sources.

**Student Speak:**

I can identify (recognize) invalid conclusions based on the evidence given (logical fallacies) in sources.

**Possible resources/references:**

WORKING DOCUMENT