

**9.R.1.1** Students can **apply** example clues to extend vocabulary.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Recognize examples clues in a sentence
- Define example clue

**Verbs Defined:**

- Apply – use in a suitable way

**Key Terms Defined:**

- Example clues – words and phrases that indicate to readers that an unfamiliar term is being restated

**Teacher Speak:**

Students can apply (use in a suitable way) example clues (words and phrases that indicate to readers that an unfamiliar term is being restated) to extend vocabulary.

**Student Speak:**

I can use in a suitable way (apply) words and phrases that indicate to readers than an unfamiliar term is being restated (example clues) to extend vocabulary.

**Possible resources/references:**

[www.scc.losrios.edu/~langlit/reading/contextclues/intro3.htm](http://www.scc.losrios.edu/~langlit/reading/contextclues/intro3.htm)

**9.R.2.1** Students can **evaluate** text by applying comprehension strategies.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Demonstrate knowledge of comprehension strategies
- Apply comprehension strategies, such as asking questions, predicting, using context clues, making connections, visualizing, determining main idea

**Verbs Defined:**

- Evaluate – judge based on selected criteria

**Key Terms Defined:**

- Comprehension strategies – methods used to understand text

**Teacher Speak:**

Students can evaluate (judge based on selected criteria) text by applying comprehension strategies (methods used to understand text).

**Student Speak:**

I can judge based on selected criteria (evaluate) text by applying methods used to understand text (comprehension strategies).

**Possible resources/references:**

**9.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: accuracy, rate, phrasing, and expression

**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:**

**9.R.3.1** Students can **analyze** an author's use of literary elements in fiction.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Students can recognize and evaluate the literary elements within fiction:
  - characterization
  - setting
  - plot
  - point of view
  - theme
  - conflict

**Verbs Defined:**

- Analyze – examine critically the parts to determine the nature of the whole

**Key Terms Defined:**

- Literary elements – the commonly accepted structures that contribute to the whole of a text (see glossary)

**Teacher Speak:**

Students are able to analyze (examine critically the parts to determine the nature of the whole) an author's use of literary elements (the commonly accepted structures that contribute to the whole of a text) in fiction.

**Student Speak:**

I can examine critically the parts to determine the nature of the whole (analyze) an author's use of the commonly accepted structures that contribute to the whole of a text (literary elements) in fiction.

**Possible resources/references:**

**9.R.4.1** Students can **analyze** text to **determine** the influence of time period, culture, geography, and author's background.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Read items from a variety of time periods, cultures, and geographical areas
- Identify aesthetic value from the text
- Identify the informational and practical purposes from the text
- Research an author's biography

**Verbs Defined:**

- Analyze – to examine the parts so as to determine the nature of the whole
- Determine – conclude based upon observation and reasoning

**Key Terms Defined:**

- Influence – impact
- Culture – groups of people based on age, gender, religion, ethnicity, ways of life, and background
- Author's background – author's life experiences

**Teacher Speak:**

Students can analyze (examine the parts so as to determine the nature of the whole) text (written materials) to determine (conclude based upon observation and reasoning) the influence (impact) of time period, culture (groups of people based on age, gender, religion, ethnicity, ways of life, and background), geography, and author's background (life experiences).

**Student Speak:**

I can examine the parts so as to determine the nature of the whole (analyze) written materials (text) to conclude based upon observation and reasoning (determine) the impact (influence) of time period, groups of people based on age, gender, religion, ethnicity, way of life, and background (culture), geography, and author's life experiences (author's background).

**Possible resources/references:**

**9.R.5.1** Students can **evaluate** primary and secondary sources for credibility.

**Blooms Level:** Evaluation

**Learning targets to meet this standard:**

- Recognize primary and secondary sources in print and non-print media
- Use research tools to gather potential sources
- Know and understand criteria for credibility

**Verbs Defined:**

- Evaluate – judge based on selected criteria

**Key Terms Defined:**

- Primary sources – the original person or text from which an idea, concept, or research came
- Secondary sources – a quote or reference that is quoting or interpreting information from the original creator of the idea
- Credibility – truthfulness

**Teacher Speak:**

Students can evaluate (judge based on selected criteria) primary (the original person or text from which an idea, concept, or research came) and secondary (a quote or reference that is quoting or interpreting information from the original creator of the idea) sources for credibility (truthfulness).

**Student Speak:**

I can judge based on selected criteria (evaluate) the original person or text from which an idea, concept, or research came (primary sources) and a quote or reference that is quoting or interpreting information from the original creator of the idea (secondary sources) for truthfulness (credibility).

**Possible resources/references:**

Informational texts may include but are not limited to - electronic reference sources, newspapers, magazines, journals, books, or other non-fiction sources

**9.R.5.2** Students can **interpret** procedural text to complete a multiple-step task.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Recognize text as procedural in nature

**Verbs Defined:**

- Interpret – understand and communicate the meaning

**Key Terms Defined:**

- Procedural text – a set of directions in sequence

**Teacher Speak:**

Students can interpret (understand and communicate the meaning of) procedural text (a set of directions in sequence) to complete a multiple-step task.

**Student Speak:**

I can understand and communicate the meaning of (interpret) a set of directions in sequence (procedural text) to complete a multiple-step task.

**Possible resources/references:**