

# Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

## Reading Grade 1

### Reading

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<b>Forming a Foundation</b>																														
<ul style="list-style-type: none"> <li>1.0.1 Supporting The learner will be able to apply word recognition strategies like phonetic principles, context clues and structural analysis to determine pronunciation or meanings of words in passages.</li> </ul>																														
<ul style="list-style-type: none"> <li>1.0.2 Supporting The learner will be able to apply knowledge of synonyms, antonyms or compound words for comprehension.</li> </ul>																														
<ul style="list-style-type: none"> <li>1.0.3 Supporting The learner will be able to know that some words have multiple meanings and identify the correct meaning as the world is used.</li> </ul>																														
<ul style="list-style-type: none"> <li>1.0.4 Supporting The learner will be able to apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.</li> </ul>																														
<ul style="list-style-type: none"> <li>1.0.5 Supporting The learner will be able to identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.</li> </ul>																														
<ul style="list-style-type: none"> <li>1.0.6 Supporting The learner will be able to formulate questions to guide reading.</li> </ul>																														



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<ul style="list-style-type: none"> <li>3.0.4 Supporting The learner will be able to identify main ideas or details that support them.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.0.5 Supporting The learner will be able to identify fact or opinion form a passage.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.0.7 Supporting The learner will be able to identify an author's opinion about a subject.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.0.8 Supporting The learner will be able to identify informative or persuasive passages.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.0.9 Supporting The learner will be able to identify commonly used persuasive techniques like emotional appeal and testimonial that are used in a passage.</li> </ul>																														
<ul style="list-style-type: none"> <li>3.0.6 Supporting The learner will be able to identify information in a passage that is supported by fact.</li> </ul>																														
<b>Demonstrating a Critical Stance</b>																														
<ul style="list-style-type: none"> <li>4.0.1 Supporting The learner will be able to connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</li> </ul>																														

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<b>Reflecting and Responding to Text</b>																															
<p>■ 5.0.1 Supporting The learner will be able to evaluate what is read based on the author's word choice, content or use of literary elements.</p>																															
<p>■ 5.0.2 Supporting The learner will be able to identify literary devices such as foreshadowing, imagery or figurative identify ( similes and personification).</p>																															
<p>■ 5.0.3 Supporting The learner will be able to apply knowledge of text features like pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, heading, ton answer questions about a passage.</p>																															
<p>■ 5.0.4 Supporting The learner will be able to identify the organizational pattern used (for example, sequence, cause and effect, or comparison and contrast) to understand the passage.</p>																															