

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Reading-Grade 12

Language Arts

	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
Reading-Grade 12																														
<ul style="list-style-type: none"> 1.0.1 (Supporting) The learner will be able to interpret literal or non-literal meanings of words in a passage. 																														
<ul style="list-style-type: none"> 1.0.2 (Supporting) The learner will be able to make predictions based on what is read. 																														
<ul style="list-style-type: none"> 1.0.3 (Supporting) The learner will be able to formulate questions to guide reading. 																														
<ul style="list-style-type: none"> 1.0.4 Supporting The learner will be able to interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage. 																														
<ul style="list-style-type: none"> 2.0.1 Supporting The learner will be able to paraphrase information in a passage. 																														
<ul style="list-style-type: none"> 2.0.2 Supporting The learner will be able to identify essential information from a passage needed to accomplish a task. 																														
<ul style="list-style-type: none"> 2.0.3 Supporting The learner will be able to apply the information contained in a passage to accomplish a task/procedure or to answer questions about a passage. 																														
<ul style="list-style-type: none"> 2.0.4 Supporting The learner will be able to follow the sequence of information from a passage. 																														
<ul style="list-style-type: none"> 2.0.5 Supporting The learner will be able to interpret concrete or abstract 																														

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terms using context from the passage.																														
<ul style="list-style-type: none"> 2.0.6 Supporting The learner will be able to explain the main ideas of a passage and identify the key ideas or information that support them. 																														
<ul style="list-style-type: none"> 2.0.7 Supporting The learner will be able to make inferences, draw conclusions or make generalizations based on evidence from a passage. 																														
<ul style="list-style-type: none"> 3.0.1 Supporting The learner will be able to analyze how a conflict in a passage is resolved. 																														
<ul style="list-style-type: none"> 3.0.2 Supporting The learner will be able to analyze an author's purpose in a passage. 																														
<ul style="list-style-type: none"> 3.0.3 Supporting The learner will be able to explain an author's position based on evidence in a passage. 																														
<ul style="list-style-type: none"> 3.0.4 Supporting The learner will be able to accept or reject an argument, giving supporting evidence from the passage. 																														
<ul style="list-style-type: none"> 3.0.5 Supporting The learner will be able to evaluate an argument, giving supporting evidence from the passage. 																														
<ul style="list-style-type: none"> 3.0.6 Supporting The learner will be able to analyze the relationship between a speaker's or character's motivation and behavior in a passage, as revealed by the dilemmas. 																														
<ul style="list-style-type: none"> 3.0.7 Supporting The learner will be able to analyze or evaluate the use of 																														

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		supporting details as they relate to the author's message.																														
■	3.0.8	Supporting The learner will be able to analyze or evaluate the use of persuasive or propaganda techniques within a passage.																														
■	3.0.9	Supporting The learner will be able to explain the appropriateness of an argument for an intended audience.																														
■	4.0.1	Supporting The learner will be able to evaluate the content or make connections as it applies to students' lives (text-to-self), real-world issues (text-to-world) or other texts (text-to-text).																														
■	4.0.2	Supporting The learner will be able to use evidence from a passage to formulate opinions in response to a reading passage.																														
■	5.0.1	Supporting The learner will be able to compare and contrast the characteristics of a variety of literary genres.																														
■	5.0.2	Supporting The learner will be able to analyze or evaluate the effectiveness of literary elements (e.g., theme, characterization, setting, point of view, conflict and resolution, plot, structure) within a passage.																														
■	5.0.3	Supporting The learner will be able to analyze the author's use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).																														
■	5.0.4	Supporting The learner will be able to critique the author's word choice, style, tone or content.																														

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<p>■ 5.0.5 Supporting The learner will be able to compare or contrast elements, views, ideas, or events presented in one or more passages.</p>																														
<p>■ 5.0.6 Supporting The learner will be able to analyze the ways in which similar themes or ideas are developed in more than one text.</p>																														
<p>■ 5.0.7 Supporting The learner will be able to evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</p>																														
<p>■ 5.0.8 Supporting The learner will be able to explain how the use of text features (e.g., illustrations, charts, lists, tables, graphs, tables of contents, indexes, glossaries, headings, captions), format, or layout enhances the reader's understanding of a passage.</p>																														
<p>■ 5.0.9 Supporting The learner will be able to analyze the effectiveness of the organizational patterns in a passage (e.g., cause and effect, repetition, comparison and contrast, sequence, generalizations) for fulfilling the purpose of the passage.</p>																														
Genres																														
<p>■ Developing an Initial Understanding The learner will be able to develop an initial understanding of reading concepts.</p>																														