

# Course Syllabus

## Reading, Reading Grade 2

Morgan County Curriculum 4.1 Elementary., Final  
Morgan County School District

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### Forming a Foundation

- 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.
- 1.0.2 Supporting  
The learner will be able to apply knowledge of synonyms, antonyms or compound words for comprehension.
- 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.
- 1.0.4 Supporting  
The learner will be able to apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.
- 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.
- 1.0.6 Supporting  
The learner will be able to formulate questions to guide reading.

### Developing an Initial Understanding

- 2.0.1 Supporting  
The learner will be able to distinguish between fiction and non-fiction texts.
- 2.0.2 Supporting  
The learner will be able to describe characters, plot, setting or problem/solution of a passage.
- 2.0.3 Supporting  
The learner will be able to locate key ideas or information in a passage.

- 2.0.4 Supporting  
The learner will be able to interpret specialized vocabulary like words and terms specific to understanding the content.
- 2.0.5 Supporting  
The learner will be able to identify the correct sequence.
- 2.0.7 Supporting  
The learner will be able to make inferences or draw conclusions based on what is read.

### Interpreting Text

- 3.0.1 Supporting  
The learner will be able to explain a character's or speaker's actions based on a passage.
- 3.0.2 Supporting  
The learner will be able to explain how a conflict in a passage is resolved.
- 3.0.3 Supporting  
The learner will be able to identify an author's purpose in a passage.
- 3.0.4 Supporting  
The learner will be able to identify main ideas or details that support them.
- 3.0.5 Supporting  
The learner will be able to identify fact or opinion form a passage.
- 3.0.7 Supporting  
The learner will be able to identify an author's opinion about a subject.
- 3.0.8 Supporting  
The learner will be able to identify informative or persuasive passages.
- 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.

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■ 3.0.6 Supporting

The learner will be able to identify information in a passage that is supported by fact.

**Demonstrating a Critical Stance**

■ 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.).

**Reflecting and Responding to Text**

■ 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.

■ 5.0.2 Supporting

The learner will be able to identify literary devices such as foreshadowing, imagery or figurative identify ( similes and personification).

■ 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.

■ 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.