

Course Syllabus

Reading, Reading Grade 5

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

Forming a Foundation (15%)

- 1.0.1 (DOK 2) ASSESSED
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 (DOK 2) ASSESSED
The learner will be able to apply knowledge of synonyms, antonyms or compound words for comprehension.
- 1.0.3 (DOK 2) ASSESSED
The learner will be able to know that some words have multiple meanings and identify the correct meaning as the word is used.
- 1.0.4 (DOK 2) ASSESSED
The learner will be able to apply the meanings of common prefixes or suffixes to comprehend unfamiliar words.
- 1.0.5 (DOK 1) ASSESSED
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.
- 1.0.7 Supporting
The learner will be able to scan to find new information.
- 1.0.8 Supporting
The learner will be able to skim to get the general meaning of a passage.

Developing Initial Understanding (35%)

- 2.0.1 (DOK 2) ASSESSED
The learner will be able to identify and describe the characteristics of fiction, nonfiction, poetry or plays.

- 2.0.2 (DOK 3) ASSESSED
The learner will be able to identify or explain literary elements like characterization, setting, plot, theme and point of view in a passage.
- 2.0.3 (DOK 1) ASSESSED
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 the meaning of specialized vocabulary (words and terms specific to understanding the content).
- 2.0.6 Supporting
The learner will be able to summarize information from a passage.
- 2.0.5 (DOK 2) ASSESSED
The learner will be able to identify and explain the sequence of activities needed to carry out a procedure.
- 2.0.7 (DOK 3) ASSESSED
The learner will be able to make inferences or draw conclusions based on what is read.

Interpreting Text (40%)

- 3.0.1 (DOK 3) ASSESSED
The learner will be able to explain a character's or speaker's actions based on a passage.
- 3.0.2 (DOK 3) ASSESSED
The learner will be able to explain how a conflict in a passage is resolved.
- 3.0.3 (DOK 2) ASSESSED
The learner will be able to identify an author's purpose in a passage.
- 3.0.4 (DOK 3) ASSESSED
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.

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- 3.0.6 (DOK 2) ASSESSED
The learner will be able to identify the argument and supporting evidence.
- 3.0.7 (DOK 2) ASSESSED
The learner will be able to identify an author's opinion (bias, misinformation) about a subject.
- 3.0.8 Supporting
The learner will be able to identify informative or persuasive passages.
- 3.0.9 (DOK 2) ASSESSED
The learner will be able to identify commonly used persuasive techniques (bandwagon, emotional appeal, testimonial, expert opinion) that are used in a passage.

Demonstrating a Critical Stance (10%)

- 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 (0%)

- 5.0.1 (DOK 3) ASSESSED
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 (DOK 2) ASSESSED
The learner will be able to identify literary devices such as foreshadowing, imagery or figurative identify (similes, metaphors, personification, and hyperbole).
- 5.0.3 (DOK 2) ASSESSED
The learner will be able to apply knowledge of text features like pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings, to answer questions about a passage.
- 5.0.4 (DOK 2) ASSESSED
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.