

Course Syllabus

Language Arts, Reading-Grade 9

Morgan County Curriculum 4.1 High School, Final
Morgan County School District

Upon reviewing assessment results, the Morgan County High School will help the student and parent to determine what courses their child needs to take during their high school career, utilizing the Individual Learning Plan (ILP)

Reading-Grade 9

- 1.0.1 Supporting
The learner will be able to interpret literal or non-literal meanings of words in a passage.
- 1.0.2 Supporting
The learner will be able to make predictions based on what is read.
- 1.0.3 Supporting
The learner will be able to formulate questions to guide reading.
- 1.0.4 Supporting
The learner will be able to interpret the meaning of jargon, dialect, or specialized vocabulary found in a passage.
- 2.0.1 Supporting
The learner will be able to paraphrase information in a passage.
- 2.0.2 Supporting
The learner will be able to identify essential information from a passage needed to accomplish a task.
- 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.
- 2.0.4 Supporting
The learner will be able to follow the sequence of information from a passage.
- 2.0.5 Supporting
The learner will be able to interpret concrete or abstract terms using context from the passage.
- 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.
- 2.0.7 Supporting
The learner will be able to make inferences, draw conclusions or make generalizations based on evidence from a passage.
- 3.0.1 Supporting
The learner will be able to analyze how a conflict in a passage is resolved.
- 3.0.2 Supporting
The learner will be able to analyze an author's purpose in a passage.
- 3.0.3 Supporting
The learner will be able to explain an author's position based on evidence in a passage.
- 3.0.4 Supporting
The learner will be able to accept or reject an argument, giving supporting evidence from the passage.
- 3.0.5 Supporting
The learner will be able to evaluate an argument, giving supporting evidence from the passage.
- 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.
- 3.0.7 Supporting
The learner will be able to analyze or evaluate the use of 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.

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- 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.
- 5.0.5 Supporting
The learner will be able to compare or contrast elements, views, ideas, or events presented in one or more passages.
- 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.
- 5.0.7 Supporting
The learner will be able to evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.
- 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.
- 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.