***1.1 Foundational Skills (Pre-K-5)***

| **Grade** | **Big Ideas** | **Essential Questions** | **Concepts** | **Competencies** | **Vocabulary** | **Standards** | **Eligible Content** |
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| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Demonstrate proper book orientation  Identify the title of a book  Practice tracking from top to bottom and left to right with scaffolding | Front of Book  Back of Book  Title  Author  Page | CC.1.1.PK.A |  |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Print Concepts | Differentiate between numbers, letters, and words.  Recognize and name some upper and lower case letters. | Letter  Numbers  Words  Upper Case  Lower Case | CC.1.1.PK.B |  |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | Recognize rhyming words and alliteration  Count syllables in spoken words  Segment single syllable spoken words  Isolate and pronounce initial sounds | Rhyme  Alliteration  Syllables  Segment  Beginning Sound  Count | CC.1.1.PK.C |  |
| Pre-K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Associate some letters with their names and sounds  Identify familiar words and environmental print | Print | CC.1.1.PK.D |  |
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| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Utilize book handling skills  Communicate “the end” after the last page of the book |  | CC.1.1.K.A |  |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Print Concepts | Recognizing the beginning of text  Follow words left to right, top to bottom, and left page to right page.  Recognize that spoken words are represented in written language.  Recognize a one to one match between voice and print  Understand that words are separated by spaces in print  Understand that a word is made up of a specific sequence of letters  Identify all upper and lower case letters  Identify punctuation marks | Left  Right  Return Sweep  Top  Bottom  Space  Sequence  Punctuation Mark  Period  Question Mark  Exclamation Mark  Comma | CC.1.1.K.B |  |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | Recognize and produce rhyming words  Count, pronounce, blend, and segment syllables in spoken words  Blend and segment onsets and rhymes of single-syllable spoken words  Isolate and pronounce the initial, medial vowel, and final sound in CVC words | Middle Sound  End Sound  Blend  Pronounce  Consonant  Vowel  CVC Words | CC.1.1.K.C |  |
| K | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Demonstrate basic knowledge of one to one letter sound correspondence  Associate the long and short sounds with common spellings for the five major vowels  Read grade level high frequency sight words with automaticity  Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | Long Vowel  Short Vowel  Spelling  Sight Word  Alike  Different | CC.1.1.K.D |  |
|  | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read emergent reader text with purpose and understanding. | Purpose  Fluency | CC.1.1.K.E |  |
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| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Book Handling | Intentionally Blank |  |  |  |
|  | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Print Concepts | Recognize the distinguishing features of a sentence (e.g. First word, capitalization, and punctuation) | Sentence  Capitalization  Quotation Marks | CC.1.1.1.B |  |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonological Awareness | Distinguish long from short vowel sounds in spoken single syllable words  Count, pronounce, blend, and segment syllables in spoken words  Orally produce single syllable words, including consonant blends and diagraphs  Isolate and pronounce initial, medial, and final vowel sounds in spoken single syllable words  Add or substitute individual sounds in one syllable words to make new words | Orally  Consonant Blend  Diagraph  Add  Substitute | CC.1.1.1.C |  |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Identify common consonant diagraphs, final -e, and common vowel teams.  Decode one and two syllable words with common patterns.  Read grade level words with inflectional endings  Read grade appropriate irregularly spelled words. | Consonant Diagraph  Final –e  Vowel Team  Decode  Inflectional Ending  Irregular  Patterns | CC.1.1.1.D |  |
| 1 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency  Read on level text orally with accuracy, appropriate rate, and expression on successive readings  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Text  Accuracy  Rate  Expression  Context  Self-Correct  Rereading | CC.1.1.1.E |  |
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| 2 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Distinguish long and short vowels when reading regularly spelled one syllable words  Decode two syllable words with long vowels and words with common prefixes and suffixes  Read grade level high frequency sight words and words with inconsistent but common spelling-sound correspondence  Read grade appropriate irregularly spelled words  Know spelling-sound correspondences for additional common vowel teams. | Prefix  Suffix  High Frequency  Common | CC.1.1.2.D |  |
| 2 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency  Read on level text orally with accuracy, appropriate rate, and expression on successive readings  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | CC.1.1.2.D |  |
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| 3 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Identify and know the meaning of the most common prefixes and derivational suffixes  Decode words with common Latin suffixes  Decode multi-syllable words  Read grade appropriate irregularly spelled words. | Multi-Syllable  Root Word | CC.1.1.3.D |  |
| 3 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency  Read on level text orally with accuracy, appropriate rate, and expression on successive readings  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | CC.1.1.3.E |  |
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| 4 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words | Syllabication  Morphology | CC1.1.4.D |  |
| 4 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency  Read on level text orally with accuracy, appropriate rate, and expression on successive readings  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | CC1.1.4.E |  |
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| 5 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Phonics and Word Recognition | Use combined knowledge of all letter- sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words |  | CC1.1.5.D |  |
| 5 | Effective readers use appropriate strategies to construct meaning. | How do strategic readers create meaning from informational and literary text? | Fluency | Read on level text with purpose and understanding with accuracy and fluency  Read on level text orally with accuracy, appropriate rate, and expression on successive readings  Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  | CC1.1.5.E |  |