| **Grade** | **Big Idea** | **Essential Questions** | **Concepts** | **Competencies** | **Vocabulary** | **Standard** | **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?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | With prompting and support, actively engage in group reading activities with purpose and understanding. | * Actively engage * Group Reading * Purpose * Understanding | CC.1.2.PK.L |  |
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| **K** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Actively engage in group reading activities with purpose and understanding. |  | CC.1.2.K.L |  |
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| **1** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.. | Read  Comprehend  Literary Nonfiction | CC.1.2.K.L |  |
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| **2** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.2.L |  |
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| **3** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. | Informational Text | CC.1.2.3.L |  |
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| **4** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.4.L |  |
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| **5** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.5.L |  |
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| **6** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.. |  | CC.1.2.6.L |  |
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| **7** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.7.L |  |
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| **8** | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.8.L |  |
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| 9-10 | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.9-10.L | L.N.2.2.2 |
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| 11-12 | Effective readers use appropriate strategies to construct meaning | How do strategic readers create meaning from informational and literary text?  What is this text really about?  How do readers know what to believe?  How does what readers’ read influence how they should read it?  How does a readers’ purpose influence how text should be read? | Range of Reading | Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. |  | CC.1.2.11-12.L |  |