| **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.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words? | Strategies | With prompting and support, clarify unknown words or phrases read aloud. |  | CC.1.3.PK.I |  |
| Pre-K | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words? | Vocabulary Acquisition and Use | Use new vocabulary and phrases acquired in conversations and being read to. |  | CC.1.3.PK.J |  |
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| K | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown words and phrases based upon grade level reading and content. |  | CC.1.3.K.I |  |
| K | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words? | Vocabulary Acquisition and Use | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |  | CC.1.3.K.J |  |
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| 1 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content. |  | CC.1.3.1.I |  |
| 1 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Vocabulary Acquisition and Use | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between words and phrases. | Signal words | CC.1.3.1.J |  |
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| 2 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing from a range of strategies and tools. |  | CC.1.3.2.I |  |
| 2 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. |  | CC.1.3.2J |  |
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| 3 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools. |  | CC.1.3.3.I | E03.A-V.4.1.1 |
| 3 | An expanded vocabulary enhances one’s ability to express ideas and information. | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How does one develop and refine vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |  | CC.1.3.3.J | E03.A-V.4.1.1  E03.A-V.4.1.2 |
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| 4 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools. |  | CC.1.3.4.I | E04.A-V.4.1.1 |
| 4 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |  | CC.1.3.4.J | E04.A-V.4.1.1  E04.A-V.4.1.2 |
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| 5 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools. |  | CC.1.3.5.I | E05.A-V.4.1.1 |
| 5 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |  | CC.1.3.5.J | E05.A-V.4.1.1  E05.A-V.4.1.2 |
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| 6 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |  | CC1.3.6I | E06.A-V.4.1.1 |
| 6 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word of phrase important to comprehension or expression. |  | CC1.3.6.J | E06.A-V.4.1.1  E06.A-V.4.1.2 |
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| 7 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |  | CC1.3.7.I | E07.A-V.4.1.1 |
| 7 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word of phrase important to comprehension or expression. |  | CC1.3.7.J | E07.A-V.4.1.1  E07.A-V.4.1.2 |
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| 8 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |  | CC1.3.8.I | E08.A-V.4.1.1 |
| 8 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word of phrase important to comprehension or expression. |  | CC1.3.8.J | E08.A-V.4.1.1  E08.A-V.4.1.2 |
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| 9-10 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |  | CC1.3.9-10.I | L.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4 |
| 9-10 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words. | Figurative language | CC1.3.9-10.J | L.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4 |
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| 11-12 | Effective readers use appropriate strategies to construct meaning.  An expanded vocabulary enhances one’s ability to express ideas and information. | How do strategic readers create meaning from informational and literary text?  Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary? | Strategies | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. |  | CC1.3.11-12.I |  |
| 11-12 | An expanded vocabulary enhances one’s ability to express ideas and information | Why learn new words?  What strategies and resources does the learner use to figure out unknown vocabulary?  How do learners develop and refine their vocabulary? | Vocabulary Acquisition and Use | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  | CC1.3.11-12.J |  |