

<p>Big Idea: Forming a Foundation for Reading</p> <p>Forming a foundation requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading a variety of texts at the word, sentence, and connected text level across all content areas.</p> <p>Academic Expectations</p> <p>1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.</p> <p>1.2 Students make sense of the variety of materials they read.</p> <p>1.3 Students make sense of the various things they observe.</p> <p>1.4 Students make sense of the various messages to which they listen.</p>	
<p>Enduring Knowledge - Understandings</p> <p><i>Students will understand that:</i></p>	
<ul style="list-style-type: none"> knowing how to apply phonetic principles, context clues, orthographic patterns (including structural analysis, analogizing, and spelling patterns) can help determine unfamiliar words while reading. 	
<ul style="list-style-type: none"> fluency involves reading orally and silently with speed, accuracy, and proper phrasing and expression, with attention to text features 	
<ul style="list-style-type: none"> developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text. 	
<ul style="list-style-type: none"> many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text. 	
<p>Skills and Concepts</p> <p><i>Students will demonstrate their ability to:</i></p>	
<p>1. apply context and self-correction strategies while reading</p>	
<p>2. make predictions while reading</p>	
<p>3. read grade-appropriate material - orally and silently - with automaticity (accuracy and fluency, phrasing, expression, and attention to text features)</p>	
<p>4. use a variety of reading strategies to understand vocabulary and texts:</p>	
<p>5. formulate questions to guide reading (before, during, and after reading)</p>	<p>RD-06-1.4 Students will formulate questions to guide reading. DOK - 1</p>
<p>a) apply word recognition strategies to determine pronunciations or meanings of words in passages</p>	<p>RD-06-1.2 Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK - 2</p>
<p>b) apply knowledge of synonyms, antonyms, homonyms/homophones, differences in meaning, or simple analogies to assist comprehension</p>	<p>RD-06-1.1 Students will apply knowledge of synonyms or antonyms to comprehend a passage. DOK - 2</p>
<p>c) interpret and explain literal and non-literal meanings of words or phrases, based on context</p>	<p>RD-06-1.7 Students will interpret literal and non-literal meanings of words or phrases, based on context. DOK - 2</p>