

Competency Goal 1: The learner will apply enabling strategies and skills to read and write.					
Timeline/ Quarter	Objectives	Supplementary Materials/Other Resources	Strategies/Resources (The following are suggested resources that may help as you design lesson plans in each objective area)	Essential Questions	Essential Vocabulary
1	<p>1.1 Apply phonics and structural analysis to decode words (e.g.,</p> <ul style="list-style-type: none"> <li>• roots,</li> <li>• suffixes,</li> <li>• prefixes,</li> <li>• less common vowel patterns,</li> <li>• syllable breaks.</li> </ul> <p><u>Instructional Focus-1<sup>st</sup> Quarter</u></p> <p>Fiction</p> <ul style="list-style-type: none"> <li>✓Fables</li> <li>✓Biographies</li> </ul> <p>Nonfiction</p> <ul style="list-style-type: none"> <li>✓Content area reading</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>✓Proverbs</li> <li>✓Riddles</li> <li>✓Limericks</li> <li>✓Simple poems</li> </ul> <p>CCS Appendix 1 – Foundational Skills for Phonics Instruction</p>	<p>Word Sorts</p> <p>Teacher Directed Instruction</p> <p>Basal Readers</p> <p>Formula 3</p> <p>Oral/Written Assessments</p> <p>Oral Reading</p> <p>Daily Oral Language</p> <p>Games</p> <p>Spelling material</p> <p>Basal Texts</p> <p>Word Walls</p> <p>Make Words</p> <p>Cloze Activities</p>	<p><b>Month by Month Phonics</b> by Pat Cunningham</p> <ul style="list-style-type: none"> <li>✓ Learning High-Frequency Commonly Misspelled Words pgs. 4-6, 12-15, 32-42, 48-50, 61-63, 73-75, 85-88, 96-97, 108-109, 122-123</li> <li>✓ Ninety Commonly Misspelled Words for Upper Grade Word Walls page 7</li> <li>✓ Spelling Words with Two or More Patterns pgs. 23-20, 55-56, 67-68, 79-80, 102-103, 110-112, 113-114, 126-127</li> <li>✓ Applying Strategies While Reading and Writing pgs. 30-31, 47, 60, 72, 84, 95, 107, 121, 130-132</li> <li>✓ Decoding and Spelling Polysyllabic Words pgs. 43-46, 57-60, 69-71, 81-83, 92-94, 104-106, 128-129</li> <li>✓ Brand Name Phonics pgs. 51-54, 64-66, 76-78, 88-90, 99</li> <li>✓ Learning Words That Follow a Pattern – Hink Pinks pgs. 124-126</li> </ul> <p><b>Making Big Words</b> by Pat Cunningham</p> <ul style="list-style-type: none"> <li>✓ The Nifty Thrifty Fifty pgs. 145-146</li> <li>✓ Compound Words and Affixes pgs. 240-245</li> <li>✓ Prefixes, Suffixes, Endings pgs. 111-112</li> </ul> <p><b>Teaching and Assessing Spelling</b> by Mary Jo Fresch</p> <p><b>Improving Reading</b> (3<sup>rd</sup> edition/orange) by Jerry Johns</p> <ul style="list-style-type: none"> <li>✓ Twenty-Four Useful Suffixes page 584</li> <li>✓ Suffixes and Endings Accounting for 87% of All Suffixes Words page 583</li> <li>✓ Affixes and Invariant Meanings page 582</li> <li>✓ Fifteen Frequently Occurring Prefixes page 581</li> </ul> <p><b>Word Journeys</b> by Kathy Ganske</p> <ul style="list-style-type: none"> <li>✓ Prefixes and Suffixes pgs. 164-165</li> <li>✓ Contractions page 226</li> <li>✓ Compound Words by Word Families pgs. 229-231</li> <li>✓ Prefixes and Suffixes pgs. 253-255</li> <li>✓ Latin and Greek Derived Suffixes and Prefixes pgs. 269-297 (Higher level students)</li> </ul> <p><b>Reading Skills-Problem Solving</b> by Wilma Miller</p> <ul style="list-style-type: none"> <li>✓ Teaching Prefixes &amp; Suffixes pgs. 136-138</li> <li>✓ Inadequate Knowledge of Prefixes &amp; Suffixes pgs. 144-145</li> <li>✓ Prefix/Suffix by Grade Level pgs. 124-126</li> </ul>	<p>How do you use what you know about word structure to read a word?</p>	<p>suffix</p> <p>prefix</p> <p>root words</p> <p>syllable</p> <p><b>EOG Terms</b> (vocabulary to use throughout the year)</p> <p><u>Genres</u></p> <p>fiction</p> <p>nonfiction</p> <p>eyewitness account</p> <p>narrative</p> <p>drama</p> <p>poetry</p> <p>memoir</p> <p>summary</p> <p>order form</p> <p>menu</p> <p>schedule</p> <p>recipe</p> <p>make-believe</p> <p>biography</p> <p>autobiography</p> <p>article</p> <p><u>Text Features</u></p> <p>bold print</p> <p>subheadings</p> <p>subtitles</p> <p>italics</p> <p>parenthesis</p> <p>graph</p> <p>map</p> <p>graphic organizer</p> <p>empty box</p> <p>illustration</p> <p>heading</p> <p>foot notes</p> <p>time line</p> <p>diagram</p> <p>figure</p> <p>table</p> <p>flow chart</p>