

## Catholic Identity: Integration of Our Faith

- 1.1A share how literature contributes to strengthening moral character \*
- 1.1B interpret and evaluate literature in a Christian spirit \*
- 1.1C share how literature ignites the creative imagination \*
- 1.1D recognize and model the virtues possessed by literary characters \*

## Phonics and Word Study

**1.2 Word Study.** The student uses phonics and vocabulary strategies to read grade-level text with fluency and comprehension.

### Process

1.2A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Applied Standards	Supporting Standards
1.2B demonstrate and apply phonetic knowledge while reading and writing	1.2B.1 produce a series of rhyming words
	1.2B.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound
	1.2B.3 distinguish between long and short vowel sounds in one-syllable words
	1.2B.4 recognize the change in spoken word when a specified phoneme is added, changed, or removed
	1.2B.5 blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends
	1.2B.6 manipulate phonemes within base words
	1.2B.7 segment spoken one-syllable words of three to five phonemes into individual phonemes
	1.2B.8 decode and spell words in isolation and in context by applying common letter sound correspondences
	1.2B.9 decode and spell words with initial and final consonant blends, digraphs, and trigraphs
	1.2B.10 decode and spell words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables
	1.2B.11 use knowledge of base words to decode common compound words and contractions
	1.2B.12 decode and spell words with inflectional end- ings, including -ed, -s, and -es
	1.2B.13 Identify, read, and spell high-frequency words from a research-based list
1.2C use strategies to determine the meaning of unknown words while reading	1.2C.1 use context within a sentence to determine meaning
	1.2C.2 use a resource such as a picture dictionary or digital resource to find words
	1.2C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings
	1.2C.4 identify the meaning of words with the affixes -s, -ed, and -ing
	1.2C.5 identify and use words that name actions, directions, positions, sequences, categories, and locations
1.2D demonstrate print awareness	1.2D.1 identify the information that different parts of a book provide
	1.2D.2 alphabetize a series of words to the first or second letter and use a dictionary to find words
	1.2D.3 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words

## Shared Reading

**1.3 Reading.** The student uses metacognitive skills to both develop and deepen comprehension and recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts. *The student analyzes works of fiction and non-fiction to uncover authentic Truth.\**

### Tools to Know (Reading Process)

1.3A establish purpose for reading assigned and self-selected texts	1.3B generate questions about text before, during, and after reading	1.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures	1.3D create mental images to deepen understanding	1.3E monitor comprehension and make adjustments while reading
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### Tools to Know (Comprehension)

1.3F make connections to personal experiences, other texts, and society	1.3G make inferences and use evidence to support understanding	1.3H evaluate details read to determine key ideas	1.3I synthesize information to create new understanding
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Applied Standards	Supporting Standards	
1.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend increasingly complex traditional, contemporary, classical, and diverse texts	1.3K Fiction	1.3K.1 discuss topics and determine theme using text evidence
		1.3K.2 describe the main character(s) and the reason(s) for their actions, virtuous behaviors, and values*
		1.3K.3 describe plot elements, including the main events, the problem, and the resolution
		1.3K.4 describe the setting on the plot
		1.3K.5 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories *
	1.3L Poetry	1.3L.1 discuss rhyme, rhythm, repetition, and alliteration in a variety of poems
		1.3L.2 recite poems of substance that encourage striving for virtue and goodness *
	1.3M Drama	1.3M.1 discuss elements of drama such as characters and setting
		1.3M.2 use imagination to create dialogue between the readers and the characters in a story *
	1.3N Informational	1.3N.1 recognize the central idea with supporting evidence, use graphics to locate or gain information, recognize organizational patterns such as chronological order and description
1.3O Persuasive	1.3O.1 state what the author is trying to persuade the reader to think or do	

Independent Reading	
<b>1.4</b>	<b>Self-sustained reading.</b> The student is expected to self-select text and read independently for a sustained period of time.
1.4A	self-select text and read independently for a sustained period of time
1.4B	share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form *

Responding to Text	
<b>1.5</b>	<b>Response skills.</b> The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
<b>1.6</b>	<b>Author's purpose and craft.</b> The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts and can be used to develop his or her own products and performances.
Ways to Show (Response Skills)	
1.5A	describe personal connections to texts
1.5B	write brief comments on literary or informational texts
1.5C	use text evidence to support an appropriate response
1.5D	retell texts in ways that maintain meaning
1.5E	respond using newly acquired vocabulary as appropriate
Applied Standards	Supporting Standards
1.6A	analyze how authors' choices influence and communicate meaning and can be used purposefully in writing and speaking
1.6A.1	analyze the author's reasoning and discover the author's intent *
1.6A.2	analyze how the use of text structure contributes to the author's purpose
1.6A.3	analyze the author's use of print and graphic features to achieve specific purposes
1.6A.4	discuss how the author uses words that help the reader visualize
1.6A.5	listen to and experience first- and third-person texts

Writing	
<b>1.7</b>	<b>Composition.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful and serve as a bridge for communication with one's fellow man for the betterment of all involved. *
Tools to Know (Writing Process)	
1.7A	plan first drafts
1.7B	develop drafts
1.7C	revise drafts
1.7D	edit drafts
1.7E	publish written work
Applied Standards	Supporting Standards
1.7F	dictate or compose literary texts, including personal narratives and poetry
	1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming
1.7G	dictate or compose informational texts, including procedural texts
	1.7B.1 organize drafts with purposeful structure
	1.7B.2 develop an idea with specific and relevant details
	1.7C.1 revise drafts by adding details in pictures or words
	1.7D edit drafts for...
	1.7D.1 complete sentences with subject-verb agreement
	1.7D.2 past and present verb tense
	1.7D.3 singular, plural, common, and proper nouns
	1.7D.4 adjectives, including articles
	1.7D.5 adverbs that convey time
1.7D.6 prepositions	
1.7I	dictate or compose correspondence
	1.7D.7 pronouns, including subjective, objective, and possessive cases
	1.7D.8 capitalization for the beginning of sentences and the pronoun "I"
	1.7D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences
	1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words
	1.7E.1 publish written work for appropriate audiences
	1.7I.1 dictate or compose thank you notes and letters

Research	
<b>1.8</b>	<b>Inquiry and research.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.
Applied Standards	Supporting Standards
1.8	with adult assistance use research skills to plan and present in written, oral, or multimodal formats
1.8A.1	generate questions for formal and informal inquiry
1.8A.2	develop and follow a research plan
1.8A.3	identify and gather relevant sources and information to answer the questions
1.8A.4	demonstrate understanding of information gathered
1.8A.5	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results