

Unit 1: Reading and Writing Process

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1A share how literature contributes to strengthening moral character *			

Phonics and Word Study	Instructional Focus			
K.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> K.2A read at a rate to increase comprehension <input type="checkbox"/> K.2A read with accuracy <input type="checkbox"/> K.2A read with inflection and emphasis			
K.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> K.2B.1 identify and produce a series of rhyming words <input type="checkbox"/> K.2B.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> K.2B.3 identify individual words in a spoken sentence <input type="checkbox"/> K.2B.4 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> K.2B.5 blend spoken onsets and rimes to form simple words <input type="checkbox"/> K.2B.6 blend spoken phonemes to form one-syllable words <input type="checkbox"/> K.2B.7 identify and match the common sounds that letters represent <input type="checkbox"/> K.2B.15 spell words using sound-spelling patterns <input type="checkbox"/> K.2B.16 identify, read, and spell at least 25 high-frequency words from a research-based list			
K.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> K.2C.1 use context within a sentence to determine meaning			
K.2D demonstrate print awareness	<input type="checkbox"/> K.2D.1 identify the front cover, back cover, and title page of a book <input type="checkbox"/> K.2D.2 hold a book right side up, turning pages correctly, and know that reading moves from top to bottom and left to right <input type="checkbox"/> K.2D.3 recognize that sentences are comprised of words separated by spaces and demonstrate an awareness of word boundaries <input type="checkbox"/> K.2D.4 recognize the difference between a letter and a printed word <input type="checkbox"/> K.2D.5 identify uppercase and lowercase letters <input type="checkbox"/> K.2D.5 develop handwriting by accurately forming uppercase and lowercase letters			

Shared Reading	Instructional Focus			
K.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> K.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> K.3B generate questions about text before, during, and after reading <input type="checkbox"/> K.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> K.3D create mental images to deepen understanding <input type="checkbox"/> K.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> K.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> K.3G make inferences and use evidence to support understanding <input type="checkbox"/> K.3H evaluate details read to determine key ideas <input type="checkbox"/> K.3I synthesize information to create new understanding			
K.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction Poetry Drama Informational Persuasive			

Responding to Text	Instructional Focus			
K.K respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> K.5A describe personal connections to texts <input type="checkbox"/> K.5B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.5C use text evidence to support an appropriate response <input type="checkbox"/> K.5D retell texts in ways that maintain meaning <input type="checkbox"/> K.5E respond using newly acquired vocabulary as appropriate			
K.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

CHECKPOINT		
1	2	3

Writing	Instructional Focus			
K.7A plan first drafts	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
K.7B develop drafts	<input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
K.7C revise drafts	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures			
K.7D edit drafts				
K.7E publish written work				
K.7F use the writing process to compose literary texts				
K.7G use the writing process to compose informational texts				
K.7H use the writing process to compose persuasive texts				

Research	Instructional Focus			
K.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 2: Responding to Text/Writing Design

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit *			

Phonics and Word Study	Instructional Focus			
K.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> K.2A read at a rate to increase comprehension <input type="checkbox"/> K.2A read with accuracy			
K.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> K.2B.8 recognize that new words are created when letters are changed, added, or deleted <input type="checkbox"/> K.2B.9 use letter-sound relationships to decode and spell, including VC, CVC, CCVC, and CVCC words <input type="checkbox"/> K.2B.10 segment spoken one-syllable words into individual phonemes <input type="checkbox"/> K.2B.15 spell words using sound-spelling patterns <input type="checkbox"/> K.2B.16 identify, read, and spell at least 25 high-frequency words from a research-based list			
K.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> K.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> K.2C.3 identify and use words that name actions; directions; positions; sequences; colors, shapes, and textures; and locations			
K.2D demonstrate print awareness	<input type="checkbox"/> K.2D.5 identify all uppercase and lowercase letters <input type="checkbox"/> K.2D.5 develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality			

Shared Reading	Instructional Focus			
K.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> K.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> K.3B generate questions about text before, during, and after reading <input type="checkbox"/> K.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> K.3D create mental images to deepen understanding <input type="checkbox"/> K.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> K.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> K.3G make inferences and use evidence to support understanding <input type="checkbox"/> K.3H evaluate details read to determine key ideas <input type="checkbox"/> K.3I synthesize information to create new understanding			
K.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> K.3K.2 identify and describe characters in a story and recognize how characters exhibit virtuous behaviors* Poetry <input type="checkbox"/> K.3L.1 discuss rhyme and rhythm in nursery rhymes and a variety of poems Drama Informational Persuasive			

Independent Reading	Instructional Focus			
K.4 self-select text and read independently	<input type="checkbox"/> K.4A self-select text and read/listen independently for a sustained period of time <input type="checkbox"/> K.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
K.K respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> K.5A describe personal connections to texts <input type="checkbox"/> K.5B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.5C use text evidence to support an appropriate response <input type="checkbox"/> K.5D retell texts in ways that maintain meaning <input type="checkbox"/> K.5E respond using newly acquired vocabulary as appropriate			
K.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> K.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> K.6A.4 discuss how the author uses words that help the reader visualize			

Unit 2: Responding to Text/Writing Design

CHECKPOINT		
1	2	3

Writing	Instructional Focus			
K.7A plan first drafts	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
K.7B develop drafts	<input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
K.7C revise drafts	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures or words			
K.7D edit drafts	K.7D edit drafts for...			
	<input type="checkbox"/> K.7D.1 complete sentences (speaking in complete sentences)			
	<input type="checkbox"/> K.7D.10 correct spelling of words with grade- appropriate orthographic patterns rehearsed			
K.7E publish written work	<input type="checkbox"/> K.7E.1 share writing			
K.7F use the writing process to compose literary texts	<input type="checkbox"/> K.7F dictate or compose personal narratives			
K.7G use the writing process to compose informational texts	<input type="checkbox"/> K.7G dictate or compose informational texts			

Research	Instructional Focus			
K.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Catholic Identity		Instructional Focus			
K.1	analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1C share how literature ignites the creative imagination * <input type="checkbox"/> K.1D recognize and model the virtues possessed by literary characters *			

Phonics and Word Study		Instructional Focus			
K.2A	use appropriate fluency when reading grade-level text	<input type="checkbox"/> K.2A read at a rate to increase comprehension <input type="checkbox"/> K.2A read with accuracy <input type="checkbox"/> K.2A read with inflection and emphasis			
K.2B	demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> K.2B.11 identify syllables in spoken words <input type="checkbox"/> K.2B.12 blend syllables to form multisyllabic words <input type="checkbox"/> K.2B.13 segment multisyllabic words into syllables <input type="checkbox"/> K.2B.14 manipulate syllables within a multisyllabic word <input type="checkbox"/> K.2B.15 spell words using sound-spelling patterns <input type="checkbox"/> K.2B.16 identify, read, and spell at least 25 high-frequency words from a research-based list			
K.2C	use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> K.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> K.2C.2 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> K.2C.3 identify and use words that name actions; directions; positions; sequences; colors, shapes, and textures; and locations			
K.2D	demonstrate print awareness	<input type="checkbox"/> maintain previously learned skills (directionality, identifying words, letters, handwriting)			

Shared Reading		Instructional Focus			
K.3	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
K.3J	use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> K.3K.1 discuss topics and determine the basic theme using text evidence with adult assistance <input type="checkbox"/> K.3K.2 identify and describe characters in a story and recognize how characters exhibit virtuous behaviors* <input type="checkbox"/> K.3K.3 describe the elements of plot development, including main events, problem, and resolution <input type="checkbox"/> K.3K.4 describe the setting <input type="checkbox"/> K.3K.5 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, and stories * Poetry <input type="checkbox"/> K.3L.1 discuss rhyme and rhythm in nursery rhymes and a variety of poems <input type="checkbox"/> K.3L.2 recite poems of substance that encourage striving for virtue and goodness * Drama <input type="checkbox"/> K.3M.1 discuss main characters in drama <input type="checkbox"/> K.3M.2 use imagination to create dialogue between the readers and the characters in a story* Informational Persuasive			

Independent Reading		Instructional Focus			
K.4	self-select text and read independently	<input type="checkbox"/> K.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> K.4B share beautifully told and well-crafted works *			

Responding to Text		Instructional Focus			
K.K	respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
K.6A	analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> K.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> K.6A.4 discuss how the author uses words that help the reader visualize <input type="checkbox"/> K.6A.5 listen to and experience first- and third-person texts			

Unit 3: Exploring Literary Texts

CHECKPOINT		
1	2	3

Writing	Instructional Focus			
K.7A plan first drafts	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
K.7B develop drafts	<input type="checkbox"/> K.7B.1 organize drafts with purposeful structure <input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
K.7C revise drafts	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures or words			
K.7D edit drafts	K.7D edit drafts for... <input type="checkbox"/> K.7D.1 complete sentences			
	<input type="checkbox"/> K.7D.2 verbs			
	<input type="checkbox"/> K.7D.3 singular and plural nouns			
	<input type="checkbox"/> K.7D.7 pronouns, including subjective, objective, and possessive cases			
	<input type="checkbox"/> K.7D.8 capitalization of the first letter in a sentence			
	<input type="checkbox"/> K.7D.9 punctuation marks at the end of declarative sentences			
	<input type="checkbox"/> K.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
K.7E publish written work	<input type="checkbox"/> K.7E.1 share writing			
K.7F use the writing process to compose literary texts	<input type="checkbox"/> K.7F dictate or compose personal narratives			
K.7G use the writing process to compose informational texts				

Research	Instructional Focus			
K.8 use research skills to plan and present in written, oral, or multimodal formats				

Unit 4: Exploring Informational Texts

CHECKPOINT		
1	2	3

Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit *			

Phonics and Word Study	Instructional Focus			
K.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
K.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> K.2B.11 identify syllables in spoken words <input type="checkbox"/> K.2B.12 blend syllables to form multisyllabic words <input type="checkbox"/> K.2B.13 segment multisyllabic words into syllables <input type="checkbox"/> K.2B.14 manipulate syllables within a multisyllabic word <input type="checkbox"/> K.2B.15 spell words using sound-spelling patterns <input type="checkbox"/> K.2B.16 identify, read, and spell at least 25 high-frequency words from a research-based list			
K.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> K.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> K.2C.2 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> K.2C.3 identify and use words that name actions; directions; positions; sequences; colors, shapes, and textures; and locations			

Shared Reading	Instructional Focus			
K.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension) Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
K.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction Poetry Drama Informational <input type="checkbox"/> K.3N.1 recognize the central idea with supporting evidence, use graphics to locate or gain information, and provide the steps in a sequence with adult assistance Persuasive <input type="checkbox"/> K.3O.1 state what the author is trying to persuade the reader to think or do			

Independent Reading	Instructional Focus			
K.4 self-select text and read independently	<input type="checkbox"/> K.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> K.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
K.K respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
K.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> K.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> K.6A.4 discuss how the author uses words that help the reader visualize <input type="checkbox"/> K.6A.5 listen to and experience first- and third-person texts <input type="checkbox"/> K.6A.5 listen to and experience first- and third-person texts			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
K.7A plan first drafts	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
K.7B develop drafts	<input type="checkbox"/> K.7B.1 organize drafts with purposeful structure <input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
K.7C revise drafts	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures or words			
K.7D edit drafts	K.7D edit drafts for...			
	<input type="checkbox"/> K.7D.1 complete sentences			
	<input type="checkbox"/> K.7D.2 verbs			
	<input type="checkbox"/> K.7D.3 singular and plural nouns			
	<input type="checkbox"/> K.7D.4 adjectives, including articles			
	<input type="checkbox"/> K.7D.5 prepositions			
	<input type="checkbox"/> K.7D.7 pronouns, including subjective, objective, and possessive cases			
	<input type="checkbox"/> K.7D.8 capitalization of the first letter in a sentence			
	<input type="checkbox"/> K.7D.9 punctuation marks at the end of declarative sentences			
	<input type="checkbox"/> K.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
K.7E publish written work	<input type="checkbox"/> K.7E.1 share writing			
K.7F use the writing process to compose literary texts				
K.7G use the writing process to compose informational texts	<input type="checkbox"/> K.7G dictate or compose informational texts			
Research	Instructional Focus			
K.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> K.8A.1 generate questions for formal and informal inquiry			
	<input type="checkbox"/> K.8A.2 develop and follow a research plan			
	<input type="checkbox"/> K.8A.3 gather information from a variety of sources			
	<input type="checkbox"/> K.8A.4 demonstrate understanding of information gathered			
	<input type="checkbox"/> K.8A.5 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade K (all standards)

		CHECKPOINT		
		1	2	3
Catholic Identity		Instructional Focus		
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> K.1C share how literature ignites the creative imagination * <input type="checkbox"/> K.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study		Instructional Focus		
K.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> K.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> K.4B share beautifully told and well-crafted works *			
K.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> K.2B.1 identify and produce a series of rhyming words <input type="checkbox"/> K.2B.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> K.2B.3 identify individual words in a spoken sentence <input type="checkbox"/> K.2B.4 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> K.2B.5 blend spoken onsets and rimes to form simple words <input type="checkbox"/> K.2B.6 blend spoken phonemes to form one-syllable words <input type="checkbox"/> K.2B.7 identify and match the common sounds that letters represent <input type="checkbox"/> <input type="checkbox"/> K.2B.8 recognize that new words are created when letters are changed, added, or deleted <input type="checkbox"/> K.2B.9 use letter-sound relationships to decode and spell, including VC, CVC, CCVC, and CVCC words <input type="checkbox"/> K.2B.10 segment spoken one-syllable words into individual phonemes <input type="checkbox"/> K.2B.11 identify syllables in spoken words <input type="checkbox"/> K.2B.12 blend syllables to form multisyllabic words <input type="checkbox"/> K.2B.13 segment multisyllabic words into syllables <input type="checkbox"/> K.2B.14 manipulate syllables within a multisyllabic word <input type="checkbox"/> <input type="checkbox"/> K.2B.15 spell words using sound-spelling patterns <input type="checkbox"/> K.2B.16 identify, read, and spell at least 25 high-frequency words from a research-based list			
K.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> K.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> K.2C.2 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> K.2C.3 identify and use words that name actions; directions; positions; sequences; colors, shapes, and textures; and locations			
K.2D demonstrate print awareness	<input type="checkbox"/> K.2D.1 identify the front cover, back cover, and title page of a book <input type="checkbox"/> K.2D.2 hold a book right side up, turning pages correctly, and know that reading moves from top to bottom and left to right <input type="checkbox"/> K.2D.3 recognize that sentences are comprised of words separated by spaces and demonstrate an awareness of word boundaries <input type="checkbox"/> K.2D.4 recognize the difference between a letter and a printed word <input type="checkbox"/> K.2D.5 identify all uppercase and lowercase letters <input type="checkbox"/> K.2D.5 develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality			

Reading and Writing – Grade K (all standards)

		CHECKPOINT		
		1	2	3
Shared Reading		Instructional Focus		
K.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> K.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> K.3B generate questions about text before, during, and after reading <input type="checkbox"/> K.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> K.3D create mental images to deepen understanding <input type="checkbox"/> K.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> K.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> K.3G make inferences and use evidence to support understanding <input type="checkbox"/> K.3H evaluate details read to determine key ideas <input type="checkbox"/> K.3I synthesize information to create new understanding			
K.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> K.3K.1 discuss topics and determine the basic theme using text evidence with adult assistance <input type="checkbox"/> K.3K.2 identify and describe characters in a story and recognize how characters exhibit virtuous behaviors* <input type="checkbox"/> K.3K.3 describe the elements of plot development, including main events, problem, and resolution <input type="checkbox"/> K.3K.4 describe the setting <input type="checkbox"/> K.3K.5 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, and stories *			
	Poetry <input type="checkbox"/> K.3L.1 discuss rhyme and rhythm in nursery rhymes and a variety of poems <input type="checkbox"/> K.3L.2 recite poems of substance that encourage striving for virtue and goodness *			
	Drama <input type="checkbox"/> K.3M.1 discuss main characters in drama <input type="checkbox"/> K.3M.2 use imagination to create dialogue between the readers and the characters in a story*			
	Informational <input type="checkbox"/> K.3N.1 recognize the central idea with supporting evidence, use graphics to locate or gain information, and provide the steps in a sequence with adult assistance			
	Persuasive <input type="checkbox"/> K.3O.1 state what the author is trying to persuade the reader to think or do			
Independent Reading		Instructional Focus		
K.4 self-select text and read independently	<input type="checkbox"/> K.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> K.4B share beautifully told and well-crafted works *			
Responding to Text		Instructional Focus		
K.K respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> K.5A describe personal connections to texts <input type="checkbox"/> K.5B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.5C use text evidence to support an appropriate response <input type="checkbox"/> K.5D retell texts in ways that maintain meaning <input type="checkbox"/> K.5E respond using newly acquired vocabulary as appropriate			
K.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> K.6A.2 discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> K.6A.3 discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> K.6A.4 discuss how the author uses words that help the reader visualize <input type="checkbox"/> K.6A.5 listen to and experience first- and third-person texts			

Reading and Writing – Grade K (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
K.7A plan first drafts	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
K.7B develop drafts	<input type="checkbox"/> K.7B.1 organize drafts with purposeful structure <input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
K.7C revise drafts	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures or words			
K.7D edit drafts	<input type="checkbox"/> K.7D edit drafts for...			
	<input type="checkbox"/> K.7D.1 complete sentences			
	<input type="checkbox"/> K.7D.2 verbs			
	<input type="checkbox"/> K.7D.3 singular and plural nouns			
	<input type="checkbox"/> K.7D.4 adjectives, including articles			
	<input type="checkbox"/> K.7D.5 prepositions			
	<input type="checkbox"/> K.7D.7 pronouns, including subjective, objective, and possessive cases			
	<input type="checkbox"/> K.7D.8 capitalization of the first letter in a sentence			
	<input type="checkbox"/> K.7D.9 punctuation marks at the end of declarative sentences			
	<input type="checkbox"/> K.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
	<input type="checkbox"/> K.7A.1 plan by generating ideas for writing through class discussion and drawings			
	<input type="checkbox"/> K.7B.1 organize drafts with purposeful structure			
	<input type="checkbox"/> K.7B.2 develop an idea with specific and relevant details			
	<input type="checkbox"/> K.7C.1 revise drafts by adding details in pictures or words			
K.7E publish written work	<input type="checkbox"/> K.7E.1 share writing			
K.7F dictate or compose personal narratives	<input type="checkbox"/> K.7F dictate or compose personal narratives			
K.7G dictate or compose informational texts	<input type="checkbox"/> K.7G dictate or compose informational texts			
Research	Instructional Focus			
K.8 with adult assistance use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> K.8A.1 generate questions for formal and informal inquiry			
	<input type="checkbox"/> K.8A.2 develop and follow a research plan			
	<input type="checkbox"/> K.8A.3 gather information from a variety of sources			
	<input type="checkbox"/> K.8A.4 demonstrate understanding of information gathered			
	<input type="checkbox"/> K.8A.5 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

