

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
1.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 1.1A share how literature contributes to strengthening moral character *			
Phonics and Word Study	Instructional Focus			
1.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 1.2A read at a rate to increase comprehension <input type="checkbox"/> 1.2A read with accuracy <input type="checkbox"/> 1.2A read with inflection and emphasis			
1.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 1.2B.1 produce a series of rhyming words <input type="checkbox"/> 1.2B.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> 1.2B.3 distinguish between long and short vowel sounds in one-syllable words <input type="checkbox"/> 1.2B.4 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 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	<input type="checkbox"/> 1.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> 1.2C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
1.2D demonstrate print awareness	<input type="checkbox"/> 1.2D.1 identify the information that different parts of a book provide <input type="checkbox"/> 1.2D.3 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
Shared Reading	Instructional Focus			
1.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 1.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.3B generate questions about text before, during, and after reading <input type="checkbox"/> 1.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 1.3D create mental images to deepen understanding <input type="checkbox"/> 1.3E monitor comprehension and make adjustments while reading			
	Tools to Know: Comprehension <input type="checkbox"/> 1.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 1.3G make inferences and use evidence to support understanding <input type="checkbox"/> 1.3H evaluate details read to determine key ideas <input type="checkbox"/> 1.3I synthesize information to create new understanding			
1.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational			
	Persuasive			
Independent Reading	Instructional Focus			
1.4 self-select text and read independently	<input type="checkbox"/> 1.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 1.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
1.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 1.5A describe personal connections to texts <input type="checkbox"/> 1.5B write brief comments on literary or informational texts <input type="checkbox"/> 1.5C use text evidence to support an appropriate response <input type="checkbox"/> 1.5D retell texts in ways that maintain meaning <input type="checkbox"/> 1.5E respond using newly acquired vocabulary as appropriate			
1.6A analyze the authors' choices and how they influence and communicate meaning				

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
1.7A plan first drafts	<input type="checkbox"/> 1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
1.7B develop drafts	<input type="checkbox"/> 1.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 1.7B.2 develop an idea with specific and relevant details			
1.7C revise drafts	<input type="checkbox"/> 1.7C.1 revise drafts by adding details in pictures or words			
1.7D edit drafts	<input type="checkbox"/> 1.7D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 1.7D.2 past and present verb tense <input type="checkbox"/> 1.7D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 1.7D.8 capitalization for the beginning of sentences and the pronoun "I" <input type="checkbox"/> 1.7D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences <input type="checkbox"/> 1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
1.7E publish written work				
1.7F use the writing process to compose literary texts				
1.7G use the writing process to compose informational texts				
1.7H use the writing process to compose persuasive texts				
1.7I dictate or compose correspondence				
Research	Instructional Focus			
1.8 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			
1.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 1.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 1.1C share how literature ignites the creative imagination *			

Phonics and Word Study	Instructional Focus			
1.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 1.2A read at a rate to increase comprehension <input type="checkbox"/> 1.2A read with accuracy <input type="checkbox"/> 1.2A read with inflection and emphasis			
1.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 1.2B.5 blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends <input type="checkbox"/> 1.2B.6 manipulate phonemes within base words <input type="checkbox"/> 1.2B.7 segment spoken one-syllable words of three to five phonemes into individual phonemes <input type="checkbox"/> 1.2B.8 decode and spell words in isolation and in context by applying common letter sound correspondences <input type="checkbox"/> 1.2B.9 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 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	<input type="checkbox"/> 1.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> 1.2C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.2C.5 identify and use words that name actions, directions, positions, sequences, categories, and locations			
1.2D demonstrate print awareness	<input type="checkbox"/> 1.2D.3 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			

Shared Reading	Instructional Focus			
1.3 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 1.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.3B generate questions about text before, during, and after reading <input type="checkbox"/> 1.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 1.3D create mental images to deepen understanding <input type="checkbox"/> 1.3E monitor comprehension and make adjustments while reading Tools to Know: Comprehension <input type="checkbox"/> 1.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 1.3G make inferences and use evidence to support understanding <input type="checkbox"/> 1.3H evaluate details read to determine key ideas <input type="checkbox"/> 1.3I synthesize information to create new understanding			
1.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 1.3K.2 describe the main character(s) and the reason(s) for their actions, virtuous behaviors, and values* Poetry Drama Informational <input type="checkbox"/> 1.3N.1 use graphics to locate or gain information Persuasive			

Independent Reading	Instructional Focus			
1.4 self-select text and read independently	<input type="checkbox"/> 1.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 1.4B share beautifully told and well-crafted works *			

Responding to Text	Instructional Focus			
1.5 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 1.5A describe personal connections to texts <input type="checkbox"/> 1.5B write brief comments on literary or informational texts <input type="checkbox"/> 1.5C use text evidence to support an appropriate response <input type="checkbox"/> 1.5D retell texts in ways that maintain meaning <input type="checkbox"/> 1.5E respond using newly acquired vocabulary as appropriate			
1.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 1.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 1.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.6A.3 analyze the author's use of print and graphic features to achieve specific purposes			

Unit 2: Responding to Text/Writing Design

CHECKPOINT

1	2	3
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Writing		Instructional Focus		
1.7A	plan first drafts	<input type="checkbox"/> 1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming		
1.7B	develop drafts	<input type="checkbox"/> 1.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 1.7B.2 develop an idea with specific and relevant details		
1.7C	revise drafts	<input type="checkbox"/> 1.7C.1 revise drafts by adding details in pictures or words		
1.7D	edit drafts	<input type="checkbox"/> 1.7D.4 adjectives, including articles <input type="checkbox"/> 1.7D.5 adverbs that convey time <input type="checkbox"/> maintain previously learned skills (capitalization and punctuation) <input type="checkbox"/> 1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words		
1.7E	publish written work	<input type="checkbox"/> 1.7E.1 publish written work for appropriate audiences		
1.7F	use the writing process to compose literary texts	<input type="checkbox"/> 1.7F dictate or compose personal narratives		
1.7G	use the writing process to compose informational texts			
1.7H	use the writing process to compose persuasive texts			
1.7I	dictate or compose correspondence			

Research		Instructional Focus		
1.8	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			
1.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 1.1C share how literature ignites the creative imagination * <input type="checkbox"/> 1.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
1.2A 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)			
1.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 1.2B.9 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 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 <input type="checkbox"/> 1.2B.11 use knowledge of base words to decode common compound words and contractions <input type="checkbox"/> 1.2B.12 decode and spell words with inflectional end- ings, including -ed, -s, and -es <input type="checkbox"/> 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	<input type="checkbox"/> 1.2C.1 use context within a sentence to determine meaning <input type="checkbox"/> 1.2C.4 identify the meaning of words with the affixes -s, -ed, and -ing			
1.2D demonstrate print awareness	<input type="checkbox"/> 1.2D.2 alphabetize a series of words to the first or second letter and use a dictionary to find words <input type="checkbox"/> 1.2D.3 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
Shared Reading	Instructional Focus			
1.3 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)			
1.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 1.3K.1 discuss topics and determine theme using text evidence <input type="checkbox"/> 1.3K.2 describe the main character(s) and the reason(s) for their actions, virtuous behaviors, and values* <input type="checkbox"/> 1.3K.3 describe plot elements, including the main events, the problem, and the resolution <input type="checkbox"/> 1.3K.4 describe the setting on the plot <input type="checkbox"/> 1.3K.5 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories * Poetry <input type="checkbox"/> 1.3L.1 discuss rhyme, rhythm, repetition, and alliteration in a variety of poems <input type="checkbox"/> 1.3L.2 recite poems of substance that encourage striving for virtue and goodness * Drama <input type="checkbox"/> 1.3M.1 discuss elements of drama such as characters and setting <input type="checkbox"/> 1.3M.2 use imagination to create dialogue between the readers and the characters in a story * Informational Persuasive			
Independent Reading	Instructional Focus			
1.4 self-select text and read independently	<input type="checkbox"/> 1.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 1.4B share beautifully told and well-crafted works *			
Responding to Text	Instructional Focus			
1.5 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)			
1.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 1.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 1.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 1.6A.4 discuss how the author uses words that help the reader visualize <input type="checkbox"/> 1.6A.5 listen to and experience first- and third-person texts			

Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
1.7A plan first drafts	<input type="checkbox"/> 1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
1.7B develop drafts	<input type="checkbox"/> 1.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 1.7B.2 develop an idea with specific and relevant details			
1.7C revise drafts	<input type="checkbox"/> 1.7C.1 revise drafts by adding details in pictures or words			
1.7D edit drafts	<input type="checkbox"/> 1.7D.6 prepositions <input type="checkbox"/> 1.7D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> maintain previously learned skills (capitalization and punctuation) <input type="checkbox"/> 1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
1.7E publish written work	<input type="checkbox"/> 1.7E.1 publish written work for appropriate audiences			
1.7F use the writing process to compose literary texts	<input type="checkbox"/> 1.7F dictate or compose personal narratives <input type="checkbox"/> 1.7F dictate or compose poetry			
1.7G use the writing process to compose informational texts				
1.7H use the writing process to compose persuasive texts				
1.7I dictate or compose correspondence				
Research	Instructional Focus			
1.8 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			
1.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 1.1B interpret and evaluate literature in a Christian spirit *			
Phonics and Word Study	Instructional Focus			
1.2A 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)			
1.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> maintain and apply previously learned skills			
1.2C use strategies to determine the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills			
1.2D demonstrate print awareness	<input type="checkbox"/> maintain previously learned skills			
Shared Reading	Instructional Focus			
1.3 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)			
1.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> 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			
	Persuasive <input type="checkbox"/> 1.3O.1 state what the author is trying to persuade the reader to think or do			
Independent Reading	Instructional Focus			
1.4 self-select text and read independently	<input type="checkbox"/> maintain previously learned skills (self-select texts, read independently, and share beautifully told and well-crafted works *)			
Responding to Text	Instructional Focus			
1.5 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)			
1.6A analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 1.6A.1 analyze the author's reasoning and discover the author's intent *			
	<input type="checkbox"/> 1.6A.2 analyze how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 1.6A.3 analyze the author's use of print and graphic features to achieve specific purposes			

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
1.7A plan first drafts	<input type="checkbox"/> 1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
1.7B develop drafts	<input type="checkbox"/> 1.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 1.7B.2 develop an idea with specific and relevant details			
1.7C revise drafts	<input type="checkbox"/> 1.7C.1 revise drafts by adding details in pictures or words			
1.7D edit drafts	<input type="checkbox"/> edit drafts for grammar, usage, punctuation and capitalization) <input type="checkbox"/> 1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
1.7E publish written work	<input type="checkbox"/> 1.7E.1 publish written work for appropriate audiences			
1.7F use the writing process to compose literary texts				
1.7G use the writing process to compose informational texts	<input type="checkbox"/> 1.7G dictate or compose informational texts <input type="checkbox"/> 1.7G dictate or compose procedural texts			
1.7H use the writing process to compose persuasive texts	<input type="checkbox"/> 1.7H dictate or compose persuasive texts			
1.7I dictate or compose correspondence	<input type="checkbox"/> 1.7I.1 dictate or compose thank you notes and letters			
Research	Instructional Focus			
1.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 1.8A.1 generate questions for formal and informal inquiry <input type="checkbox"/> 1.8A.2 develop and follow a research plan <input type="checkbox"/> 1.8A.3 identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 1.8A.4 demonstrate understanding of information gathered <input type="checkbox"/> 1.8A.5 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			

Reading and Writing – Grade 1 (all standards)

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
1.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> 1.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> 1.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> 1.1C share how literature ignites the creative imagination * <input type="checkbox"/> 1.1D recognize and model the virtues possessed by literary characters *			
Phonics and Word Study	Instructional Focus			
1.2A use appropriate fluency when reading grade-level text	<input type="checkbox"/> 1.2A read at a rate to increase comprehension <input type="checkbox"/> 1.2A read with accuracy <input type="checkbox"/> 1.2A read with inflection and emphasis			
1.2B demonstrate and apply phonetic knowledge while reading	<input type="checkbox"/> 1.2B.1 produce a series of rhyming words <input type="checkbox"/> 1.2B.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> 1.2B.3 distinguish between long and short vowel sounds in one-syllable words <input type="checkbox"/> 1.2B.4 recognize the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 1.2B.5 blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends <input type="checkbox"/> 1.2B.6 manipulate phonemes within base words <input type="checkbox"/> 1.2B.7 segment spoken one-syllable words of three to five phonemes into individual phonemes <input type="checkbox"/> 1.2B.8 decode and spell words in isolation and in context by applying common letter sound correspondences <input type="checkbox"/> 1.2B.9 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 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 <input type="checkbox"/> 1.2B.11 use knowledge of base words to decode common compound words and contractions <input type="checkbox"/> 1.2B.12 decode and spell words with inflectional end- ings, including -ed, -s, and -es <input type="checkbox"/> 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	<input type="checkbox"/> 1.2C.1 use context within a sentence to determine meaning \ <input type="checkbox"/> 1.2C.2 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> 1.2C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.2C.4 identify the meaning of words with the affixes -s, -ed, and -ing <input type="checkbox"/> 1.2C.5 identify and use words that name actions, directions, positions, sequences, categories, and locations			
1.2D demonstrate print awareness	<input type="checkbox"/> 1.2D.1 identify the information that different parts of a book provide <input type="checkbox"/> 1.2D.2 alphabetize a series of words to the first or second letter and use a dictionary to find words <input type="checkbox"/> 1.2D.3 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			

Reading and Writing – Grade 1 (all standards)

Shared Reading		Instructional Focus				
1.3	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Reading Process <input type="checkbox"/> 1.3A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.3B generate questions about text before, during, and after reading <input type="checkbox"/> 1.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures <input type="checkbox"/> 1.3D create mental images to deepen understanding <input type="checkbox"/> 1.3E monitor comprehension and make adjustments while reading				
		Tools to Know: Comprehension <input type="checkbox"/> 1.3F make connections to personal experiences, other texts, and society <input type="checkbox"/> 1.3G make inferences and use evidence to support understanding <input type="checkbox"/> 1.3H evaluate details read to determine key ideas <input type="checkbox"/> 1.3I synthesize information to create new understanding				
1.3J	use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> 1.3K.1 discuss topics and determine theme using text evidence <input type="checkbox"/> 1.3K.2 describe the main character(s) and the reason(s) for their actions, virtuous behaviors, and values* <input type="checkbox"/> 1.3K.3 describe plot elements, including the main events, the problem, and the resolution <input type="checkbox"/> 1.3K.4 describe the setting on the plot <input type="checkbox"/> 1.3K.5 articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories *				
		Poetry <input type="checkbox"/> 1.3L.1 discuss rhyme, rhythm, repetition, and alliteration in a variety of poems <input type="checkbox"/> 1.3L.2 recite poems of substance that encourage striving for virtue and goodness *				
		Drama <input type="checkbox"/> 1.3M.1 discuss elements of drama such as characters and setting <input type="checkbox"/> 1.3M.2 use imagination to create dialogue between the readers and the characters in a story *				
		Informational <input type="checkbox"/> 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				
		Persuasive <input type="checkbox"/> 1.3O.1 state what the author is trying to persuade the reader to think or do				
Independent Reading		Instructional Focus				
1.4	self-select text and read independently	<input type="checkbox"/> 1.4A self-select text and read independently for a sustained period of time <input type="checkbox"/> 1.4B share beautifully told and well-crafted works *				
Responding to Text		Instructional Focus				
1.5	respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills <input type="checkbox"/> 1.5A describe personal connections to texts <input type="checkbox"/> 1.5B write brief comments on literary or informational texts <input type="checkbox"/> 1.5C use text evidence to support an appropriate response <input type="checkbox"/> 1.5D retell texts in ways that maintain meaning <input type="checkbox"/> 1.5E respond using newly acquired vocabulary as appropriate				
1.6A	analyze the authors' choices and how they influence and communicate meaning and applies author's craft	<input type="checkbox"/> 1.6A.1 analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 1.6A.2 analyze how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.6A.3 analyze the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 1.6A.4 discuss how the author uses words that help the reader visualize <input type="checkbox"/> 1.6A.5 listen to and experience first- and third-person texts				

Reading and Writing – Grade 1 (all standards)

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
1.7A plan first drafts	<input type="checkbox"/> 1.7A.1 plan a first draft by generating ideas for writing such as drawing and brainstorming			
1.7B develop drafts	<input type="checkbox"/> 1.7B.1 organize drafts with purposeful structure <input type="checkbox"/> 1.7B.2 develop an idea with specific and relevant details			
1.7C revise drafts	<input type="checkbox"/> 1.7C.1 revise drafts by adding details in pictures or words			
1.7D edit drafts	<input type="checkbox"/> 1.7D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 1.7D.2 past and present verb tense <input type="checkbox"/> 1.7D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 1.7D.4 adjectives, including articles <input type="checkbox"/> 1.7D.5 adverbs that convey time <input type="checkbox"/> 1.7D.6 prepositions <input type="checkbox"/> 1.7D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 1.7D.8 capitalization for the beginning of sentences and the pronoun "I" <input type="checkbox"/> 1.7D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences <input type="checkbox"/> 1.7D.10 correct spelling of words with grade- appropriate orthographic patterns and rules and high-frequency words			
1.7E publish written work	<input type="checkbox"/> 1.7E.1 publish written work for appropriate audiences			
1.7F use the writing process to compose literary texts	<input type="checkbox"/> 1.7F dictate or compose personal narratives <input type="checkbox"/> 1.7F dictate or compose poetry			
1.7G use the writing process to compose informational texts	<input type="checkbox"/> 1.7G dictate or compose informational texts <input type="checkbox"/> 1.7G dictate or compose procedural texts			
1.7H use the writing process to compose persuasive texts	<input type="checkbox"/> 1.7H dictate or compose persuasive texts			
1.7I dictate or compose correspondence	<input type="checkbox"/> 1.7I.1 dictate or compose thank you notes and letters			
Research	Instructional Focus			
1.8 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 1.8A.1 generate questions for formal and informal inquiry <input type="checkbox"/> 1.8A.2 develop and follow a research plan <input type="checkbox"/> 1.8A.3 identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 1.8A.4 demonstrate understanding of information gathered <input type="checkbox"/> 1.8A.5 use an appropriate mode of delivery, whether written, oral, or multimodal, to present results			