

**Unit 1: Reading and Writing Process**

		CHECKPOINT		
		1	2	3
<b>Catholic Identity</b>	<b>Instructional Focus</b>			
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 *			
<b>Literacy Routines</b>	<b>Instructional Focus</b>			
1.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 1.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 1.2B follow, restate, and give oral instructions that involve a short, related sequence of actions <input type="checkbox"/> 1.2C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 1.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions <input type="checkbox"/> 1.2E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings			
<b>Word Study</b>	<b>Instructional Focus</b>			
1.3A demonstrate phonological awareness	Demonstrate phonological awareness by: <input type="checkbox"/> 1.3A.1 producing a series of rhyming words <input type="checkbox"/> 1.3A.2 recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> 1.3A.3 distinguishing between long and short vowel sounds in one-syllable words <input type="checkbox"/> 1.3A.4 recognizing the change in spoken word when a specified phoneme is added, changed, or removed			
1.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 1.3B.4 identify, read and spell high-frequency words from a research-based list <input type="checkbox"/> 1.3B.7 demonstrate print awareness by identifying parts of a book			
1.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 1.3C.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.3C.1 alphabetize a series of words to the first or second letter and use a dictionary to find word			
<b>Shared Reading</b>	<b>Instructional Focus</b>			
1.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 1.3C.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text <input type="checkbox"/> 1.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.5B generate questions about text before, during, and after reading <input type="checkbox"/> 1.5C make and correct or confirm predictions using text features, characteristics of genre, and structures			
1.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 1.5D create mental images to deepen understanding <input type="checkbox"/> 1.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual clues, and asking questions when understanding breaks down			
	<b>Tools to Know: Comprehension</b>			
	<input type="checkbox"/> 1.5F make connections to personal experiences, other texts, and society <input type="checkbox"/> 1.5G make inferences and use evidence to support understanding <input type="checkbox"/> 1.5H evaluate details to determine what <input type="checkbox"/> 1.5I synthesize information to create new understanding			
1.6/1.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b>			
	<b>Poetry</b>			
	<b>Drama</b>			
	<b>Informational</b>			
	<b>Persuasive</b>			

**Unit 1: Reading and Writing Process**

		CHECKPOINT		
		1	2	3
<b>Independent Reading</b>	<b>Instructional Focus</b>			
1.9 self-select text and read independently	<input type="checkbox"/> 1.9A self-select text and interact independently with text for increasing periods of time			
<b>Responding to Text</b>	<b>Instructional Focus</b>			
1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> 1.10A describe personal connections to a variety of sources <input type="checkbox"/> 1.10B write brief comments on literary or informational texts <input type="checkbox"/> 1.10C use text evidence to support an appropriate response <input type="checkbox"/> 1.10D retell texts in ways that maintain meaning <input type="checkbox"/> 1.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> 1.10F respond using newly acquired vocabulary as appropriate			
1.8 analyze the authors' choices and how they influence and communicate meaning				
<b>Writing</b>	<b>Instructional Focus</b>			
1.11A plan first drafts	<input type="checkbox"/> 1.11A <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming			
1.11B develop drafts	<input type="checkbox"/> 1.11B.1 <b>develop drafts</b> in oral, pictorial, or written form by: organizing with structure <input type="checkbox"/> 1.11B.1 developing an idea with specific and relevant details			
1.11C revise drafts	<input type="checkbox"/> 1.11C <b>revise drafts</b> by adding details in pictures or words			
1.11D edit drafts	<input type="checkbox"/> 1.11D.1 <b>edit drafts</b> using standard English conventions, including: complete sentences with subject-verb agreement <input type="checkbox"/> 1.11D.2 past, and present verb tense <input type="checkbox"/> 1.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 1.11D.8 capitalization for the beginning of sentences and the pronoun "I" <input type="checkbox"/> 1.11D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences <input type="checkbox"/> 1.11D.10 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance			
1.11E publish written work	<input type="checkbox"/> 1.11E.1 <b>publish</b> and share writing <input type="checkbox"/> 1.11E.2 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
1.12A use the writing process to compose <b>literary texts</b>				
1.12B use the writing process to compose <b>informational texts</b>				
1.12C use the writing process to compose <b>persuasive texts</b>				
1.12D compose <b>correspondence</b>				
<b>Research</b>	<b>Instructional Focus</b>			
1.13 use research skills to plan and present in written, oral, or multimodal formats				

## Unit 2: Responding to Text/Writing Design

## CHECKPOINT

1	2	3
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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 *			
Literacy Routines		Instructional Focus			
1.2	communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 1.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 1.2B follow, restate, and give oral instructions that involve a series of short, related sequence of actions <input type="checkbox"/> 1.2C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 1.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions <input type="checkbox"/> 1.2E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings			
Word Study		Instructional Focus			
1.3A	demonstrate phonological awareness	Demonstrate phonological awareness: <input type="checkbox"/> 1.3A.5 blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends <input type="checkbox"/> 1.3A.6 manipulate phonemes within base words <input type="checkbox"/> 1.3A.7 segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends			
1.3B	demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 1.3B.1 decode and spell words in isolation and in context by applying common letter sound correspondences <input type="checkbox"/> 1.3B.2 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 1.3B.4 Identify, read, and spell high-frequency words from a research-based list			
1.3C	use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 1.3C.3 identify and use words that name actions, directions, positions, sequences, categories, and locations <input type="checkbox"/> 1.3C.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
Shared Reading		Instructional Focus			
1.4	read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 1.3C.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text <input type="checkbox"/> 1.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.5B generate questions about text before, during, and after reading <input type="checkbox"/> 1.5C make and correct or confirm predictions using text features, characteristics of genre, and structures			
1.5	use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 1.5D create mental images to deepen understanding <input type="checkbox"/> 1.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual clues, and asking questions when understanding breaks down			
1.6/1.7	comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> 1.5F make connections to personal experiences, other texts, and society <input type="checkbox"/> 1.5G make inferences and use evidence to support understanding <input type="checkbox"/> 1.5H evaluate details read to determine what is most important <input type="checkbox"/> 1.5I synthesize information to create new understanding  <b>Fiction</b> <input type="checkbox"/> 1.7C describe the main character(s) and the reason(s) for their actions <input type="checkbox"/> 1.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes  <b>Poetry</b>  <b>Drama</b>  <b>Informational</b> <input type="checkbox"/> 1.6D recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information  <b>Argumentative</b>			

## Unit 2: Responding to Text/Writing Design

		CHECKPOINT		
		1	2	3
<b>Independent Reading</b>	<b>Instructional Focus</b>			
1.9 self-select text and read independently	<input type="checkbox"/> 1.9A self-select text and interact independently with text for increasing periods of time			
<b>Responding to Text</b>	<b>Instructional Focus</b>			
1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> 1.10A describe personal connections to a variety of sources <input type="checkbox"/> 1.10B write brief comments on literary or informational texts <input type="checkbox"/> 1.10C use text evidence to support an appropriate response <input type="checkbox"/> 1.10D retell texts in ways that maintain meaning <input type="checkbox"/> 1.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> 1.10F respond using newly acquired vocabulary as appropriate			
1.8 analyze the authors' choices and how they influence and communicate meaning	<b>Analysis: All Genres</b> <input type="checkbox"/> 1.8A discuss the author's purpose for writing text <input type="checkbox"/> 1.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.8D discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 1.8E discuss the use of descriptive, literal and figurative language			
<b>Writing</b>	<b>Instructional Focus</b>			
1.11A plan first drafts	<input type="checkbox"/> 1.11A <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming			
1.11B develop drafts	<input type="checkbox"/> 1.11B.1 <b>develop drafts</b> in oral, pictorial, or written form by: organizing with structure <input type="checkbox"/> 1.11B.1 developing an idea with specific and relevant details			
1.11C revise drafts	<input type="checkbox"/> 1.11C <b>revise drafts</b> by adding details in pictures or words			
1.11D edit drafts	<input type="checkbox"/> 1.11D.4 <b>edit drafts</b> using standard English conventions, including: adjectives, including articles <input type="checkbox"/> 1.11D.5 adverbs that convey time <input type="checkbox"/> 1.11D.9 maintain previously learned skills <input type="checkbox"/> 1.11D.10 maintain previously learned skills			
1.11E publish written work	<input type="checkbox"/> 1.11E.1 <b>publish</b> and share writing <input type="checkbox"/> 1.11E.2 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
1.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 1.12A dictate or compose personal narratives			
1.12B use the writing process to compose <b>informational texts</b>				
1.12C use the writing process to compose <b>persuasive texts</b>				
1.12D compose <b>correspondence</b>				
<b>Research</b>	<b>Instructional Focus</b>			
1.13 use research skills to plan and present in written, oral, or multimodal formats				

## Unit 3: Exploring Literary Texts

		CHECKPOINT		
		1	2	3
<b>Catholic Identity</b>	<b>Instructional Focus</b>			
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 *			
<b>Literacy Routines</b>	<b>Instructional Focus</b>			
1.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 1.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 1.2B follow, restate, and give oral instructions that involve a short, related sequence of actions <input type="checkbox"/> 1.2C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language <input type="checkbox"/> 1.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions <input type="checkbox"/> 1.2E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings			
<b>Word Study</b>	<b>Instructional Focus</b>			
1.3A demonstrate phonological awareness	<input type="checkbox"/> maintain previously learned skills			
1.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 1.3B.2 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 1.3B.3 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"/> 1.3B.5 use knowledge of base words to decode common compound words and contractions <input type="checkbox"/> 1.3B.6 decode words with inflectional endings, affixes -s, -ed, and -ing <input type="checkbox"/> 1.3B.4 identify, read, and spell high-frequency words from a research-based list			
1.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 1.3C.1 alphabetize a series of words to the first or second letter and use a dictionary to find words <input type="checkbox"/> 1.3C.2 identify the meaning of words with the affixes -s, -ed, -ing			
<b>Shared Reading</b>	<b>Instructional Focus</b>			
1.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)			
1.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
1.6/1.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b> <input type="checkbox"/> 1.7A discuss topics and determine theme using text evidence <input type="checkbox"/> 1.7B describe plot elements, including the main events, the problem, and the resolution <input type="checkbox"/> 1.7C describe the main character(s) and the reason(s) for their actions <input type="checkbox"/> 1.7D describe the setting <input type="checkbox"/> 1.7E describe spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories * <b>Poetry</b> <input type="checkbox"/> 1.6B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems <input type="checkbox"/> 1.7E recite poems of substance that encourage striving for virtue and goodness * <b>Drama</b> <input type="checkbox"/> 1.6C discuss elements of drama such as characters, dialogue, and setting <input type="checkbox"/> 1.7E use imagination to create dialogue between the readers and characters in a story * <b>Informational</b> <b>Persuasive</b>			
1.8 analyze the authors' choices and how they influence and communicate meaning	<b>Analysis: All Genres</b> <input type="checkbox"/> 1.8A discuss the author's purpose for writing text <input type="checkbox"/> 1.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.8D discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 1.8E discuss the use of descriptive, literal and figurative language			

**Unit 3: Exploring Literary Texts**

		CHECKPOINT		
		1	2	3
<b>Independent Reading</b>	<b>Instructional Focus</b>			
1.9 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 *)			
<b>Responding to Text</b>	<b>Instructional Focus</b>			
1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
1.8 analyze the authors' choices how they influence and communicate meaning	<b>Analysis: All Genres</b> <input type="checkbox"/> 1.8A analyze the author's reasoning and discover the author's intent * <input type="checkbox"/> 1.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.8D discuss the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> 1.8E discuss the use of descriptive, literal and figurative language			
<b>Writing</b>	<b>Instructional Focus</b>			
1.11A plan first drafts	<input type="checkbox"/> 1.11A <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming			
1.11B develop drafts	<input type="checkbox"/> 1.11B.1 <b>develop drafts</b> in oral, pictorial, or written form by: organizing with structure <input type="checkbox"/> 1.11B.1 developing an idea with specific and relevant details			
1.11C revise drafts	<input type="checkbox"/> 1.11C <b>revise drafts</b> by adding details in pictures or words			
1.11D edit drafts	<input type="checkbox"/> 1.11D.4 <b>edit for grammar</b> , capitalization, punctuation, and spelling, including: adjectives, including articles <input type="checkbox"/> 1.11D.5 adverbs that convey time			
	<input type="checkbox"/> 1.11D.9 maintain previously learned skills			
	<input type="checkbox"/> 1.11D.10 maintain previously learned skills			
1.11E publish written work	<input type="checkbox"/> 1.11E.1 <b>publish</b> and share writing <input type="checkbox"/> 1.11E.2 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
1.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 1.12A dictate or compose personal narratives <input type="checkbox"/> 1.12A dictate or compose poetry			
1.12B use the writing process to compose <b>informational texts</b>				
1.12C use the writing process to compose <b>persuasive texts</b>				
1.12D compose <b>correspondence</b>				
<b>Research</b>	<b>Instructional Focus</b>			
1.13 use research skills to plan and present in written, oral, or multimodal formats				

**Unit 4: Exploring Informational Texts**

		CHECKPOINT		
		1	2	3
<b>Catholic Identity</b>	<b>Instructional Focus</b>			
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 *			
<b>Literacy Routines</b>	<b>Instructional Focus</b>			
1.1 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned oral communication skills			
<b>Word Study</b>	<b>Instructional Focus</b>			
1.1A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> maintain and apply previously learned skills			
1.1C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills			
<b>Shared Reading</b>	<b>Instructional Focus</b>			
1.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
1.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Comprehension</b> <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
1.6/1.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b>			
	<b>Poetry</b>			
	<b>Drama</b>			
	<b>Informational</b> <input type="checkbox"/> 1.6D recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information			
	<b>Persuasive</b> <input type="checkbox"/> 1.6E recognize characteristics of persuasive text <input type="checkbox"/> 1.6E.1 state what the author is trying to persuade the reader to think or do			
<b>Independent Reading</b>	<b>Instructional Focus</b>			
1.9 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 *)			
<b>Responding to Text</b>	<b>Instructional Focus</b>			
1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: Response Skills</b> <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
1.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 1.8A discuss the author's purpose for writing text <input type="checkbox"/> 1.8C discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.8D discuss 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			
1.11A plan first drafts	<input type="checkbox"/> 1.11A <b>plan a first draft</b> by generating ideas for writing such as drawing and brainstorming			
1.11B develop drafts	<input type="checkbox"/> 1.11B.1 <b>develop drafts</b> in oral, pictorial, or written form by: organizing with structure <input type="checkbox"/> 1.11B.1 developing an idea with specific and relevant details			
1.11C revise drafts	<input type="checkbox"/> 1.11C <b>revise drafts</b> by adding details in pictures or words			
1.11D edit drafts	<input type="checkbox"/> 1.11D.6 <b>edit for grammar</b> , capitalization, punctuation, and spelling, including: prepositions <input type="checkbox"/> 1.11D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 1.11D.8 capitalization of the salutation and closing of a letter			
1.11E publish written work	<input type="checkbox"/> 1.11E.1 <b>publish</b> and share writing <input type="checkbox"/> 1.11E.2 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
1.12A use the writing process to compose <b>literary texts</b>				
1.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 1.12B compose informational texts <input type="checkbox"/> 1.12B compose procedural texts <input type="checkbox"/> 1.12B compose reports			
1.12C use the writing process to compose <b>persuasive texts</b>				
1.12D compose <b>correspondence</b>	<input type="checkbox"/> 1.12D compose thank you notes and letters			
Research	Instructional Focus			
1.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 1.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> 1.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 1.13C identify and gather relevant sources and information to answer the questions with adult assistance <input type="checkbox"/> 1.13D demonstrate understanding of information gathered with adult assistance <input type="checkbox"/> 1.13E use an appropriate mode of delivery, whether written, oral, or multimodal			



## 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 *			

Literacy Routines	Instructional Focus			
1.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 1.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 1.2B follow, restate, and give oral instructions that involve a short, related sequence of actions <input type="checkbox"/> 1.2C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using conventions of language <input type="checkbox"/> 1.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions <input type="checkbox"/> 1.2E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings			

Word Study	Instructional Focus			
1.3A demonstrate phonological awareness	Demonstrate <b>phonological awareness</b> by: <input type="checkbox"/> 1.3A.1 producing a series of rhyming words <input type="checkbox"/> 1.3A.2 recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> 1.3A.3 distinguishing between long and short vowel sounds in one-syllable words <input type="checkbox"/> 1.3A.4 recognizing the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 1.3A.5 blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends <input type="checkbox"/> 1.3A.6 manipulating phonemes within base words <input type="checkbox"/> 1.3A.7 segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends			
1.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 1.3B.1 decode and spell words in isolation and in context by applying common letter sound correspondences <input type="checkbox"/> 1.3B.2 decode and spell words with initial and final consonant blends, digraphs, and trigraphs <input type="checkbox"/> 1.3B.3 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"/> 1.3B.4 identify, read, and spell high-frequency words from a research-based list <input type="checkbox"/> 1.3B.5 use knowledge of base words to decode common compound words and contractions <input type="checkbox"/> 1.3B.6 decode words with inflectional end- ings, including -ed, -s, and -es <input type="checkbox"/> 1.3B.7 demonstrate print awareness by identifying the information that different parts of a book provide			
1.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 1.3C.1 alphabetize a series of words to the first or second letter and use a dictionary to find words <input type="checkbox"/> 1.3C.2 identify the meaning of words with affixes -s, -ed, and -ing <input type="checkbox"/> 1.3C.3 identify and use words that name actions, directions, positions, sequences, categories, and locations <input type="checkbox"/> 1.3C.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings			

Shared Reading	Instructional Focus			
1.4 read grade-level text with fluency and comprehension	<b>Tools to Know: Reading Process</b> <input type="checkbox"/> 1.3C.4 use illustrations and text the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> 1.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text <input type="checkbox"/> 1.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> 1.5B generate questions about text before, during, and after reading <input type="checkbox"/> 1.5C make and correct or confirm predictions using text features, characteristics of genre, and structures			
1.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> 1.5D create mental images to deepen understanding <input type="checkbox"/> 1.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues and asking questions when understanding breaks down  <b>Tools to Know: Comprehension</b> <input type="checkbox"/> 1.5F make connections to personal experiences, ideas other texts, and society <input type="checkbox"/> 1.5G make inferences and use evidence to support understanding <input type="checkbox"/> 1.5H evaluate details read to determine what is most important <input type="checkbox"/> 1.5I synthesize information to create new understanding			

## Reading and Writing – Grade 1 (all standards)

			CHECKPOINT		
			1	2	3
1.6/1.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	<b>Fiction</b>				
	<input type="checkbox"/> 1.6A demonstrate knowledge of distinguishing characteristics such of folktales, fables, fairy tales, and nursery rhymes				
	<input type="checkbox"/> 1.8A discuss the author's purpose for writing text				
	<input type="checkbox"/> 1.7A discuss topics and determine theme				
	<input type="checkbox"/> 1.7B describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently				
	<input type="checkbox"/> 1.7C describe the main character(s) and the reason(s) for their actions				
	<input type="checkbox"/> 1.7D describe the setting				
	<input type="checkbox"/> 1.7E describe spiritual knowledge and enduring truths represented and communicated through fairy tales, myths, fables, parables and stories				
	<b>Poetry</b>				
	<input type="checkbox"/> 1.6B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems				
	<input type="checkbox"/> 1.7E recite poems of substance that encourage striving for virtue and goodness *				
	<b>Drama</b>				
	<input type="checkbox"/> 1.6C discuss elements of drama such as characters, dialogue, and setting				
	<input type="checkbox"/> 1.7E use imagination to create dialogue between the readers and the characters in a story *				
	<b>Informational</b>				
	<input type="checkbox"/> 1.6D recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information				
	<b>Persuasive</b>				
	<input type="checkbox"/> 1.6E recognize characteristics of persuasive text with adult assistance				
	<input type="checkbox"/> 1.6E.1 state what the author is trying to persuade the reader to think or do				

Independent Reading	Instructional Focus			
1.9 self-select text and read independently	<input type="checkbox"/> 1.9A self-select text and read independently for a sustained period of time			

Responding to Text	Instructional Focus			
1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	<b>Ways to Show: Response Skills</b>			
	<input type="checkbox"/> 1.10A describe personal connections to a variety of sources			
	<input type="checkbox"/> 1.10B write brief comments on literary or informational texts			
	<input type="checkbox"/> 1.10C use text evidence to support an appropriate response			
	<input type="checkbox"/> 1.10D retell texts in ways that maintain meaning			
	<input type="checkbox"/> 1.10E interact with sources in meaningful ways such as illustrating or writing			
	<input type="checkbox"/> 1.10F respond using newly acquired vocabulary as appropriate			
1.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> 1.8A discuss the author's purpose for writing text			
	<input type="checkbox"/> 1.8B identify the use of first and third person in a text			
	<input type="checkbox"/> 1.8C discuss how the use of text structure contributes to the author's purpose			
	<input type="checkbox"/> 1.8D discuss the author's use of print and graphic features to achieve specific purposes			
	<input type="checkbox"/> 1.8D discuss the use of descriptive, literal and figurative language			

## Reading and Writing – Grade 1 (all standards)

		CHECKPOINT		
		1	2	3
<b>Writing</b>	<b>Instructional Focus</b>			
1.11A plan first drafts	<input type="checkbox"/> 1.11A plan a first draft by generating ideas for writing such as drawing and brainstorming			
1.11B develop drafts	<input type="checkbox"/> 1.11B.1 organizing with structure <input type="checkbox"/> 1.11B.1 develop an idea with specific and relevant details			
1.11C revise drafts	<input type="checkbox"/> 1.11C.1 revise drafts by adding details in pictures or words			
1.11D edit drafts	<input type="checkbox"/> 1.11D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 1.11D.1 past and present verb tense <input type="checkbox"/> 1.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 1.11D.4 adjectives, including articles <input type="checkbox"/> 1.11D.5 adverbs that convey time <input type="checkbox"/> 1.11D.6 prepositions <input type="checkbox"/> 1.11D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 1.11D.8 capitalization for the beginning of sentences and the pronoun "I" <input type="checkbox"/> 1.11D.9 punctuation marks at the end of declarative, exclamatory, and interrogative sentences <input type="checkbox"/> 1.11D.10 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
1.11E publish written work	<input type="checkbox"/> 1.11E.1 publish and share written work for appropriate audiences <input type="checkbox"/> 1.11E.2 develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words			
1.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 1.12A dictate or compose personal narratives <input type="checkbox"/> 1.12A dictate or compose poetry			
1.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 1.12B dictate or compose informational texts <input type="checkbox"/> 1.12B dictate or compose procedural texts			
1.12C use the writing process to compose <b>persuasive texts</b>	<input type="checkbox"/> N/A			
1.12D compose <b>correspondence</b>	<input type="checkbox"/> 1.12D dictate or compose thank you notes and letters			
<b>Research</b>	<b>Instructional Focus</b>			
1.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 1.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> 1.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 1.13C identify and gather relevant sources and information to answer the questions with adult assistance <input type="checkbox"/> 1.13D demonstrate understanding of information gathered with adult assistance <input type="checkbox"/> 1.13E use an appropriate mode of delivery, whether written, oral, or multimodal			