

### **Unit 1: Reading and Writing Process**

|   |   |   | СН | ECKPOI | TV |
|---|---|---|----|--------|----|
|   | B + 1 + 11  |   | 1  | 2      | 3  |
|   | •   | Instructional Focus   |    |        |    |
| K.1   | the transmission of a Catholic culture and worldview.   | ☐ K.1A share how literature contributes to strengthening moral character *  |    |        |    |
|   |   |   |    |        |    |
| Literacy Routines   |   | Instructional Focus   |    |        |    |
|   |   | ☐ K.2A listen actively and ask questions to understand information and answer questions using multi-word responses  |    |        |    |
|   |   | ☐ K.2B restate and follow oral directions that involve a short, related sequence of actions   |    |        |    |
| K.2   | communicate ideas effectively   | ☐ K.2C share information and ideas by speaking audibly and clearly using the conventions  |    |        |    |
|   | through speaking and discussion   | of language  K.2D work collaboratively with others by following agreed upon rules for discussion,   |    |        |    |
|   |   | including taking turns  |    |        |    |
|   |   | ☐ K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants                                 |    |        |    |
|   |   |   |    |        |    |
| Word  | l Study   | Instructional Focus   |    |        |    |
|   | •   | Domestate alegaterial accessor  |    |        |    |
|   |   | Demonstrate phonological awareness:   K.3A.1 identify and produce rhyming words   |    |        |    |
|   |   | ☐ K.3A.2 recognize spoken alliteration or groups of words that begin with the same spoken   |    |        |    |
|   |   | onset or initial sound  K.3A.3 identify individual words in a spoken sentence   |    |        |    |
| к.за  | the transmission of a Catholic culture and worldview.  Literacy Routines  K.2 communicate ideas effectively through speaking and discussion  Word Study  K.3A demonstrate phonological awareness  K.3B demonstrate and apply phonetic knowledge while reading and spelling  K.3C use skills to support strategies for determining the meaning of unknown words while reading  Shared Reading  K.4 read grade-level text with fluency and comprehension  K.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | ☐ K.3A.4 identify syllables in spoken words   |    |        |    |
|   |   | ☐ K.3A.5 blend syllables to form multisyllabic words  |    |        |    |
|   |   | ☐ K.3A.6 segment multisyllabic words into syllables ☐ K.3A.7 blend spoken onsets and rimes to form simple words   |    |        |    |
|   |   | ☐ K.3A.8 blend spoken phonemes to form one-syllable words   |    |        |    |
|   |   | ☐ K.3A.9 manipulate syllables within a multisyllabic word ☐ K.3A.10 segment spoken one-syllable words into individual phonemes                                  |    |        |    |
| K.3B  |   | 2 Kishila Segment spoken one synapic words into marriadal prioriemes  |    |        |    |
|   | demonstrate and apply phonetic  | ☐ K.3B.4 identify, read, and spell at least 25 high-frequency words from a research-based list  |    |        |    |
|   |   | <b>,</b>  |    |        |    |
| К.3С  | · -   |   |    |        |    |
|   | for determining the meaning of  | use illustrations and texts the student is able to read or hear to learn or clarify word meanings   |    |        |    |
|   | unknown words while reading   |   |    |        |    |
| Share   | ed Reading  | Instructional Focus   |    |        |    |
| Silait  | a neumb   | Tools to Know: Reading Process  |    |        |    |
|   |   | ☐ K.3C.3 use illustrations and texts the student is able to read or hear to learn or clarify word   |    |        |    |
|   |   | meanings  K.4A adjust fluency when reading grade-level text   |    |        |    |
|   |   | ☐ K.5A establish purpose for reading assigned and self-selected texts   |    |        |    |
| K.4   |   | ☐ K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance                       |    |        |    |
|   | fluency and comprehension   | ☐ K.5C make and confirm predictions using text features and structures with adult   |    |        |    |
| K.1 ana the cult  Literacy R  K.2 con thro  Word Stud  K.3A den awa  K.3B den kno spe  K.3C use for unk  Shared Re  K.5 use dev con con  K.6/K.7 use spe stru | use metacognitive skills to both  | assistance  K.5D create mental images to deepen understanding with adult assistance   |    |        |    |
|   |   | ☐ K.5D create mental images to deepen understanding with adult assistance ☐ K.5E monitor comprehension and make adjustments such as rereading, using background |    |        |    |
|   |   | knowledge, checking for visual cues, and asking questions when understanding  |    |        |    |
|   | •   | breaks down with adult assistance Tools to Know: Comprehension  |    |        |    |
|   |   | ☐ K.5F make connections to personal experiences, ideas in other texts, and society with   |    |        |    |
|   |   | adult assistance  K.5G make inferences and use evidence to support understanding with adult assistance  |    |        |    |
|   |   | ☐ K.5H evaluate details read to determine what is most important with adult assistance  |    |        |    |
|   |   | K.5I synthesize information to create new understanding with adult assistance   |    |        |    |
| K.6/K   |   | Fiction   |    |        |    |
|   | specific characteristics,   | Poetry  |    |        |    |
|   |   | Drama   |    |        |    |
|   |   | Informational   |    |        |    |
|   |   | Persuasive  |    |        |    |



#### **Unit 1: Reading and Writing Process**

|  |  |     |  |   | CH | IECKPOI | NT |
|--|--|-----|--|---|----|---------|----|
|  |  |     |  |   | 1  | 1       | 1  |
| Indep                                    | endent Reading   | lı  | nstruction   | al Focus  |    |         |    |
| K.9                                      | reads grade-appropriate texts independently  |     | ] K.9A   | self-select text and read independently with text for increasing periods of time  |    |         |    |
| Respo                                    | onding to Text   |     |  | Instructional Focus   |    |         |    |
| K.10                                     | respond to an increasingly<br>challenging variety of<br>sources that are read,<br>heard, or viewed |     | K.10A<br>K.10B<br>K.10C<br>K.10D<br>K.10D<br>K.10E<br>K.10F    | w: Response Skills  describe personal connections to a variety of sources provide an oral, pictorial, or written response to a text use text evidence to support an appropriate response retell texts in ways that maintain meaning interact with sources in meaningful ways such as illustrating or writing respond using newly acquired vocabulary as appropriate   |    |         |    |
| K.8                                      | analyze the authors' choices<br>and how they influence and<br>communicate meaning                  |     |  |   |    |         |    |
|  |  |     |  |   |    |         |    |
| Writi                                    | ng   | Ins | structional  | Focus   |    |         |    |
| K.11A                                    | plan first drafts  |     | K.11A  | <b>plan</b> by generating ideas for writing through class discussions and drawings  |    |         |    |
| K.11B                                    | develop drafts   |     | K.11B  | develop drafts in oral, pictorial, or written form by organizing ideas  |    |         |    |
| K.11B develop drafts K.11C revise drafts |  |     | K.11C  | revise drafts by adding details in pictures or words  |    |         |    |
| K.11D edit drafts                        |  |     | K.11D.1<br>K.11D.2<br>K.11D.3<br>K.11D.7<br>K.11D.8<br>K.11D.9 | edit drafts with adult assistance using standard English conventions, including: complete simple sentences verbs singular and plural nouns capitalization of the first letter in a sentence and name punctuation marks at the end of a declarative sentence correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency rules |    |         |    |
| K.11E                                    | publish written work   |     | K.11E<br>K.11F   | share writing develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality  |    |         |    |
| K.12A                                    | use the writing process to compose <b>literary texts</b>   |     |  |   |    |         |    |
| K.12B                                    | use the writing process to compose informational texts   |     |  |   |    |         |    |
|  |  |     |  |   |    |         |    |
| Resea                                    | arch   | Ins | structional  | Focus   |    |         |    |
| K.13                                     | use research skills to plan and present in written, oral, or                                       |     |  |   |    |         |    |



### **Unit 2: Responding to Text/Writing Design**

|                |   |  | CHECKPO  |   |
|----------------|---|--|--|---|
| Catha          | lia Idantitu.   | Instructional Force  | 1 2  | 3 |
| Catno          | olic Identity   | Instructional Focus  |  | + |
| K.1            | analyze literature that reflects                              | ☐ K.1B interpret and evaluate literature in a Christian spirit *   |  |   |
|                | the transmission of a Catholic                                | ☐ K.1C share how literature ignites the creative imagination *   | information and answer questions short, related sequence of actions and clearly using the conventions reed upon rules for discussion, ing himself/herself, using common  ords iterns pell VC, CVC, CCVC and CVCC words cy words from a research-based list read or hear to learn or clarify word  iffy the meaning of unfamiliar words selected texts with adult assistance id after reading to deepen ssistance s and structures with adult with adult assistance such as rereading, using background questions when understanding s in other texts, and society with derstanding with adult assistance important with adult assistance ding with adult assistance excognize how characters exhibit  mational text including: |   |
|                | culture and worldview.  |  |  |   |
|                |   |  |  |   |
| Litera         | cy Routines   | Instructional Focus  |  |   |
|                |   | ☐ K.2A listen actively and ask questions to understand information and answer questions using multi-word responses   |  |   |
|                |   | ☐ K.2B restate and follow oral directions that involve a short, related sequence of actions  |  |   |
| V 2            | communicate ideas offectively                                 | ☐ K.2C share information and ideas by speaking audibly and clearly using the conventions   |  |   |
| K.2            | communicate ideas effectively through speaking and discussion | of language  |  |   |
|                | tinough speaking and discussion                               | ☐ K.2D work collaboratively with others by following agreed upon rules for discussion,   |  |   |
|                |   | including taking turns   |  |   |
|                |   | greetings, and expressing needs and wants  |  |   |
| Word           | Study   | Instructional Focus  |  |   |
| VVOIC          | Juay  | insu actional i Ocus   |  |   |
| 14.0           |   | Demonstrate phonological awareness:  |  |   |
| K.3A           | demonstrate phonological                                      | ☐ K.3A.5 blend syllables to form multisyllabic words   |  |   |
|                | awareness   | <ul> <li>□ K.3A.6 segment multisyllabic words into syllables</li> <li>□ K.3A.7 blend spoken onsets and rimes to form simple words</li> </ul>   |  |   |
| K 2.5          | demonstrate and sold the st                                   | ☐ K.3B.1 identify and spell words using sound-spelling patterns  |  |   |
| к.зв           | demonstrate and apply phonetic knowledge while reading and    | ☐ K.3B.2 using letter-sound relationships to decode and spell VC, CVC, CCVC and CVCC words   |  |   |
|                | spelling  | ☐ K.3B.4 identify, read, and spell at least 25 high-frequency words from a research-based list   |  |   |
| K 3C           | use skills to support strategies                              | ☐ K.3C.5 use illustrations and texts the student is able to read or hear to learn or clarify word  |  |   |
| K.SC           | for determining the meaning of                                | meanings   |  |   |
|                | unknown words while reading                                   |  |  |   |
|                |   |  |  |   |
| Shared Reading |   | Instructional Focus  |  |   |
|                |   | Tools to Know: Reading Process   |  |   |
|                |   | ☐ K.3C.5 use context within or beyond a paragraph to clarify the meaning of unfamiliar words   |  |   |
|                |   | <ul> <li>□ K.4A adjust fluency when reading grade-level text</li> <li>□ K.5A establish purpose for reading assigned and self-selected texts with adult assistance</li> </ul>                 |  |   |
|                |   | ☐ K.5B generate questions about text before, during, and after reading to deepen   |  |   |
| K.4            | read grade-level text with                                    | understanding and gain information with adult assistance   |  |   |
|                | fluency and comprehension                                     | ☐ K.5C make and confirm predictions using text features and structures with adult  |  |   |
|                |   | assistance   |  |   |
| K.5            | use metacognitive skills to both                              | <ul> <li>□ K.5D create mental images to deepen understanding with adult assistance</li> <li>□ K.5E monitor comprehension and make adjustments such as rereading, using background</li> </ul> |  |   |
|                | develop and deepen comprehension of increasingly              | knowledge, checking for visual cues, and asking questions when understanding   |  |   |
|                | complex texts   | breaks down with adult assistance  |  |   |
|                |   | Tools to Know: Comprehension   |  |   |
|                |   | ☐ K.5F make connections to personal experiences, ideas in other texts, and society with  |  |   |
|                |   | adult assistance  K.5G make inferences and use evidence to support understanding with adult assistance   |  |   |
|                |   | □ K.5H evaluate details read to determine what is most important with adult assistance   |  |   |
|                |   | ☐ K.5I synthesize information to create new understanding with adult assistance  |  |   |
|                |   | Fiction  |  |   |
|                |   | ☐ K.7C identify and describe characters in a story and recognize how characters exhibit virtuous behaviors   |  |   |
|                |   | vii tuous periaviois   |  |   |
| K.6/K          |   | Poetry   |  |   |
|                | use literary elements and genre-<br>specific characteristics, | Drama  |  |   |
|                | structures, and purposes to                                   | Informational  |  |   |
|                | analyze and comprehend texts                                  | ☐ K.6D recognize characteristics and structures of informational text including:   |  |   |
|                |   | ☐ K.6D.1 titles and simple graphics to gain information  |  |   |
|                |   | ☐ K.6D.2 the steps in a sequence   |  |   |
|                |   | Persuasive   |  |   |
|                |   |  |  |   |
| Indep          | endent Reading  | Instructional Focus  |  |   |
| K.9            | the student reads grade-<br>appropriate texts independently   | ☐ K.9A self-select text and interact independently with text for increasing periods of time  |  |   |



#### **Unit K: Responding to Text/Writing Design**

|  |  |  | CHECKPOINT   |   |   |   |
|--|--|--|--|---|---|---|
|  |  |  |  | 1 | 2 | 3 |
| Responding to Text   |  |  | Instructional Focus  |   |   |   |
| K.10   | respond to an increasingly<br>challenging variety of<br>sources that are read, heard,<br>or viewed | Ways to Sho  ☐ K.10A  ☐ K.10B  ☐ K.10C  ☐ K.10D  ☐ K.10F | w: Response Skills  describe personal connections to a variety of sources provide an oral, pictorial, or written response to a text use text evidence to support an appropriate response retell texts in ways that maintain meaning respond using newly acquired vocabulary as appropriate   |   |   |   |
| K.8  | analyze the authors' choices<br>and how they influence and<br>communicate meaning                  | □ K.8A □ K.8C □ K.8D □ K.8E                              | discuss with adult assistance the author's purpose for writing text discuss with adult assistance how the use of text structure contributes to the author's purpose discuss with adult assistance the author's use of print and graphic features to achieve specific purposes discuss how the author uses words that help the reader visualize         |   |   |   |
| Writing  | 3  | Instructional  | Focus  |   |   |   |
| K.11A plan first drafts  |  | □ K.11A  | plan by generating ideas for writing through class discussions and drawings  |   |   |   |
| K.11B develop drafts   |  | □ K.11B  | develop drafts in oral, pictorial, or written form by organizing ideas   |   |   |   |
| K.11C r  | revise drafts  | ☐ K.11C  | revise drafts by adding details in pictures or words   |   |   |   |
| K.11D 6  | edit drafts  | □ K.11D.4 □ K.11D.5 □ K.1D.7 □ K.10D.8 □ K.11D.9         | edit drafts with adult assistance using standard English conventions, including: adjectives, including articles prepositions capitalization of the first letter in a sentence and name punctuation marks at the end of declarative sentences correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |   |   |   |
| K.11E ;  | publish written work   | ☐ K.11E<br>☐ K.11E.1                                     | share writing develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality   |   |   |   |
|  | use the writing process to compose <b>literary texts</b>   | □ K.12A  | dictate or compose personal narratives   |   |   |   |
|  | use the writing process to compose informational texts   |  |  |   |   |   |
| Resear   | ch   | Instructional  | Focus  |   |   |   |
| K.13 use research skills to plan and present in written, oral, or multimodal formats |  |  |  |   |   |   |



### **Unit 3: Exploring Literary Texts**

|                                |  |   | 1 2   | 3 |
|--------------------------------|--|---|---|---|
| Catho                          | olic Identity  | Instructional Focus   |   |   |
| K.1                            | analyze literature that reflects<br>the transmission of a Catholic<br>culture and worldview.                         | <ul> <li>□ K.1C share how literature ignites the creative imagination *</li> <li>□ K.1D recognize and model the virtues possessed by literary characters *</li> </ul>   |   |   |
| Literacy Routines              |  | Instructional Focus   |   |   |
| K.2                            | communicate ideas effectively<br>through speaking and discussion   | <ul> <li>□ K.2A listen actively and ask questions to understand information and answer questions using multi-word responses</li> <li>□ K.2B restate and follow oral directions that involve a short, related sequence of actions share information and ideas by speaking audibly and clearly using the conventions of language</li> <li>□ K.2D work collaboratively with others by following agreed upon rules for discussion, including taking turns</li> <li>□ K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants</li> </ul> |   |   |
| Word Study Instructional Focus |  |   |   |   |
|                                | demonstrate phonological awareness   | □ N/A   |   |   |
| К.ЗВ                           | demonstrate and apply phonetic<br>knowledge while reading and<br>spelling  | <ul> <li>□ K.3B.2 using letter-sound relationships to decode and spell words with VC, CVC, CCVC, and CVCC words</li> <li>□ K.3B.3 recognize that new words are created when letters are changed, added, or Deleted such as it – pit – tip – tap</li> <li>□ K.3B.5 demonstrate print awareness (see snapshot for detail of skills)</li> </ul>  |   |   |
| K.3C                           | use skills to support strategies<br>for determining the meaning of<br>unknown words while reading                    | ☐ K.3C.1 use a resource such as a picture dictionary or digital resources to find words   | hare how literature ignites the creative imagination * ecognize and model the virtues possessed by literary characters *  sten actively and ask questions to understand information and answer questions sing multi-word responses estate and follow oral directions that involve a short, related sequence of actions hare information and ideas by speaking audibly and clearly using the conventions flanguage orok collaboratively with others by following agreed upon rules for discussion, cluding taking turns evelop social communication such as introducing himself/herself, using common retetings, and expressing needs and wants  cus  sing letter-sound relationships to decode and spell words with VC, CVC, CCVC, and CVCC words ecognize that new words are created when letters are changed, added, or eleted such as it – pit – tip – tap emonstrate print awareness (see snapshot for detail of skills)  sea a resource such as a picture dictionary or digital resources to find words  cus  Reading Process  eviously learned skills (reading at a rate to increase comprehension, accuracy, and and emphasis)  Comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information)  comprehension eviously learned skills (make connections, make inferences, evaluate details, information) |   |
|                                |  |   |   |   |
| Share                          | ed Reading   | Instructional Focus   |   |   |
| K.4                            | read grade-level text with fluency and comprehension   | Tools to Know: Reading Process  ☐ maintain previously learned skills (reading at a rate to increase comprehension, accuracy, and inflection and emphasis)   |   |   |
| K.5                            | use metacognitive skills to both<br>develop and deepen<br>comprehension of increasingly<br>complex texts             | Tools to Know: Comprehension  ☐ maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)  |   |   |
| к.6/к                          | .7 use literary elements and genrespecific characteristics, structures, and purposes to analyze and comprehend texts | Fiction    K.7A   discuss topics and determine the basic theme using text evidence with adult Assistance   K.7B   describe the elements of plot development for texts read aloud with adult assistance   K.7C   identify and describe characters in a story and recognize how characters exhibit virtuous behaviors   K.7D   describe the setting  Poetry   K.6B   discuss rhyme and rhythm in nursery rhymes and a variety of poems  Drama   K.6C   discuss main characters in drama  Informational  Persuasive  |   |   |
| Inder                          | pendent Reading  | Instructional Focus   |   |   |
| K.9                            | the student reads grade-   | maintain previously learned skills (self-select texts and interact independently with text for increasing periods of time)  |   |   |



### **Unit 3: Exploring Literary Texts**

|   |  |   |  | Cr | 1ECKPOII | NI |
|---|--|---|--|----|----------|----|
|   |  |   |  | 1  | 2        | 3  |
| Responding to Text  K.10 respond to an increasingly |  |   | Instructional Focus  |    |          |    |
| K.10  | respond to an increasingly<br>challenging variety of<br>sources that are read, heard,<br>or viewed | ☐ maintain                              | w: Response Skills previously learned skills (personal connections, responses that demonstrate nding of texts, use of text evidence, summarize, use acquired vocabulary)   |    |          |    |
| K.8   | analyze the authors' choices<br>and how they influence and<br>communicate meaning                  | □ K.8A □ K.8B □ K.8D                    | discuss with adult assistance the author's purpose for writing text listen to and experience first- and third-person texts discuss with adult assistance the author's use of print and graphic features to achieve specific purposes discuss with adult assistance how the author uses words that help the reader visualize                                      |    |          |    |
| Writin  | g  | Instructional                           | Focus  |    |          |    |
| K.11A   | plan first drafts  | □ K.11A                                 | plan by generating ideas for writing through class discussions and drawings  |    |          |    |
| K.11B   | develop drafts   | □ K.11B                                 | develop drafts in oral, pictorial, or written form by organizing ideas   |    |          |    |
| K.11C revise drafts                                 |  | □ K.11C                                 | revise drafts by adding details in pictures or words   |    |          |    |
| K.11D edit drafts                                   |  | □ K.11D.6 □ K.11D.7 □ K.11D.8 □ K.11D.9 | edit drafts with adult assistance using standard English conventions, including: pronouns, including subjective, objective, and possessive cases capitalization of the first letter in a sentence and name punctuation marks at the end of declarative sentences correct spelling of words with grade-appropriate orthographic patterns and high-frequency words |    |          |    |
| K.11E   | publish written work   | ☐ K.11E<br>☐ K.11E.1                    | share writing develop handwriting by accurately forming all uppercase and lowercase letters Using appropriate directionality   |    |          |    |
| K.12A   | use the writing process to compose <b>literary texts</b>   | □ K.12A                                 | dictate or compose personal narratives   |    |          |    |
| K.12B   | use the writing process to compose informational texts   |   |  |    |          |    |
|   |  |   |  |    |          |    |
| Resea   | rch  | Instructional                           | Focus  |    |          |    |
| K.13  | use research skills to plan and present in written, oral, or multimodal formats                    |   |  |    |          |    |



### **Unit 4: Exploring Informational Texts**

|  |  |   | ECKPOI |  |
|--|--|---|--------|--|
|  | Catholic identity instructional Focus  K.1 analyze literature that reflects the transmission of a Catholic culture and worldniew.  K.2 communicate ideas effectively through speaking and discussion world study instructional Focus  K.3 Communicate ideas effectively through speaking and discussion instructional Focus  K.3 Analyze white reading and speaking speaking and groups and comprehension instructional Focus  K.3 Communicate and apply promotic knowledge white reading and spelling of unknown words while reading of unknown words while reading  Shared Reading  K.3 Cous efficiently instructional Focus  Fiction  Poetry  Dorans  Informational Inspect monitor comprehension  Informational Instructional Focus  Informational Instructional Focus  Informational Instructional Focus  Ins | 3   |        |  |
| Catho  | olic Identity  | Instructional Focus   |        |  |
| K.1  | the transmission of a Catholic   | ☐ K.1B interpret and evaluate literature in a Christian spirit *  |        |  |
| Litera   | cv Routines  | Instructional Focus   |        |  |
|  | <u> </u>   |   |        |  |
|  | The state of the s | ☐ maintain previously learned oral communication skills   |        |  |
| Word Study   |  | Instructional Focus   |        |  |
| K.3A/  | В  |   |        |  |
| demonstrate and apply phonetic knowledge while reading and spelling  K.3C use skills to support strategies |  | ☐ maintain and apply previously learned skills  |        |  |
| K.3C   | for determining the meaning of   | □ maintain and apply previously learned skills  |        |  |
|  | 15. "  |   |        |  |
|  |  |   |        |  |
| K.4  | _  | maintain previously learned skills (establish purpose, generate questions, make predictions,  |        |  |
| K.5  | develop and deepen comprehension of increasingly   | maintain previously learned skills (make connections, make inferences, evaluate details,  |        |  |
| ·  |  | Fiction   |        |  |
|  |  | Poetry  |        |  |
| v 6/v  | 7  | Drama   |        |  |
| K.0/ K   | use literary elements and genre-<br>specific characteristics,<br>structures, and purposes to   | <ul> <li>□ K.6D recognize characteristics and structures of informational text, including:</li> <li>□ K.6D.1 titles and simple graphics to gain information</li> </ul>  |        |  |
|  | analyze and complement texts   | <ul> <li>□ K.6E recognize characteristics of persuasive text with adult assistance</li> <li>□ K.7A state what the author is trying to persuade the reader to think or do</li> <li>□ K.7B describe the elements of plot development for texts read aloud with adult</li> </ul> |        |  |
|  |  |   |        |  |
| •  |  |   |        |  |
| K.9  | = ''' '  |   |        |  |
| Respo  | onding to Text   | Instructional Focus   |        |  |
| K.10   | challenging variety of sources that are read, heard,   | ☐ maintain previously learned skills (personal connections, responses that demonstrate  |        |  |
| K.8  | analyze the authors' choices<br>and how they influence and<br>communicate meaning  |   |        |  |



#### **Unit 4: Exploring Informational Texts**

|  |  | СН | ECKPOIN |   |
|--|--|----|---------|---|
| Writing  | Instructional Focus  | 1  | 2       | 3 |
| K.11A plan first drafts  | ☐ K.11A <b>plan</b> by generating ideas for writing through class discussions and drawings   |    |         |   |
| K.11B develop drafts   | ☐ K.11B <b>develop drafts</b> in oral, pictorial, or written form by organizing ideas  |    |         |   |
| K.11C revise drafts  | ☐ K.11C <b>revise drafts</b> by adding, deleting, or rearranging words, phrases, or sentences  |    |         |   |
| K.11D edit drafts  | edit drafts with adult assistance using standard English conventions, including:    K.11D.7   maintain previously learned capitalization skills     K.11D.8   maintain previously learned punctuation skills     K.11D.9   correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words   |    |         |   |
| K.11E publish written work   | ☐ K.11E share writing ☐ K.11E.1 develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality   |    |         |   |
| K.12A use the writing process to compose literary texts                              |  |    |         |   |
| K.12B use the writing process to compose informational texts                         | □ K.12B       compose informational texts         □ K.12B       compose procedural texts         □ K.12B       compose reports   |    |         |   |
| Research   | Instructional Focus  |    |         |   |
| K.13 use research skills to plan and present in written, oral, or multimodal formats | <ul> <li>□ K.13A generate questions for formal and informal inquiry with adult assistance</li> <li>□ K.13B develop and follow a research plan with adult assistance</li> <li>□ K.13C gather information from a variety of sources with adult assistance</li> <li>□ K.13D demonstrate understanding of information gathered with adult assistance</li> <li>□ K.13E use an appropriate mode of delivery</li> </ul> |    |         |   |



| • •               |   |  | 1 | 2 |  |
|-------------------|---|--|---|---|--|
| Catholic Identity |   | Instructional Focus  |   |   |  |
| K.1               | analyze literature that reflects<br>the transmission of a Catholic<br>culture and worldview.      | □ K.1A       share how literature contributes to strengthening moral character *         □ K.1B       interpret and evaluate literature in a Christian spirit *         □ K.1C       share how literature ignites the creative imagination *         □ K.1D       recognize and model the virtues possessed by literary characters *   |   |   |  |
| Litera            | acy Routines  | Instructional Focus  |   |   |  |
| K.2               | communicate ideas effectively<br>through speaking and discussion                                  | <ul> <li>□ K.2A listen actively and ask questions to understand information and answer questions using multi-word responses</li> <li>□ K.2B restate and follow oral directions that involve a short, related sequence of actions share information and ideas by speaking audibly and clearly using the conventions of language</li> <li>□ K.2D work collaboratively with others by following agreed upon rules for discussion, including taking turns</li> <li>□ K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants</li> </ul>  |   |   |  |
| Word              | d Study   | Instructional Focus  |   |   |  |
|                   |   | Demonstrate phonological awareness by:   |   |   |  |
| К.ЗА              | demonstrate phonological<br>awareness   | <ul> <li>□ K.3A.1 identify and produce rhyming words</li> <li>□ K.3A.2 recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound</li> <li>□ K.3A.3 identify the individual words in a spoken in a sentence identify syllables in spoken words</li> <li>□ K.3A.5 blend syllables to form multisyllabic words</li> <li>□ K.3A.6 segment multisyllabic words into syllables</li> <li>□ K.3A.7 blend spoken onsets and rimes to form simple words</li> <li>□ K.3A.8 blend spoken phonemes to form one-syllable words</li> <li>□ K.3A.9 manipulate syllables within multisyllabic word</li> <li>□ K.3A.10 segment spoken one-syllable words into individual phonemes</li> </ul>   |   |   |  |
| К.ЗВ              | demonstrate and apply phonetic<br>knowledge while reading and<br>spelling                         | <ul> <li>□ K.3B.1 decode and spell words in isolation and in context by applying common letter sound correspondences         <ul> <li>□ K.3B.2 using letter-sound relationships to decode and spell VC, CVC, CCVC and CVCC words recognize that new words are created when letters are changed, added or deleted such as it – pit – tip – tap</li> <li>■ K.3B.4 identify and read at least 25 high-frequency words from a research-based list demonstrate print awareness</li> <li>○ identify the front cover, back cover, and title page of a book</li> <li>○ hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep</li> <li>○ recognize that sentences are comprised of words separated by spaces and recognize word boundaries</li> <li>○ recognize the difference between a letter and a printed word</li> <li>○ identify all uppercase and lowercase letters</li> </ul> </li> </ul> |   |   |  |
| K.3C              | use skills to support strategies<br>for determining the meaning of<br>unknown words while reading | <ul> <li>□ K.3C.1 use a resource such as a picture dictionary or digital resource to find words</li> <li>□ K.3C.2 identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location</li> </ul>   |   |   |  |



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

|        |  |   |   | Cl | heckpoi | nt |
|--------|--|---|---|----|---------|----|
|        |  |   | ļ.  | 1  | 2       | 3  |
| Share  | d Reading  | Instructional Focus   |   |    |         |    |
| K.5    | read grade-level text with fluency and comprehension use metacognitive skills to both develop and deepen comprehension of increasingly complex texts | meanings  | ency when reading grade-level text curpose for reading assigned and self-selected texts with adult assistance questions about text before, during, and after reading to deepen ding and gain information with adult assistance confirm predictions using text features and structures with adult intal images to deepen understanding with adult assistance comprehension and make adjustments such as rereading, using background e, checking for visual cues, and asking questions when understanding with adult assistance nension nections to personal experiences, ideas in other texts, and society with stance rences and use evidence to support understanding with adult assistance letails read to determine what is most important with adult assistance |    |         |    |
|        |  |   | e information to create new understanding with adult assistance   |    |         | -  |
|        |  | tales, and  K.7A discuss to assistance  K.7B describe t assistance  | he elements of plot development for texts read aloud with adult and describe characters in a story and recognize how characters exhibit   |    |         |    |
| K.6/K. | use literary elements and genre-   | ☐ K.7D describe t   |   |    |         |    |
|        | specific characteristics,  | Poetry  |   |    |         |    |
|        | structures, and purposes to  | ☐ K.6B discuss rh   | yme and rhythm in nursery rhymes and a variety of poems   |    |         |    |
|        | analyze and comprehend texts   | Drama   |   |    |         |    |
|        | □ K.60 Informa □ K.61 □ K.61 □ K.62 □ K.62 □ K.63 □ K.65 Persuas □ K.68  | Informational  □ K.6D recognize  □ K.6D.1 titles and □ K.6D.2 the steps  Persuasive □ K.6E recognize                          | characters in drama  characteristics and structures of informational text, including: simple graphics to gain information in a sequence  characteristics of persuasive text with adult assistance t the author is trying to persuade the reader to think or do  |    |         |    |
| Indon  | endent Reading   | Instructional Focus   |   |    |         | Т  |
| K.9    | reads grade-appropriate texts independently  |   | text and interact independently with text for increasing periods of time  |    |         |    |
| Respo  | nding to Text  |   | Instructional Focus   |    |         |    |
|        |  | Ways to Show: Respons   |   |    |         |    |
| K.10   | respond to an increasingly challenging variety of sources that are read, heard, or viewed.   | <ul> <li>□ K.10B provide ar</li> <li>□ K.10C use text er</li> <li>□ K.10D retell text:</li> <li>□ K.10E interact w</li> </ul> | personal connections to a variety of sources in oral, pictorial, or written response to a text widence to support an appropriate response is in ways that maintain meaning ith sources in meaningful ways such as illustrating or writing sing newly acquired vocabulary as appropriate   |    |         |    |
| K.8    | analyze the authors' choices<br>and how they influence and<br>communicate meaning  | ☐ K.8A discuss wi ☐ K.8B listen to a ☐ K.8C discuss wi author's p ☐ K.8D discuss wi   | th adult assistance the author's purpose for writing text nd experience first- and third- person texts th adult assistance how the use of text structure contributes to the   |    |         |    |



CHECKPOINT

|  |  |   | 1 | 2 | 3 |
|--|--|---|---|---|---|
| Writing  | Instructional  | Focus   |   |   |   |
| K.11A plan first drafts  | □ K.11A  | plan by generating ideas for writing through class discussions and drawings   |   |   |   |
| K.11B develop drafts   | □ K.11B  | develop drafts in oral, pictorial, or written form by organizing ideas  |   |   |   |
| K.11C revise drafts  | □ K.11C  | revise drafts by adding details in pictures or words  |   |   |   |
| K.11D edit drafts  | K.11D.1<br>  K.11D.2<br>  K.11D.3<br>  K.11D.4<br>  K.11D.5<br>  K.11D.6<br>  K.11D.7<br>  K.11D.8 | edit drafts with adult assistance using standard English conventions, including: complete sentences verbs singular and plural nouns adjectives, including articles prepositions pronouns, including subjective, objective, and possessive cases capitalization of the first letter in a sentence and name punctuation marks at the end of declarative sentences correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |   |   |   |
| K.11E publish written work   | □ K.11E<br>□ K.11E.1   | share writing develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality  |   |   |   |
| K.12A use the writing process to compose literary texts                              | ☐ K.12A  | dictate or compose personal narratives  |   |   |   |
| K.12B use the writing process to compose informational texts                         | ☐ K.12B  | dictate or compose informational texts  |   |   |   |
| Research   | Instructional  | Focus   |   |   |   |
| K.13 use research skills to plan and present in written, oral, or multimodal formats | ☐ K.13A<br>☐ K.13B<br>☐ K.13C<br>☐ K.13D<br>☐ K.13E  | generate questions for formal and informal inquiry with adult assistance develop and follow a research plan with adult assistance gather information from a variety of sources with adult assistance demonstrate understanding of information gathered with adult assistance use an appropriate mode of delivery  |   |   |   |