

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1A share how literature contributes to strengthening moral character *			
Literacy Routines	Instructional Focus			
K.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> K.2A listen actively and ask questions to understand information and answer questions using multi-word responses <input type="checkbox"/> K.2B restate and follow oral directions that involve a short, related sequence of actions <input type="checkbox"/> K.2C share information and ideas by speaking audibly and clearly using the conventions of language <input type="checkbox"/> K.2D work collaboratively with others by following agreed upon rules for discussion, including taking turns <input type="checkbox"/> K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants			
Word Study	Instructional Focus			
K.3A demonstrate phonological awareness	Demonstrate phonological awareness: <input type="checkbox"/> K.3A.1 identify and produce rhyming words <input type="checkbox"/> K.3A.2 recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> K.3A.3 identify individual words in a spoken sentence <input type="checkbox"/> K.3A.4 identify syllables in spoken words <input type="checkbox"/> K.3A.5 blend syllables to form multisyllabic words <input type="checkbox"/> K.3A.6 segment multisyllabic words into syllables <input type="checkbox"/> K.3A.7 blend spoken onsets and rimes to form simple words <input type="checkbox"/> K.3A.8 blend spoken phonemes to form one-syllable words <input type="checkbox"/> K.3A.9 manipulate syllables within a multisyllabic word <input type="checkbox"/> K.3A.10 segment spoken one-syllable words into individual phonemes			
K.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 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 for determining the meaning of unknown words while reading	<input type="checkbox"/> K.3C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
Shared Reading	Instructional Focus			
K.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> K.3C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> K.4A adjust fluency when reading grade-level text <input type="checkbox"/> K.5A establish purpose for reading assigned and self-selected texts <input type="checkbox"/> K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance <input type="checkbox"/> K.5C make and confirm predictions using text features and structures with adult assistance			
K.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> K.5D create mental images to deepen understanding with adult assistance <input type="checkbox"/> 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 <input type="checkbox"/> K.5F make connections to personal experiences, ideas in other texts, and society with adult assistance <input type="checkbox"/> K.5G make inferences and use evidence to support understanding with adult assistance <input type="checkbox"/> K.5H evaluate details read to determine what is most important with adult assistance <input type="checkbox"/> K.5I synthesize information to create new understanding with adult assistance			
K.6/K.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction Poetry Drama Informational Persuasive			

Unit 1: Reading and Writing Process

		CHECKPOINT		
		1	1	1
Independent Reading	Instructional Focus			
K.9 reads grade-appropriate texts independently	<input type="checkbox"/> K.9A self-select text and read independently with text for increasing periods of time			
Responding to Text	Instructional Focus			
	Ways to Show: Response Skills			
K.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<input type="checkbox"/> K.10A describe personal connections to a variety of sources <input type="checkbox"/> K.10B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.10C use text evidence to support an appropriate response <input type="checkbox"/> K.10D retell texts in ways that maintain meaning <input type="checkbox"/> K.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> K.10F respond using newly acquired vocabulary as appropriate			
K.8 analyze the authors' choices and how they influence and communicate meaning				
Writing	Instructional Focus			
K.11A plan first drafts	<input type="checkbox"/> K.11A plan by generating ideas for writing through class discussions and drawings			
K.11B develop drafts	<input type="checkbox"/> K.11B develop drafts in oral, pictorial, or written form by organizing ideas			
K.11C revise drafts	<input type="checkbox"/> K.11C revise drafts by adding details in pictures or words			
K.11D edit drafts	<input type="checkbox"/> K.11D.1 edit drafts with adult assistance using standard English conventions, including: complete simple sentences <input type="checkbox"/> K.11D.2 verbs <input type="checkbox"/> K.11D.3 singular and plural nouns <input type="checkbox"/> K.11D.7 capitalization of the first letter in a sentence and name <input type="checkbox"/> K.11D.8 punctuation marks at the end of a declarative sentence <input type="checkbox"/> K.11D.9 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency rules			
K.11E publish written work	<input type="checkbox"/> K.11E share writing <input type="checkbox"/> K.11F 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				
Research	Instructional Focus			
K.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
Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> K.1C share how literature ignites the creative imagination *			
Literacy Routines	Instructional Focus			
K.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> K.2A listen actively and ask questions to understand information and answer questions using multi-word responses <input type="checkbox"/> K.2B restate and follow oral directions that involve a short, related sequence of actions <input type="checkbox"/> K.2C share information and ideas by speaking audibly and clearly using the conventions of language <input type="checkbox"/> K.2D work collaboratively with others by following agreed upon rules for discussion, including taking turns <input type="checkbox"/> K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants			
Word Study	Instructional Focus			
K.3A demonstrate phonological awareness	Demonstrate phonological awareness: <input type="checkbox"/> K.3A.5 blend syllables to form multisyllabic words <input type="checkbox"/> K.3A.6 segment multisyllabic words into syllables <input type="checkbox"/> K.3A.7 blend spoken onsets and rimes to form simple words			
K.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> K.3B.1 identify and spell words using sound-spelling patterns <input type="checkbox"/> K.3B.2 using letter-sound relationships to decode and spell VC, CVC, CCVC and CVCC words <input type="checkbox"/> 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 for determining the meaning of unknown words while reading	<input type="checkbox"/> K.3C.5 use illustrations and texts the student is able to read or hear to learn or clarify word meanings			
Shared Reading	Instructional Focus			
K.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> K.3C.5 use context within or beyond a paragraph to clarify the meaning of unfamiliar words <input type="checkbox"/> K.4A adjust fluency when reading grade-level text <input type="checkbox"/> K.5A establish purpose for reading assigned and self-selected texts with adult assistance <input type="checkbox"/> K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance <input type="checkbox"/> K.5C make and confirm predictions using text features and structures with adult assistance			
K.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	<input type="checkbox"/> K.5D create mental images to deepen understanding with adult assistance <input type="checkbox"/> 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 <input type="checkbox"/> K.5F make connections to personal experiences, ideas in other texts, and society with adult assistance <input type="checkbox"/> K.5G make inferences and use evidence to support understanding with adult assistance <input type="checkbox"/> K.5H evaluate details read to determine what is most important with adult assistance <input type="checkbox"/> K.5I synthesize information to create new understanding with adult assistance			
K.6/K.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction <input type="checkbox"/> K.7C identify and describe characters in a story and recognize how characters exhibit virtuous behaviors Poetry Drama Informational <input type="checkbox"/> K.6D recognize characteristics and structures of informational text including: <input type="checkbox"/> K.6D.1 titles and simple graphics to gain information <input type="checkbox"/> K.6D.2 the steps in a sequence Persuasive			
Independent Reading	Instructional Focus			
K.9 the student reads grade-appropriate texts independently	<input type="checkbox"/> 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 challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills				
	<input type="checkbox"/> K.10A describe personal connections to a variety of sources <input type="checkbox"/> K.10B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.10C use text evidence to support an appropriate response <input type="checkbox"/> K.10D retell texts in ways that maintain meaning <input type="checkbox"/> K.10F respond using newly acquired vocabulary as appropriate				
K.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.8A discuss with adult assistance the author's purpose for writing text <input type="checkbox"/> K.8C discuss with adult assistance how the use of text structure contributes to the author's purpose				
	<input type="checkbox"/> K.8D discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
	<input type="checkbox"/> K.8E discuss how the author uses words that help the reader visualize				
Writing		Instructional Focus			
K.11A plan first drafts	<input type="checkbox"/> K.11A plan by generating ideas for writing through class discussions and drawings				
K.11B develop drafts	<input type="checkbox"/> K.11B develop drafts in oral, pictorial, or written form by organizing ideas				
K.11C revise drafts	<input type="checkbox"/> K.11C revise drafts by adding details in pictures or words				
K.11D edit drafts	edit drafts with adult assistance using standard English conventions, including:				
	<input type="checkbox"/> K.11D.4 adjectives, including articles <input type="checkbox"/> K.11D.5 prepositions <input type="checkbox"/> K.1D.7 capitalization of the first letter in a sentence and name <input type="checkbox"/> K.10D.8 punctuation marks at the end of declarative sentences <input type="checkbox"/> K.11D.9 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				
	K.11E publish written work	<input type="checkbox"/> K.11E share writing <input type="checkbox"/> 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	<input type="checkbox"/> K.12A dictate or compose personal narratives		
	K.12B use the writing process to compose informational texts				
Research		Instructional Focus			
K.13 use research skills to plan and present in written, oral, or multimodal formats					

Unit 3: Exploring Literary Texts

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

Unit 3: Exploring Literary Texts

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

Unit 4: Exploring Informational Texts

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit *			
Literacy Routines	Instructional Focus			
K.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> maintain previously learned oral communication skills			
Word Study	Instructional Focus			
K.3A/B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> maintain and apply previously learned skills			
K.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> maintain and apply previously learned skills			
Shared Reading	Instructional Focus			
K.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <input type="checkbox"/> maintain previously learned skills (establish purpose, generate questions, make predictions, create mental images, monitor comprehension)			
K.5 use metacognitive skills to both develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> maintain previously learned skills (make connections, make inferences, evaluate details, synthesize information)			
K.6/K.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	Poetry			
	Drama			
	Informational <input type="checkbox"/> K.6D recognize characteristics and structures of informational text, including: <input type="checkbox"/> K.6D.1 titles and simple graphics to gain information <input type="checkbox"/> K.6D.2 the steps in a sequence			
	Persuasive <input type="checkbox"/> K.6E recognize characteristics of persuasive text with adult assistance <input type="checkbox"/> K.7A state what the author is trying to persuade the reader to think or do <input type="checkbox"/> K.7B describe the elements of plot development for texts read aloud with adult assistance			
Independent Reading	Instructional Focus			
K.9 reads grade-appropriate texts independently	<input type="checkbox"/> maintain previously learned skills (self-select texts and interact independently with text for increasing periods of time)			
Responding to Text	Instructional Focus			
K.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: Response Skills <input type="checkbox"/> maintain previously learned skills (personal connections, responses that demonstrate understanding of texts, use of text evidence, summarize, use acquired vocabulary)			
K.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.8A discuss with adult assistance the author's purpose for writing text <input type="checkbox"/> K.8C discuss with adult assistance how the use of text structure contributes to the author's purpose <input type="checkbox"/> K.8D discuss with adult assistance 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			
K.11A plan first drafts	<input type="checkbox"/> K.11A plan by generating ideas for writing through class discussions and drawings			
K.11B develop drafts	<input type="checkbox"/> K.11B develop drafts in oral, pictorial, or written form by organizing ideas			
K.11C revise drafts	<input type="checkbox"/> K.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences			
K.11D edit drafts	<input type="checkbox"/> K.11D.7 edit drafts with adult assistance using standard English conventions, including: <input type="checkbox"/> K.11D.8 maintain previously learned capitalization skills <input type="checkbox"/> K.11D.9 maintain previously learned punctuation skills <input type="checkbox"/> K.11D.9 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
K.11E publish written work	<input type="checkbox"/> K.11E share writing <input type="checkbox"/> 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	<input type="checkbox"/> K.12B compose informational texts <input type="checkbox"/> K.12B compose procedural texts <input type="checkbox"/> K.12B compose reports			
Research	Instructional Focus			
K.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> K.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> K.13B develop and follow a research plan with adult assistance <input type="checkbox"/> K.13C gather information from a variety of sources with adult assistance <input type="checkbox"/> K.13D demonstrate understanding of information gathered with adult assistance <input type="checkbox"/> K.13E use an appropriate mode of delivery			

Reading and Writing – Grade K (all standards)

		CHECKPOINT		
		1	2	3
Catholic Identity	Instructional Focus			
K.1 analyze literature that reflects the transmission of a Catholic culture and worldview.	<input type="checkbox"/> K.1A share how literature contributes to strengthening moral character * <input type="checkbox"/> K.1B interpret and evaluate literature in a Christian spirit * <input type="checkbox"/> K.1C share how literature ignites the creative imagination * <input type="checkbox"/> K.1D recognize and model the virtues possessed by literary characters *			
Literacy Routines	Instructional Focus			
K.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> K.2A listen actively and ask questions to understand information and answer questions using multi-word responses <input type="checkbox"/> K.2B restate and follow oral directions that involve a short, related sequence of actions <input type="checkbox"/> K.2C share information and ideas by speaking audibly and clearly using the conventions of language <input type="checkbox"/> K.2D work collaboratively with others by following agreed upon rules for discussion, including taking turns <input type="checkbox"/> K.2E develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants			
Word Study	Instructional Focus			
K.3A demonstrate phonological awareness	Demonstrate phonological awareness by: <input type="checkbox"/> K.3A.1 identify and produce rhyming words <input type="checkbox"/> K.3A.2 recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound <input type="checkbox"/> K.3A.3 identify the individual words in a spoken in a sentence <input type="checkbox"/> K.3A.4 identify syllables in spoken words <input type="checkbox"/> K.3A.5 blend syllables to form multisyllabic words <input type="checkbox"/> K.3A.6 segment multisyllabic words into syllables <input type="checkbox"/> K.3A.7 blend spoken onsets and rimes to form simple words <input type="checkbox"/> K.3A.8 blend spoken phonemes to form one-syllable words <input type="checkbox"/> K.3A.9 manipulate syllables within multisyllabic word <input type="checkbox"/> K.3A.10 segment spoken one-syllable words into individual phonemes			
K.3B demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> K.3B.1 decode and spell words in isolation and in context by applying common letter sound correspondences <input type="checkbox"/> K.3B.2 using letter-sound relationships to decode and spell VC, CVC, CCVC and CVCC words <input type="checkbox"/> K.3B.3 recognize that new words are created when letters are changed, added or deleted such as it – pit – tip – tap <input type="checkbox"/> K.3B.4 identify and read at least 25 high-frequency words from a research-based list <input type="checkbox"/> K.3B.5 demonstrate print awareness <ul style="list-style-type: none"> ○ identify the front cover, back cover, and title page of a book ○ 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 ○ recognize that sentences are comprised of words separated by spaces and recognize word boundaries ○ recognize the difference between a letter and a printed word ○ identify all uppercase and lowercase letters 			
K.3C use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> K.3C.1 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> K.3C.2 identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location			

Reading and Writing – Grade K (all standards)

		Checkpoint		
		1	2	3
Shared Reading		Instructional Focus		
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	Tools to Know: Reading Process		
		<input type="checkbox"/> K.3C.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings <input type="checkbox"/> K.4A adjust fluency when reading grade-level text <input type="checkbox"/> K.5A establish purpose for reading assigned and self-selected texts with adult assistance <input type="checkbox"/> K.5B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance <input type="checkbox"/> K.5C make and confirm predictions using text features and structures with adult assistance <input type="checkbox"/> K.5D create mental images to deepen understanding with adult assistance <input type="checkbox"/> 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		
		<input type="checkbox"/> K.5F make connections to personal experiences, ideas in other texts, and society with Adult assistance <input type="checkbox"/> K.5G make inferences and use evidence to support understanding with adult assistance <input type="checkbox"/> K.5H evaluate details read to determine what is most important with adult assistance <input type="checkbox"/> K.5I synthesize information to create new understanding with adult assistance		
K.6/K.7 use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend texts	Fiction			
	<input type="checkbox"/> K.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes <input type="checkbox"/> K.7A discuss topics and determine the basic theme using text evidence with adult assistance <input type="checkbox"/> K.7B describe the elements of plot development for texts read aloud with adult assistance <input type="checkbox"/> K.7C identify and describe characters in a story and recognize how characters exhibit Virtuous behaviors <input type="checkbox"/> K.7D describe the setting			
	Poetry			
	<input type="checkbox"/> K.6B discuss rhyme and rhythm in nursery rhymes and a variety of poems			
	Drama			
	<input type="checkbox"/> K.6C discuss main characters in drama			
	Informational			
		<input type="checkbox"/> K.6D recognize characteristics and structures of informational text, including: <input type="checkbox"/> K.6D.1 titles and simple graphics to gain information <input type="checkbox"/> K.6D.2 the steps in a sequence		
		Persuasive		
		<input type="checkbox"/> K.6E recognize characteristics of persuasive text with adult assistance <input type="checkbox"/> K.7A state what the author is trying to persuade the reader to think or do		
Independent Reading		Instructional Focus		
K.9 reads grade-appropriate texts independently	<input type="checkbox"/> K.9A self-select text and interact independently with text for increasing periods of time			
Responding to Text		Instructional Focus		
K.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed.	Ways to Show: Response Skills			
	<input type="checkbox"/> K.10A describe personal connections to a variety of sources <input type="checkbox"/> K.10B provide an oral, pictorial, or written response to a text <input type="checkbox"/> K.10C use text evidence to support an appropriate response <input type="checkbox"/> K.10D retell texts in ways that maintain meaning <input type="checkbox"/> K.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> K.10F respond using newly acquired vocabulary as appropriate			
K.8 analyze the authors' choices and how they influence and communicate meaning	<input type="checkbox"/> K.8A discuss with adult assistance the author's purpose for writing text <input type="checkbox"/> K.8B listen to and experience first- and third- person texts <input type="checkbox"/> K.8C discuss with adult assistance how the use of text structure contributes to the author's purpose <input type="checkbox"/> K.8D discuss with adult assistance the author's use of print and graphic features to achieve specific purposes			

		CHECKPOINT		
		1	2	3
Writing	Instructional Focus			
K.11A plan first drafts	<input type="checkbox"/> K.11A plan by generating ideas for writing through class discussions and drawings			
K.11B develop drafts	<input type="checkbox"/> K.11B develop drafts in oral, pictorial, or written form by organizing ideas			
K.11C revise drafts	<input type="checkbox"/> K.11C revise drafts by adding details in pictures or words			
K.11D edit drafts	<input type="checkbox"/> edit drafts with adult assistance using standard English conventions, including: <input type="checkbox"/> K.11D.1 complete sentences <input type="checkbox"/> K.11D.2 verbs <input type="checkbox"/> K.11D.3 singular and plural nouns <input type="checkbox"/> K.11D.4 adjectives, including articles <input type="checkbox"/> K.11D.5 prepositions <input type="checkbox"/> K.11D.6 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> K.11D.7 capitalization of the first letter in a sentence and name <input type="checkbox"/> K.11D.8 punctuation marks at the end of declarative sentences <input type="checkbox"/> K.11D.9 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words			
K.11E publish written work	<input type="checkbox"/> K.11E share writing <input type="checkbox"/> 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	<input type="checkbox"/> K.12A dictate or compose personal narratives			
K.12B use the writing process to compose informational texts	<input type="checkbox"/> 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	<input type="checkbox"/> K.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> K.13B develop and follow a research plan with adult assistance <input type="checkbox"/> K.13C gather information from a variety of sources with adult assistance <input type="checkbox"/> K.13D demonstrate understanding of information gathered with adult assistance <input type="checkbox"/> K.13E use an appropriate mode of delivery			