

Catholic Identity

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
Ways to Grow 1.1 understand and integrate the content of what is learned into faith and daily life*	<input type="checkbox"/> 1.1A recognize that every human life is sacred because each person is created and loved by God* <input type="checkbox"/> 1.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* <input type="checkbox"/> 1.1C recognize and oppose unjust social structures and work toward justice for all* <input type="checkbox"/> 1.1D see God at work in all things and as expressed in the sacraments* <input type="checkbox"/> 1.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Application	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 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

Application	Instructional Focus				
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 <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/C demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 1.3B.1/1.3C.1 decode words in isolation and in context by applying common letter sound correspondences / spell words using sound-spelling patterns <input type="checkbox"/> 1.3B.2/1.3C.2 decode and spell words with initial and final consonant blends, digraphs, trigraphs <input type="checkbox"/> 1.3B.3/1.3C.3 decode and spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs, diphthongs; r-controlled syllables; and final stable syllables <input type="checkbox"/> 1.3B.4/1.3C.4 identify and read at least 100 high-frequency words from a research-based list / 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 endings, affixes -s, -ed, and -ing				
1.3D use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 1.3D.1 alphabetize a series of words to the first or second letter and use a dictionary to find words <input type="checkbox"/> 1.3D.2 identify the meaning of words with the affixes -s, -ed, and -ing <input type="checkbox"/> 1.3D.3 identify and use words that name actions, directions, positions, sequences, categories, and locations <input type="checkbox"/> 1.3D.4 use illustrations and texts the student is able to read or hear to learn or clarify word meanings				

Unit Map – Grade 1 Literacy

Shared Reading

Application		Instructional Focus	Unit	1	2	3
Tools to Know	1.4 read grade-level text with fluency and comprehension	Tools to Know: Reading Process <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 <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				
	1.5 use the reading process to develop and deepen comprehension of increasingly complex texts	Tools to Know: Comprehension <input type="checkbox"/> 1.5F make connections to personal experiences, ideas in 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 is most important <input type="checkbox"/> 1.5I synthesize information to create new understanding				
Ways to Show	1.6/1.7 comprehend the author's purpose and meaning in texts to include multiple genres; describe literary elements and structure	Ways to Show: Fiction <input type="checkbox"/> 1.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes <input type="checkbox"/> 1.6J discuss the author's purpose for writing text <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, 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*				
		Ways to Show: Poetry <input type="checkbox"/> 1.6B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems <input type="checkbox"/> 1.6J discuss the author's purpose for writing text <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, 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"/> 1.7F recite poems of substance that encourage striving for virtue and goodness*				
		Ways to Show: Drama <input type="checkbox"/> 1.6C discuss elements of drama such as characters, dialogue, and setting <input type="checkbox"/> 1.6J discuss the author's purpose for writing text <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, 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"/> 1.7G use imagination to create dialogue between the reader and characters in a story*				
		Ways to Show: Informational <input type="checkbox"/> 1.6D recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information <input type="checkbox"/> 1.6E recognize the central idea and supporting evidence <input type="checkbox"/> 1.6F recognize organizational patterns such as chronological order and description <input type="checkbox"/> 1.6J discuss the author's purpose for writing text				
		Ways to Show: Persuasive <input type="checkbox"/> 1.6G recognize characteristics of persuasive text with adult assistance <input type="checkbox"/> 1.6H state what the author is trying to persuade the reader to think or do <input type="checkbox"/> 1.6J discuss the author's purpose for writing text				
		Ways to Show: Multimodal and Digital <input type="checkbox"/> 1.6I recognize characteristics of multimodal and digital texts <input type="checkbox"/> 1.6J discuss the author's purpose for writing text				
Author's Craft	1.8 discuss the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Analysis: All Genres <input type="checkbox"/> 1.8A identify the use of first and third person in a text <input type="checkbox"/> 1.8B discuss how the use of text structure contributes to the author's purpose <input type="checkbox"/> 1.8C 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				

Independent Reading

Application	Instructional Focus	Unit	1	2	3
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				

Responding to Text (applied to both Shared Reading and Independent Reading)

Application	Instructional Focus				
Ways to Show 1.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	Ways to Show: All Genres <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				

Writing

Application	Instructional Focus				
Tools to Know: Writing Process 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	develop drafts in oral, pictorial, or written form by: <input type="checkbox"/> 1.11B.1 organizing with structure <input type="checkbox"/> 1.11B.2 developing an idea with specific and relevant details				
1.11C revise drafts	<input type="checkbox"/> 1.11C revise drafts by adding details in pictures or words				
1.11D edit drafts	edit drafts using standard English conventions, including: <input type="checkbox"/> 1.11D.1 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.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 with adult assistance				
1.11E publish written work	<input type="checkbox"/> 1.11E publish and share writing <input type="checkbox"/> 1.11F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words				
1.12A use the writing process to compose literary texts	<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 informational texts	<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 persuasive texts	<input type="checkbox"/> 1.12C dictate or compose persuasive texts				
1.12D use the writing process to compose correspondence	<input type="checkbox"/> 1.12D dictate or compose thank you notes or letters				

Research (embedded skills throughout Reading and Writing)

Application	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				