

## Catholic Identity

Application	Instructional Focus	Unit	CHECKPOINT		
			1	2	3
<b>Ways to Grow</b> 2.1 understand and integrate the content of what is learned into faith and daily life*	<input type="checkbox"/> 2.1A recognize that every human life is sacred because each person is created and loved by God* <input type="checkbox"/> 2.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* <input type="checkbox"/> 2.1C recognize and oppose unjust social structures and work toward justice for all* <input type="checkbox"/> 2.1D see God at work in all things and as expressed in the sacraments* <input type="checkbox"/> 2.1E 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				
2.2 communicate ideas effectively through speaking and discussion	<input type="checkbox"/> 2.2A listen actively, ask relevant questions to clarify information, and answer questions <input type="checkbox"/> 2.2B follow, restate, and give oral instructions that involve a series of related sequence of actions <input type="checkbox"/> 2.2C share information and ideas that focus on the topic under discussion, speaking clearly, at an appropriate pace and using the conventions of language <input type="checkbox"/> 2.2D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others <input type="checkbox"/> 2.2E develop social communication such as conversing politely in all situations				

## Word Study

Application	Instructional Focus				
2.3A demonstrate phonological awareness	demonstrate <b>phonological awareness</b> by: <input type="checkbox"/> 2.3A.1 producing a series of rhyming words <input type="checkbox"/> 2.3A.2 distinguishing between long and short vowel sounds in one-syllable and multi-syllable words <input type="checkbox"/> 2.3A.3 recognizing the change in spoken word when a specified phoneme is added, changed, or removed <input type="checkbox"/> 2.3A.4 manipulating phonemes within base words				
2.3B/C demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> 2.3B.1 decode words with short, long, or variant vowels, trigraphs, and blends <input type="checkbox"/> 2.3B.2/2.3C.1 decode and spell words with silent letters such as knife and gnat <input type="checkbox"/> 2.3B.3/2.3C.2 decode and spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables <input type="checkbox"/> 2.3B.4/2.3C.3 decode and spell compound words, contractions, and common abbreviations <input type="checkbox"/> 2.3B.5/2.3C.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV <input type="checkbox"/> 2.3B.6/2.3C.5 decode and spell words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est <input type="checkbox"/> 2.3B.7/2.3C.6 identify, read, and spell high-frequency words from a research-based list				
2.3D use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> 2.3D.1 alphabetize a series of words and use a dictionary or glossary to find words <input type="checkbox"/> 2.3D.2 use print or digital resources to determine meaning and pronunciation of unknown words <input type="checkbox"/> 2.3D.3 use context within and beyond a sentence to determine the meaning of unfamiliar words <input type="checkbox"/> 2.3D.4 identify the meaning of and use words with affixes <input type="checkbox"/> 2.3D.5 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context				

## Shared Reading

Application		Instructional Focus	Unit	1	2	3	
<b>Tools to Know</b>	2.4 read grade-level text with fluency and comprehension	<p><b>Tools to Know: Reading Process</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text</li> <li><input type="checkbox"/> 2.5A establish purpose for reading assigned and self-selected texts</li> <li><input type="checkbox"/> 2.5B generate questions about text before, during, and after reading</li> <li><input type="checkbox"/> 2.5C make and correct or confirm predictions using text features, characteristics of genre, and structures</li> <li><input type="checkbox"/> 2.5D create mental images to deepen understanding</li> <li><input type="checkbox"/> 2.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</li> </ul>					
	2.5 use the reading process to develop and deepen comprehension of increasingly complex texts	<p><b>Tools to Know: Comprehension</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.5F make connections to personal experiences, ideas in other texts, and society</li> <li><input type="checkbox"/> 2.5G make inferences and use evidence to support understanding</li> <li><input type="checkbox"/> 2.5H evaluate details read to determine key ideas</li> <li><input type="checkbox"/> 2.5I synthesize information to create new understanding</li> </ul>					
<b>Ways to Show</b>	2.6/2.7 comprehend the author's purpose and meaning in texts to include multiple genres; <b>describe</b> literary elements and structure	<p><b>Ways to Show: Fiction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, and fairy tales</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> <li><input type="checkbox"/> 2.7A discuss topics and determine theme using text evidence</li> <li><input type="checkbox"/> 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution</li> <li><input type="checkbox"/> 2.7C describe the main character's (characters') internal and external traits</li> <li><input type="checkbox"/> 2.7D describe the importance of the setting</li> <li><input type="checkbox"/> 2.7E identify moral lessons as themes in well-known fables, legends, myths, or stories*</li> </ul>					
		<p><b>Ways to Show: Poetry</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6B explain visual patterns and structures in a variety of poems</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> <li><input type="checkbox"/> 2.7A discuss topics and determine theme using text evidence</li> <li><input type="checkbox"/> 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution</li> <li><input type="checkbox"/> 2.7C describe the main character's (characters') internal and external traits</li> <li><input type="checkbox"/> 2.7D describe the importance of the setting</li> <li><input type="checkbox"/> 2.7F recite poems of substance that encourage striving for virtue and goodness*</li> </ul>					
		<p><b>Ways to Show: Drama</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6C discuss elements of drama such as characters, dialogue, and setting</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> <li><input type="checkbox"/> 2.7A discuss topics and determine theme using text evidence</li> <li><input type="checkbox"/> 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution</li> <li><input type="checkbox"/> 2.7C describe the main character's (characters') internal and external traits</li> <li><input type="checkbox"/> 2.7D describe the importance of the setting</li> <li><input type="checkbox"/> 2.7G use imagination to create dialogue between the readers and characters in a story*</li> </ul>					
		<p><b>Ways to Show: Informational</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6D recognize characteristics and structures of informational text, including features and graphics to locate and gain information</li> <li><input type="checkbox"/> 2.6E recognize the central idea and supporting evidence</li> <li><input type="checkbox"/> 2.6F recognize organizational patterns such as chronological order and cause and effect stated explicitly</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> </ul>					
		<p><b>Ways to Show: Persuasive</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6G recognize characteristics of persuasive text</li> <li><input type="checkbox"/> 2.6H state what the author is trying to persuade the reader to think or do</li> <li><input type="checkbox"/> 2.6I distinguish facts from opinion</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> </ul>					
		<p><b>Ways to Show: Multimodal and Digital</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.6J recognize characteristics of multimodal and digital texts</li> <li><input type="checkbox"/> 2.6K discuss the author's purpose for writing text</li> </ul>					
<b>Author's Craft</b>	2.8 identify, explain, and discuss the authors' choices and how they influence meaning; <b>apply</b> author's craft purposefully in writing and speaking	<p><b>Analysis: All Genres</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.8A identify the use of first or third person in a text</li> <li><input type="checkbox"/> 2.8B explain how the use of text structure contributes to the author's purpose</li> <li><input type="checkbox"/> 2.8C explain the author's use of print and graphic features to achieve their purpose</li> <li><input type="checkbox"/> 2.8D discuss the use of descriptive, literal, and figurative language</li> <li><input type="checkbox"/> 2.8E identify and explain the use of repetition</li> </ul>					

## Independent Reading

Application	Instructional Focus	Unit	1	2	3
2.9 self-select text and read independently	<input type="checkbox"/> 2.9A self-select text and read independently for a sustained period of time				

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

Application	Instructional Focus				
<b>Ways to Show</b> 2.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	<b>Ways to Show: All Genres</b> <input type="checkbox"/> 2.10A describe personal connections to a variety of sources <input type="checkbox"/> 2.10B write brief comments on literary or informational texts that demonstrate an understanding of the text				
	<input type="checkbox"/> 2.10C use text evidence to support an appropriate response <input type="checkbox"/> 2.10D retell and paraphrase texts in ways that maintain meaning and logical order <input type="checkbox"/> 2.10E interact with sources in meaningful ways such as illustrating or writing <input type="checkbox"/> 2.10F respond using newly acquired vocabulary as appropriate				

## Writing

Application	Instructional Focus				
<b>Tools to Know: Writing Process</b> 2.11A plan first drafts 2.11B develop drafts 2.11C revise drafts 2.11D edit drafts 2.11E publish written work	<input type="checkbox"/> 2.11A <b>plan a first draft</b> by using prewriting strategies such as drawing and brainstorming				
	<b>develop drafts</b> into a focused piece of writing by: <input type="checkbox"/> 2.11B.1 organizing with structure <input type="checkbox"/> 2.11B.2 developing an idea with specific and relevant details				
	<input type="checkbox"/> 2.11C <b>revise drafts</b> by adding, deleting, or rearranging words, phrases, or sentences				
	<b>edit drafts</b> using standard English conventions, including: <input type="checkbox"/> 2.11D.1 complete sentences with subject-verb agreement <input type="checkbox"/> 2.11D.2 past, present, and future verb tense <input type="checkbox"/> 2.11D.3 singular, plural, common, and proper nouns <input type="checkbox"/> 2.11D.4 adjectives, including articles <input type="checkbox"/> 2.11D.5 adverbs that convey time and adverbs that convey place <input type="checkbox"/> 2.11D.6 prepositions and prepositional phrases <input type="checkbox"/> 2.11D.7 pronouns, including subjective, objective, and possessive cases <input type="checkbox"/> 2.11D.8 coordinating conjunctions to form compound subjects and predicates <input type="checkbox"/> 2.11D.9 capitalization of months, days of the week, and the salutation and conclusion of a letter <input type="checkbox"/> 2.11D.10 end punctuation, apostrophes in contractions, and commas with items in a series and in dates <input type="checkbox"/> 2.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				
	<input type="checkbox"/> 2.11E <b>publish</b> and share writing <input type="checkbox"/> 2.11F develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters				
2.12A use the writing process to compose <b>literary texts</b>	<input type="checkbox"/> 2.12A dictate or compose personal narratives <input type="checkbox"/> 2.12A dictate or compose poetry				
2.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> 2.12B dictate or compose informational texts <input type="checkbox"/> 2.12B dictate or compose procedural texts				
2.12C use the writing process to compose <b>persuasive texts</b>	<input type="checkbox"/> 2.12C dictate or compose persuasive texts				
2.12D use the writing process to compose <b>correspondence</b>	<input type="checkbox"/> 2.12D dictate or compose thank you notes or letters				

## Research (embedded skills throughout Reading and Writing)

Application	Instructional Focus				
2.13 use research skills to plan and present in written, oral, or multimodal formats	<input type="checkbox"/> 2.13A generate questions for formal and informal inquiry with adult assistance <input type="checkbox"/> 2.13B develop and follow a research plan with adult assistance <input type="checkbox"/> 2.13C identify and gather relevant sources and information to answer the questions <input type="checkbox"/> 2.13D identify primary and secondary sources <input type="checkbox"/> 2.13E demonstrate understanding of information gathered <input type="checkbox"/> 2.13F cite sources appropriately <input type="checkbox"/> 2.13G use an appropriate mode of delivery, whether written, oral, or multimodal				