

## Catholic Identity

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

Application	Instructional Focus				
K.3A demonstrate phonological awareness	demonstrate <b>phonological awareness</b> by: <input type="checkbox"/> K.3A.1 identifying and producing 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 identifying the individual words in a spoken sentence <input type="checkbox"/> K.3A.4 identifying syllables in spoken words <input type="checkbox"/> K.3A.5 blending syllables to form multisyllabic words <input type="checkbox"/> K.3A.6 segmenting multisyllabic words into syllables <input type="checkbox"/> K.3A.7 blending spoken onsets and rimes to form simple words <input type="checkbox"/> K.3A.8 blending spoken phonemes to form one-syllable words <input type="checkbox"/> K.3A.9 manipulating syllables within a multisyllabic word <input type="checkbox"/> K.3A.10 segmenting spoken one-syllable words into individual phonemes				
K.3B/C demonstrate and apply phonetic knowledge while reading and spelling	<input type="checkbox"/> K.3B.1/K.3C.1 identify and match the common sounds that letters represent / spell words using sound-spelling patterns <input type="checkbox"/> K.3B.2/K.3C.2 use letter-sound relationships to decode and spell, including VC, CVC, CCVC, and CVCC words <input type="checkbox"/> K.3B.3 recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap <input type="checkbox"/> K.3B.4/K.3C.3 identify, read, and spell at least 25 high-frequency words from a research-based list				
K.3D demonstrate print awareness	demonstrate <b>print awareness</b> by: <input type="checkbox"/> K.3D.1 identifying the front cover, back cover, and title page of a book <input type="checkbox"/> K.3D.2 holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep <input type="checkbox"/> K.3D.3 recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries <input type="checkbox"/> K.3D.4 recognizing the difference between a letter and a printed word <input type="checkbox"/> K.3D.5 identifying all uppercase and lowercase letters				
K.3E use skills to support strategies for determining the meaning of unknown words while reading	<input type="checkbox"/> K.3E.1 use a resource such as a picture dictionary or digital resource to find words <input type="checkbox"/> K.3E.2 identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and location <input type="checkbox"/> K.3E.3 use illustrations and texts the student is able to read or hear to learn or clarify word meanings				

## Shared Reading

Application		Instructional Focus	Unit	1	2	3
Tools to Know	K.5 use the reading process to develop and deepen comprehension of increasingly complex texts	<b>Tools to Know: Reading Process</b> <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 re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance				
		<b>Tools to Know: Comprehension</b> <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 to determine what is most important with adult assistance <input type="checkbox"/> K.5I synthesize information to create new understanding with adult assistance				
Ways to Show	K.6/K.7 <b>comprehend</b> the author's purpose and meaning in texts to include multiple genres; <b>describe</b> literary elements	<b>Ways to Show: Fiction</b> <input type="checkbox"/> K.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text <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 the main character(s) <input type="checkbox"/> K.7D recognize how characters exhibit virtuous behaviors* <input type="checkbox"/> K.7E describe the setting				
		<b>Ways to Show: Poetry</b> <input type="checkbox"/> K.6B discuss rhyme and rhythm in nursery rhymes and a variety of poems <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text <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 the main character(s) <input type="checkbox"/> K.7E describe the setting				
		<b>Ways to Show: Drama</b> <input type="checkbox"/> K.6C discuss main characters in drama <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text <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 the main character(s) <input type="checkbox"/> K.7E describe the setting				
		<b>Ways to Show: Informational</b> <input type="checkbox"/> K.6D recognize characteristics and structures of informational text, including titles and simple graphics to gain information <input type="checkbox"/> K.6E recognize the steps in a sequence <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text <input type="checkbox"/> K.6F recognize the central idea and supporting evidence with adult assistance				
		<b>Ways to Show: Persuasive</b> <input type="checkbox"/> K.6G recognize characteristics of persuasive text with adult assistance <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text <input type="checkbox"/> K.6H state what the author is trying to persuade the reader to think or do				
		<b>Ways to Show: Multimodal and Digital</b> <input type="checkbox"/> K.6I recognize characteristics of multimodal and digital texts <input type="checkbox"/> K.6J discuss with adult assistance the author's purpose for writing text				
		<b>Analysis: All Genres</b> <input type="checkbox"/> K.8A listen to and experience first- and third- person texts <input type="checkbox"/> K.8B discuss with adult assistance how the use of text structure contributes to the author's purpose <input type="checkbox"/> K.8C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes <input type="checkbox"/> K.8D discuss with adult assistance how the author uses words that help the reader visualize				
		<input type="checkbox"/> K.8E discuss with adult assistance how the author uses words that help the reader visualize				
Author's Craft	K.8 <b>discuss with adult assistance</b> the authors' choices and how they influence meaning; <b>apply</b> author's craft purposefully in writing (dictation) and speaking					

## Independent Reading

Application	Instructional Focus	Unit	1	2	3
K.9 self-select text and read independently	<input type="checkbox"/> K.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				
<b>Ways to Show</b> K.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"/> 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				

## Writing

Application	Instructional Focus				
<b>Tools to Know: Writing Process</b> K.11A plan first drafts K.11B develop drafts K.11C revise drafts K.11D edit drafts K.11E publish written work	<input type="checkbox"/> K.11A plan by generating ideas for writing through class discussions and drawings				
	<input type="checkbox"/> K.11B develop drafts in oral, pictorial, or written form by organizing ideas				
	<input type="checkbox"/> K.11C revise drafts by adding details in pictures or words				
	<b>edit drafts</b> 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				
	<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 <b>literary texts</b>	<input type="checkbox"/> K.12A dictate or compose literary texts, including personal narratives				
K.12B use the writing process to compose <b>informational texts</b>	<input type="checkbox"/> K.12B dictate or compose informational texts				

## Research (embedded skills throughout Reading and Writing)

Application	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 <input type="checkbox"/> K.13B develop and follow a research plan <input type="checkbox"/> K.13C gather information from a variety of sources <input type="checkbox"/> K.13D demonstrate understanding of information gathered <input type="checkbox"/> K.13E use an appropriate mode of delivery, whether written, oral, or multimodal				