

LANGUAGE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<p>Note: The inclusion of Language standards in their own domain should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; Indeed, they are inseparable from such contexts.</p>		
<p style="text-align: center; font-size: 2em; font-weight: bold;">1</p>	<p style="text-align: center;">Conventions of Standard English</p>	<p>LA.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive and indefinite pronouns, use past, present and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because) determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)</p>
		<p>LA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (L.1.2)</p>
	<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p>LA.1.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)</p>
		<p>LA.1.L.4 With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings (L.1.5)</p>
		<p>LA.1.L.5 Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts (L.1.6)</p>

READING - READING FOUNDATIONS

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
1	Print Concepts	LA.1.RF.1 Recognize the beginning and ending of a sentence. (RF.1.1)
	Phonological Awareness	LA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds (RF.1.2)
	Phonics and Word Recognition	LA.1.RF.3 Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (RF.1.3)
	Fluency	LA.1.RF.4 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b) LA.1.RF.5 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c) LA.1.RF.6 Continue to develop silent reading strategies

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?		Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.
Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
1	Key Ideas and Details	LA.1.RI.1 Ask and answer questions about key details (RI.1.1)
		LA.1.RI.2 Identify the main topic and retell key details (RI.1.2)
		LA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally (RI.1.3)
	Craft and Structure	LA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4)
		LA.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (RI.1.5)
		LA.1.RI.6 Distinguish between informaton provided by pictures or other illustrations and information provided by words (RI.1.6)
	Integration of Knowledge and Ideas	LA.1.RI.7 Use illustrations and details to describe key ideas (RI.1.7)
		LA.1.RI.8 Identify the reasons an author gives to support ideas (RI.1.8)
		LA.1.RI.9 Identify similarities and differences between two texts on the same topic (RI.1.9)
		LA.1.RI.10 Predict content using pictures and illustrations
		LA.1.RI.11 Distinguish between right and wrong, fact and opinion
	Range of Reading and Level of Text Complexity	LA.1.RI.12 Choose informational text that affirms the teachings in God's Word
		LA.1.RI.13 With prompting, read informational text of appropriate complexity (RI.1.10)
		LA.1.RI.14 Read informational texts on topics of interest

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
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Essential Question: How can we honor God when we read, reflect, and respond to a variety of texts?
Big Idea: We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

Assessments: Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory

1	Key Ideas and Details	LA.1.RL.1 Ask and answer questions about key details (RL.1.1)
		LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s) (RL.1.2)
		LA.1.RL.3 Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)
	Craft and Structure	LA.1.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4)
		LA.1.RL.5 Differentiate between informational and story books (RL.1.5)
		LA.1.RL.6 Identify who is telling the story (RL.1.6)
	Integration of Knowledge and Ideas	LA.1.RL.7 Use illustrations and details to describe story elements (RL.1.7)
		LA.1.RL.8 Compare and contrast characters (e.g., adventures and experiences) (RL.1.9)
		LA.1.RL.9 Predict story events and outcomes using picture clues
		LA.1.RL.10 Distinguish between fantasy and reality, right and wrong, fact and opinion
		LA.1.RL.11 Make connections between a text and personal life experiences
	Range of Reading and Level of Text Complexity	LA.1.RL.12 Choose literature that reflects the teachings in God's Word
		LA.1.RL.13 Read stories and poetry of appropriate complexity (RL.1.10)
		LA.1.RL.14 Read literature for pleasure

SPEAKING AND LISTENING

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p>Essential Question: How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?</p>		<p>Big Idea: The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.</p>
<p>Assessments: Discussion, Observations, Checklists, Rubrics, Questions, Recordings, Think-Pair-Share, Podcast, Multimedia Presentations, Socratic Circles, Debate, Literature Circles, Speeches/Sermons, Readers Theater, Drama and Skits, Poetry Readings, Show and Tell</p>		
<p style="font-size: 2em; text-align: center;">1</p>	<p>Comprehension and Collaboration</p>	<p>LA.1.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (SL.1.1)</p>
		<p>LA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2)</p>
		<p>LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning (SL.1.3)</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>LA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)</p>
		<p>LA.1.SL.5 Add visual displays to descriptions when appropriate (SL.1.5)</p>
		<p>LA.1.SL.6 Speak in complete sentences when appropriate to task and situation (SL.1.6)</p>
		<p>LA.1.SL.7 Give brief oral presentations (e.g., stories, personal experiences, readers theater)</p>
		<p>LA.1.SL.8 Demonstrate reverence when listening to God's Word and participating in prayer</p>

WRITING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
Essential Question: How can we honor God when we write for a variety of purposes and audiences?		Big Idea: We honor God when we choose to write in ways that affirm the teachings in His Word.
Assessments: Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
1	Text Types and Purposes	LA.1.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure (W.1.1)
		LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)
		LA.1.W.3 Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (W.1.3)
		LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word
	Production and Distribution of Writing	LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)
		LA.1.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.1.6)
		LA.1.W.7 Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)
	Research to Build and Present Knowledge	LA.1.W.8 Participate in shared research and writing projects (e.g., explore "how-to" books on a given topic and use them to write a sequence of instructions) (W.1.7)
		LA.1.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.1.8)
	Range of Writing	LA.1.W.10 Write routinely for a range of tasks, purposes, and audiences