

LANGUAGE

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p><b>Note:</b> 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><b>K</b></p>	<p><b>Conventions of Standard English</b></p>	<p><b>LA.K.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use frequently occurring nouns and verbs; form regular plural nouns orally by adding /s/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on, off, for, of, by, with); produce and expand complete sentences in shared language activities (L.K.1)</p> <p><b>LA.K.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically (L.K.2)</p>
	<p><b>Vocabulary Acquisition and Use</b></p>	<p><b>LA.K.L.3</b> Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb) use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4)</p> <p><b>LA.K.L.4</b> With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings (L.K.5)</p> <p><b>LA.K.L.5</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)</p>

READING - READING FOUNDATIONS

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

K	<b>Print Concepts</b>	<p><b>LA.K.RF.1</b> Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print (RF.K.1a-c)</p> <p><b>LA.K.RF.2</b> Recognize and name all upper- and lowercase letters (RF.K.1d)</p>
	<b>Phonological Awareness</b>	<p><b>LA.K.RF.3</b> Demonstrate understanding of spoken words, syllables, and phonemes (sounds): recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words (RF.K.2)</p>
	<b>Phonics and Word Recognition</b>	<p><b>LA.K.RF.4</b> Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words (RF.K.3)</p>
	<b>Fluency</b>	<p><b>LA.K.RF.5</b> Read emergent-reader texts with purpose and understanding (RF.K.4)</p> <p><b>LA.K.RF.6</b> Begin to develop silent reading strategies</p>

READING - INFORMATIONAL TEXT

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> 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.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
K	<b>Key Ideas and Details</b>	<b>LA.K.RI.1</b> With prompting, ask and answer questions about key details (RI.K.1)
		<b>LA.K.RI.2</b> With Prompting, identify the main topic and retell key details (RI.K.2)
		<b>LA.K.RI.3</b> With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures (RI.K.3)
	<b>Craft and Structure</b>	<b>LA.K.RI.4</b> With prompting, ask and answer questions about unknown words in a text (RI.K.4)
		<b>LA.K.RI.5</b> Identify the front cover, back cover, and title page of a book (RI.K.5)
		<b>LA.K.RI.6</b> With prompting, name and define the role of the author and illustrator (RI.K.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.K.RI.7</b> With prompting, describe the relationship between illustrations and the text (RI.K.7)
		<b>LA.K.RI.8</b> With prompting, identify the reasons an author gives to support ideas (RI.K.8)
		<b>LA.K.RI.9</b> With prompting, identify similarities and differences between two texts on the same topic (RI.K.9)
		<b>LA.K.RI.10</b> Predict outcomes using pictures and illustrations
		<b>LA.K.RI.11</b> With prompting, recognize differences between right and wrong, fact and opinion
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.K.RI.12</b> Choose informational text that affirms the teachings in God's Word
		<b>LA.K.RI.13</b> Actively engage in group reading activities with purpose and understanding (RI.K.10)
		<b>LA.K.RI.14</b> Use picture clues to read information
		<b>LA.K.RI.15</b> With support, read informational texts on topics of interest

READING - LITERATURE

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we read, reflect, and respond to a variety of texts?		<b>Big Idea:</b> 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.
<b>Assessments:</b> Conferencing, Discussion, Graphic Organizers, Response Logs, Journals, Observations, Projects, Questions, Pair/Share, Retellings, Response Cards, Readers Theater, Reading Portfolios, Running Records, Informal Reading Inventory		
<b>K</b>	<b>Key Ideas and Details</b>	<b>LA.K.RL.1</b> With prompting, ask and answer questions about key details (RL.K.1)
		<b>LA.K.RL.2</b> With prompting, retell familiar stories, including key details (RL.K.2)
		<b>LA.K.RL.3</b> With prompting, identify characters, settings, and major events in a story; sequence story events using pictures (RL.K.3)
	<b>Craft and Structure</b>	<b>LA.K.RL.4</b> With prompting, ask and answer questions about unknown words in a text (RL.K.4)
		<b>LA.K.RL.5</b> Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5)
		<b>LA.K.RL.6</b> With prompting, name and define the role of the author and illustrator (RL.K.6)
	<b>Integration of Knowledge and Ideas</b>	<b>LA.K.RL.7</b> With prompting, describe the relationship between illustrations and the story (RL.K.7)
		<b>LA.K.RL.8</b> With prompting, compare and contrast characters (e.g., adventures and experiences) (RL.K.9)
		<b>LA.K.RL.9</b> Predict story outcomes using picture clues
		<b>LA.K.RL.10</b> Make connections between a text and personal life experiences
		<b>LA.K.RL.11</b> With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion
	<b>Range of Reading and Level of Text Complexity</b>	<b>LA.K.RL.12</b> Choose literature that reflects the teachings in God's Word
		<b>LA.K.RL.13</b> Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10)
		<b>LA.K.RL.14</b> Use picture clues to read a story
		<b>LA.K.RL.15</b> With support, read literature for pleasure

**SPEAKING AND LISTENING**

GRADE	CONTENT	SKILLS (CCSELA ALIGNMENT)
<p><b>Essential Question:</b> How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?</p>		<p><b>Big Idea:</b> 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><b>Assessments:</b> 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;"><b>K</b></p>	<p><b>Comprehension and Collaboration</b></p>	<p><b>LA.K.SL.1</b> Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges (SL.K.1)</p>
		<p><b>LA.K.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.K.2)</p>
		<p><b>LA.K.SL.3</b> Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)</p>
	<p><b>Presentation of Knowledge and Ideas</b></p>	<p><b>LA.K.SL.4</b> Describe familiar people, places, things, and events and, with prompting, provide additional detail (SL.K.4)</p>
		<p><b>LA.K.SL.5</b> Add visual displays to descriptions as desired (SL.K.5)</p>
		<p><b>LA.K.SL.6</b> Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)</p>
		<p><b>LA.K.SL.7</b> Give brief oral presentations (e.g., poems, memory verses, songs)</p>
		<p><b>LA.K.SL.8</b> Demonstrate reverence when listening to God's Word and participating in prayer</p>

WRITING

GRADE	CONTENT	SKILLS (CCSSELA ALIGNMENT)
<b>Essential Question:</b> How can we honor God when we write for a variety of purposes and audiences?		<b>Big Idea:</b> We honor God when we choose to write in ways that affirm the teachings in His Word.
<b>Assessments:</b> Conferencing, Four Corners, Summary Writing, Observations, Checklists, Rubrics, Writer's Notebook, Portfolio, Write-Pair-Share, Journals, RAFT (Role, Audience, Form, Topic)		
K	Text Types and Purposes	<b>LA.K.W.1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite book is . . .) (W.K.1)
		<b>LA.K.W.2</b> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information (W.K.2)
		<b>LA.K.W.3</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction (W.K.3)
		<b>LA.K.W.4</b> Produce writing that honors God and affirms the teachings in His Word
	Production and Distribution of Writing	<b>LA.K.W.5</b> With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)
		<b>LA.K.W.6</b> With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing (W.K.6)
		<b>LA.K.W.7</b> Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters)
	Research to Build and Present Knowledge	<b>LA.K.W.8</b> Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them) (W.K.7)
		<b>LA.K.W.9</b> With support, recall experiences or gather information from provided sources to answer a question (W.K.8)
	Range of Writing	<b>LA.K.W.10</b> With support, write routinely for a range of tasks, purposes, and audiences