

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

**Student Goals:**

I	To acquire the skills necessary to enable students to read independently and to begin to read God's Word.
II	To develop phonetic word attack skills.
III	To increase students' vocabulary.
IV	To develop reading comprehension skills.
V	To generate an appreciation of language as a gift of God.
VI	To develop confidence in expressing thoughts and ideas in writing and speaking.
VII	To develop techniques to communicate clearly with others.

**Student Outcomes:**

I	The students will be able to apply special phonetic sounds and phonetic rules to decode unfamiliar words.
II	The students will be able to orally and silently read with understanding and fluency.
III	The students will be able to learn new vocabulary words.
IV	The students will be able to learn new comprehension strategies.
V	The students will be able to write complete sentences using appropriate punctuation and beginning each sentence with a capital letter.
VI	The students will be able to develop the correct use of English grammar when writing and speaking.
VII	The students will be able to write complete sentences using appropriate punctuation and beginning each sentence with a capital letter.
VIII	The students will be able to express themselves orally.
IX	The students will be able to express themselves in a variety of written assignments.
X	To recognize and use the upper and lowercase manuscript letters of the alphabet.
XI	To develop good writing habits.
XII	To learn basic sight word spellings and recognize them in writing activities.

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UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	RESOURCES	BIBLICAL INTEGRATION
Unit 1  Getting to Know Us  6 weeks	Common Core Language Arts Standards  SL.1.1a  RF.1.1  RF.1.1a  RF.1.3b  RF.1.3g  SL.1.1c  RF.1.2c  L.1.2d  RF.1.3f  RF.1.4b  RF.1.2b  L.1.2	Students will: <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate understanding of the organization and basic features of print</li> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words with common spelling patterns and for frequently irregular words</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial,</li> </ul>	<u>Activities</u> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <u>Assessments</u> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets</li> <li>• <i>Wonders</i> Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing Workshop Book &amp; Literature Anthology)</li> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What do you do at your school?</b> Discuss the name of our school, Community Christian School, and how we as a school learn more about God, Jesus, and what it means to be a follower of Christ.</li> <li>• <b>What is it like where you live?</b> Discuss that no matter where we live, we can still be a missionary to our neighbors and share the Gospel with them.</li> <li>• <b>What makes a pet special?</b> Discuss how uniquely God created all of the different creatures in the world.</li> </ul>

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	RI.1.5 RI.1.7 RF.1.2d RL.1.1 RL.1.7 L.1.2b L.1.2e RL.1.2 RI.2.5 RL.2.4 RI.1.2 W.1.5	medial vowel, and final sounds in spoken single-syllable words <ul style="list-style-type: none"> <li>• read words with inflectional endings</li> <li>• ask and answer questions about key details in a text</li> <li>• understand the realistic fiction, fantasy, and nonfiction genres</li> <li>• read grade-level text orally with accuracy, appropriate rate, and expression</li> <li>• orally produce single-syllable words by blending sounds, including consonant blends</li> <li>• demonstrate command of conventions of standard English capitalization, punctuation, and</li> </ul>			<ul style="list-style-type: none"> <li>• <b>What do friends do together?</b>            Discuss what the Bible says on how we should treat our friends and how Christ treated everyone.</li> <li>• <b>How does your body move?</b>            Discuss how God created our bodies and how each part of our bodies is designed with a specific purpose in mind.</li> </ul>
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		<p>spelling when writing</p> <ul style="list-style-type: none"> <li>• know and use various text features to locate key facts or information in a text</li> <li>• use the illustrations and details in a text to describe its key ideas</li> <li>• segment spoken single-syllable words into their complete sequence of individual sounds</li> <li>• use illustrations in a story to describe its characters, setting, or events</li> <li>• use end punctuation for sentences</li> <li>• spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>• retell stories, including key</li> </ul>			
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		<p>details, and demonstrate understanding of their central message or lesson</p> <ul style="list-style-type: none"> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song</li> <li>• identify the main topic and retell key details of a text</li> <li>• identify words that rhyme</li> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
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<p>Unit 2</p> <p style="text-align: center;">Our Community</p> <p style="text-align: center;">6 weeks</p>	<p>Common Core Language Arts Standards</p> <p>SL.1.1a</p> <p>RF.1.1</p> <p>RF.1.1a</p> <p>RF.1.3b</p> <p>RF.1.3g</p> <p>SL.1.1c</p> <p>RF.1.2c</p> <p>L.1.2d</p> <p>RF.1.3f</p> <p>RF.1.4b</p> <p>RF.1.2b</p> <p>L.1.2</p> <p>RI.1.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate understanding of the organization and basic features of print</li> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words with common spelling patterns and for frequently irregular words</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial, medial vowel, and final sounds in</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets</li> <li>• <i>Wonders</i> Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing Workshop Book &amp; Literature Anthology)</li> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What jobs need to be done in a community?</b> Discuss how God has called everyone to a specific purpose with a specific job in mind.</li> <li>• <b>What buildings do you know? What are they made of?</b> Discuss the different buildings that God had built in the Old Testament and the uses for each.</li> <li>• <b>Where do animals live together?</b> Discuss how God created animals to live together in specific places and for specific purposes.</li> <li>• <b>How do people help out in community?</b> Discuss how we as Christians should find ways to help out people in our own</li> </ul>
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	RI.1.7	spoken single-syllable words			communities.
	RF.1.2d	<ul style="list-style-type: none"> <li>• read words with inflectional endings</li> </ul>			<ul style="list-style-type: none"> <li>• <b>How can you find your way around?</b> Discuss how maps can help us find our way around if we are lost and how the Bible can help those who are lost find their way to Jesus.</li> </ul>
	RL.1.1	<ul style="list-style-type: none"> <li>• ask and answer questions about key details in a text</li> </ul>			
	RL.1.7	<ul style="list-style-type: none"> <li>• understand the realistic fiction, fantasy, and nonfiction genres</li> </ul>			
	L.1.2b	<ul style="list-style-type: none"> <li>• read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>			
	L.1.2e	<ul style="list-style-type: none"> <li>• orally produce single-syllable words by blending sounds, including consonant blends</li> </ul>			
	RL.1.2	<ul style="list-style-type: none"> <li>• demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</li> </ul>			
	RI.2.5				
	RL.2.4				
	RI.1.2				
	L.1.1b				
	RL.1.3				
	L.1.2c				
	RF.1.1a				
	L.1.1c				

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	RL.1.4 SL.1.4a RF.1.3a RF.1.3e L.1.1 W.1.5	<ul style="list-style-type: none"> <li>• know and use various text features to locate key facts or information in a text</li> <li>• use the illustrations and details in a text to describe its key ideas</li> <li>• segment spoken single-syllable words into their complete sequence of individual sounds</li> <li>• use illustrations in a story to describe its characters, setting, or events</li> <li>• use common, proper, and possessive nouns</li> <li>• spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>• retell stories, including key details, and</li> </ul>			
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		<p>demonstrate understanding of their central message or lesson</p> <ul style="list-style-type: none"> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song</li> <li>• describe characters, settings, and major events in a story, using key details</li> <li>• use commas in dates to separate single words in a series</li> <li>• recognize the distinguishing features of a sentence</li> <li>• identify singular and plural nouns with matching verbs</li> <li>• form contractions with 's</li> <li>• identify words and phrases in stories or poems that suggest feelings or appeal to</li> </ul>			
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		<p>the senses</p> <ul style="list-style-type: none"> <li>• memorize and recite poems, rhymes, and songs with expression</li> <li>• know the spelling-sound correspondences for common consonant digraphs</li> <li>• decode two-syllable words following basic patterns by breaking the words into syllables</li> <li>• use irregular plural nouns</li> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
Unit 3 Changes Over Time	Common Core Language Arts Standards	<p>Students will:</p> <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How do we measure time?</b> Discuss how God created the world in</li> </ul>

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6 weeks	<p>SL.1.1a</p> <p>RF.1.1</p> <p>RF.1.1a</p> <p>RF.1.3b</p> <p>RF.1.3g</p> <p>SL.1.1c</p> <p>RF.1.2c</p> <p>L.1.2d</p> <p>RF.1.3f</p> <p>RF.1.4b</p> <p>RF.1.2b</p> <p>L.1.2</p> <p>RI.1.5</p> <p>RI.1.7</p> <p>RF.1.2d</p>	<p>understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words with common spelling patterns and for frequently irregular words</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words</li> <li>• read words with inflectional endings</li> </ul>	<ul style="list-style-type: none"> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets <i>Wonders</i> Weekly Assessments</li> </ul>	<p>Workshop Book &amp; Literature Anthology)</p> <ul style="list-style-type: none"> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<p>seven days and He segmented each day into ‘day’ and ‘night’.</p> <ul style="list-style-type: none"> <li>• <b>How do plants change as they grow?</b> Discuss how God specifically created all the plants in the world and that the Bible tells us that He is taking care of their needs, therefore He will definitely take care of the needs of His children.</li> <li>• <b>How is life different than it was long ago?</b> Compare life in biblical times to what our life is like now.</li> <li>• <b>How do we get our food?</b> Discuss how God has made the way for people to get food from a variety of</li> </ul>
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	RL.1.1	<ul style="list-style-type: none"> <li>• ask and answer questions about key details in a text</li> <li>• understand the realistic fiction, fantasy, play, folktale, and nonfiction genres</li> <li>• read grade-level text orally with accuracy, appropriate rate, and expression</li> <li>• orally produce single-syllable words by blending sounds, including consonant blends</li> <li>• demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• know and use various text features to locate key facts or</li> </ul>			places and in a variety of ways.	
	RL.1.7					
	L.1.2b					
	L.1.2e					
	RL.1.2					
	RI.2.5					
	RL.2.4					
	RI.1.2					
	L.1.1b					
	RL.1.3					
	L.1.2c					
	RF.1.1a					
	L.1.1c					
	RL.1.4					
	SL.1.4a					

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	RF.1.3a	information in a text			
	RF.1.3e	<ul style="list-style-type: none"> <li>• use the illustrations and details in a text to describe its key ideas</li> </ul>			
	L.1.1	<ul style="list-style-type: none"> <li>• segment spoken</li> </ul>			
	RF.1.2a	single-syllable words into their			
	RF.1.3c	complete sequence of individual sounds			
	L.1.1e	<ul style="list-style-type: none"> <li>• use illustrations in a story to describe its characters, setting, or events</li> </ul>			
	RL.1.6				
	SL.1.6	<ul style="list-style-type: none"> <li>• use common, proper, and possessive nouns</li> </ul>			
	RI.1.3				
	W.1.5	<ul style="list-style-type: none"> <li>• spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>• retell stories, including key details, and demonstrate understanding of their central</li> </ul>			

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		<p>message or lesson</p> <ul style="list-style-type: none"> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song</li> <li>• describe characters, settings, and major events in a story, using key details</li> <li>• use commas in dates to separate single words in a series</li> <li>• recognize the distinguishing features of a sentence</li> <li>• identify singular and plural nouns with matching verbs</li> <li>• form contractions with 's</li> <li>• identify words and phrases in stories or poems that suggest feelings or appeal to the senses</li> <li>• memorize and recite poems, rhymes, and</li> </ul>			
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		<p>songs with expression</p> <ul style="list-style-type: none"> <li>• know the spelling-sound correspondences for common consonant digraphs</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words</li> <li>• know final –e and common vowel team conventions for representing long vowel sounds</li> <li>• use verbs to convey a sense of past, present, and future</li> <li>• identify who is telling the story at various points in a text</li> <li>• produce complete sentences when appropriate to talk and situation</li> <li>• describe the</li> </ul>			
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		<p>connection between two individuals, events, ideas, or pieces of information in a text</p> <ul style="list-style-type: none"> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
<p>Unit 4</p> <p>Animals Everywhere</p> <p>6 weeks</p>	<p>Common Core Language Arts Standards</p> <p>SL.1.1a</p> <p>RF.1.1</p> <p>RF.1.1a</p> <p>RF.1.3b</p> <p>RF.1.3g</p> <p>SL.1.1c</p> <p>RF.1.2c</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate understanding of the organization and basic features of print</li> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets <i>Wonders</i> Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing Workshop Book &amp; Literature Anthology)</li> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How do animals' bodies help them?</b> Discuss the specific purpose behind the design of animals and how God created them that way for a reason.</li> <li>• <b>How do animals survive in nature?</b> Discuss how God gave animals 'instincts' to help them survive in nature.</li> <li>• <b>How do people</b></li> </ul>



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	<p>L.1.2d</p> <p>RF.1.3f</p> <p>RF.1.4b</p> <p>RF.1.2b</p> <p>L.1.2</p> <p>RI.1.5</p> <p>RI.1.7</p> <p>RF.1.2d</p> <p>RL.1.1</p> <p>RL.1.7</p> <p>L.1.2b</p> <p>L.1.2e</p> <p>RL.1.2</p> <p>RI.2.5</p> <p>RL.2.4</p>	<p>with common spelling patterns and for frequently irregular words</p> <ul style="list-style-type: none"> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words</li> <li>• read words with inflectional endings</li> <li>• ask and answer questions about key details in a text</li> <li>• understand the realistic fiction, fantasy, play, folktale, and nonfiction genres</li> <li>• read grade-level text orally with accuracy, appropriate rate, and</li> </ul>			<p><b>work with animals?</b>          Discuss how God commissioned Adam in the very beginning to assign names to animals and how throughout biblical times people and animals have worked together for God’s purposes.</p>
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	<p>RL.1.2</p> <p>L.1.1b</p> <p>RL.1.3</p> <p>L.1.2c</p> <p>RF.1.1a</p> <p>L.1.1c</p> <p>RL.1.4</p> <p>SL.1.4a</p> <p>RF.1.3a</p> <p>RF.1.3e</p> <p>L.1.1</p> <p>RF.1.2a</p> <p>RF.1.3c</p> <p>L.1.1e</p> <p>RL.1.6</p>	<p>expression</p> <ul style="list-style-type: none"> <li>• orally produce single-syllable words by blending sounds, including consonant blends</li> <li>• demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing</li> <li>• know and use various text features to locate key facts or information in a text</li> <li>• use the illustrations and details in a text to describe its key ideas</li> <li>• segment spoken single-syllable words into their complete sequence of individual sounds</li> <li>• use illustrations in a story to describe its</li> </ul>			
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	<p>SL.1.6</p> <p>RI.1.3</p> <p>L.2.4e</p> <p>L.1.5b</p> <p>L.1.4a</p> <p>W.1.5</p>	<p>characters, setting, or events</p> <ul style="list-style-type: none"> <li>• use common, proper, and possessive nouns</li> <li>• spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> <li>• retell stories, including key details, and demonstrate understanding of their central message or lesson</li> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song</li> <li>• describe characters, settings, and major events in a story, using key details</li> <li>• use commas in dates to separate single</li> </ul>			
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**COURSE LENGTH YEAR**

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		<ul style="list-style-type: none"> <li>words in a series</li> <li>• recognize the distinguishing features of a sentence</li> <li>• identify singular and plural nouns with matching verbs</li> <li>• form contractions with 's</li> <li>• identify words and phrases in stories or poems that suggest feelings or appeal to the senses</li> <li>• memorize and recite poems, rhymes, and songs with expression</li> <li>• know the spelling-sound correspondences for common consonant digraphs</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• know final –e and common vowel team conventions for representing long vowel sounds</li> <li>• use verbs to convey a sense of past, present, and future</li> <li>• identify who is telling the story at various points in a text</li> <li>• produce complete sentences when appropriate to talk and situation</li> <li>• describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>• put words in alphabetical order</li> <li>• identify cause and effect</li> <li>• use glossaries and beginning dictionaries, both</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<p>print and digital, to determine or clarify the meaning of words and phrases</p> <ul style="list-style-type: none"> <li>• demonstrate correct uses of <i>has</i>, <i>have</i>, <i>was</i>, and <i>were</i></li> <li>• identify sequence of events in a text</li> <li>• define words by category and by one or more key attributes</li> <li>• use sentence-level context as a clue to the meaning of a word or phrase</li> <li>• underline titles of books</li> <li>• use <i>see</i> and <i>saw</i> correctly</li> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Unit 5 Figure It Out  6 weeks</p>	<p>Common Core Language Arts Standards</p> <p>SL.1.1a</p> <p>RF.1.1</p> <p>RF.1.1a</p> <p>RF.1.3b</p> <p>RF.1.3g</p> <p>SL.1.1c</p> <p>RF.1.2c</p> <p>L.1.2d</p> <p>RF.1.3f</p> <p>RF.1.4b</p> <p>RF.1.2b</p> <p>L.1.2</p> <p>RI.1.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate understanding of the organization and basic features of print</li> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words with common spelling patterns and for frequently irregular words</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial, medial vowel, and final sounds in</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets <i>Wonders</i> Weekly Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing Workshop Book &amp; Literature Anthology)</li> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How can we classify and categorize things?</b> Discuss when God created the earth that He classified things into different categories: water, land, birds, animals, fish, humans, etc.</li> <li>• <b>What inventions do you know about?</b> Discuss how God created everything, but He equips humans with the ability to make and invent things for His glory.</li> <li>• <b>What sounds can you hear? How are they made?</b> Discuss how God created the human body uniquely and how we can listen to all of the sounds that He has created.</li> </ul>
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RI.1.7	spoken single-syllable words			
	RF.1.2d	• read words with inflectional endings			
	RL.1.1	• ask and answer questions about key details in a text			
	RL.1.7	• understand the realistic fiction, fantasy, play, folktale, nonfiction, biography, and how-to genres			
	L.1.2b	• read grade-level text orally with accuracy, appropriate rate, and expression			
	L.1.2e	• orally produce single-syllable words by blending sounds, including consonant blends			
	RL.1.2	• demonstrate command of conventions of standard English capitalization, punctuation, and			
	RI.2.5				
	RL.2.4				
	RI.1.2				
	L.1.1b				
	RL.1.3				
	L.1.2c				
	RF.1.1a				
	L.1.1c				



# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RL.1.4	spelling when writing			
	SL.1.4a	<ul style="list-style-type: none"> <li>know and use various text features to locate key facts or information in a text</li> </ul>			
	RF.1.3a	to locate key facts or information in a text			
	RF.1.3e	<ul style="list-style-type: none"> <li>use the illustrations and details in a text to describe its key ideas</li> </ul>			
	L.1.1	to describe its key ideas			
	RF.1.2a	<ul style="list-style-type: none"> <li>segment spoken single-syllable words into their complete sequence of individual sounds</li> </ul>			
	RF.1.3c	complete sequence of individual sounds			
	L.1.1e	<ul style="list-style-type: none"> <li>use illustrations in a story to describe its characters, setting, or events</li> </ul>			
	RL.1.6	to describe its characters, setting, or events			
	SL.1.6	or events			
	RI.1.3	<ul style="list-style-type: none"> <li>use common, proper, and possessive nouns</li> </ul>			
	L.2.4e	<ul style="list-style-type: none"> <li>spell untaught words phonetically,</li> </ul>			
	L.1.5b	drawing on phonemic awareness and spelling conventions			
	L.1.4a	and spelling conventions			
	L.1.1g	<ul style="list-style-type: none"> <li>retell stories,</li> </ul>			

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RL.2.6	including key details, and			
	SL.1.4	demonstrate understanding of			
	RI.1.9	their central message or lesson			
	L.1.1f	<ul style="list-style-type: none"> <li>• describe how words and phrases supply rhythm and meaning in a story, poem, or song</li> </ul>			
	L.1.1h	<ul style="list-style-type: none"> <li>• describe characters, settings, and major events in a story, using key details</li> </ul>			
	L.1.1i	<ul style="list-style-type: none"> <li>• use commas in dates to separate single words in a series</li> </ul>			
	L.1.5c	<ul style="list-style-type: none"> <li>• recognize the distinguishing features of a sentence</li> </ul>			
	W.1.5	<ul style="list-style-type: none"> <li>• identify singular and plural nouns with matching verbs</li> <li>• form contractions with 's</li> <li>• identify words and phrases in stories or</li> </ul>			

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<p>poems that suggest feelings or appeal to the senses</p> <ul style="list-style-type: none"> <li>• memorize and recite poems, rhymes, and songs with expression</li> <li>• know the spelling-sound correspondences for common consonant digraphs</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words</li> <li>• know final –e and common vowel team conventions for representing long vowel sounds</li> <li>• use verbs to convey a sense of past, present, and future</li> <li>• identify who is telling the story at various points in a text</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• produce complete sentences when appropriate to talk and situation</li> <li>• describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>• put words in alphabetical order</li> <li>• identify cause and effect</li> <li>• use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> <li>• identify sequence of events in a text</li> <li>• define words by category and by one or more key attributes</li> <li>• use sentence-level context as a clue to</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<p>the meaning of a word or phrase</p> <ul style="list-style-type: none"> <li>• underline titles of books</li> <li>• use frequently occurring conjunctions (and, but, or, so, because)</li> <li>• acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> <li>• describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</li> <li>• identify basic similarities in and differences between two texts on the same topic</li> <li>• use frequently</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>occurring adjectives</li> <li>• use determiners (articles, demonstratives)</li> <li>• use frequently occurring prepositions (during, beyond, toward)</li> <li>• identify real-life connections between words and their use</li> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

<p>Unit 6 Together We Can!  6 weeks</p>	<p>Common Core Language Arts Standards</p> <p>SL.1.1a</p> <p>RF.1.1</p> <p>RF.1.1a</p> <p>RF.1.3b</p> <p>RF.1.3g</p> <p>SL.1.1c</p> <p>RF.1.2c</p> <p>L.1.2d</p> <p>RF.1.3f</p> <p>RF.1.4b</p> <p>RF.1.2b</p> <p>L.1.2</p> <p>RI.1.5</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• follow rules for discussions</li> <li>• demonstrate understanding of the organization and basic features of print</li> <li>• decode regularly spelled one-syllable words</li> <li>• recognize and read grade-appropriate irregularly spelled words</li> <li>• use spelling words with common spelling patterns and for frequently irregular words</li> <li>• ask questions to clear up any confusion about the topics and texts under discussion</li> <li>• isolate and pronounce initial, medial vowel, and final sounds in</li> </ul>	<p><u>Activities</u></p> <ul style="list-style-type: none"> <li>• Read through Reading/Writing Workshop and Literature Anthology book and discuss key points</li> <li>• Complete related activities</li> <li>• Classroom and small group discussions</li> <li>• Guided Reading Groups</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>• Complete <i>Wonders</i> practice book worksheets</li> <li>• Complete supplemental worksheets <i>Wonders Weekly Assessments</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Wonders 1<sup>st</sup> Grade</i> Student and Teacher edition (Reading/Writing Workshop Book &amp; Literature Anthology)</li> <li>• Various <i>Wonders</i> leveled readers</li> <li>• Various teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How can we work together to make our lives better?</b> Discuss how Jesus calls us as Christians to be kind and compassionate to one another and to love our neighbor as ourselves. We can show Christ's love to each other and thus make our lives better in the process.</li> <li>• <b>Who helps you?</b> Discuss how once you accept Jesus as your Savior, God sends the Holy Spirit down as a Helper to help and guide you. God also places people in your life (parents, teachers, pastors) to help you.</li> <li>• <b>Why do we celebrate holidays?</b> Discuss the important Christian holidays</li> </ul>
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RI.1.7	spoken single-syllable words			(Christmas, Easter) and why we celebrate and remember those days.
	RF.1.2d	<ul style="list-style-type: none"> <li>• read words with inflectional endings</li> </ul>			
	RL.1.1	<ul style="list-style-type: none"> <li>• ask and answer questions about key details in a text</li> </ul>			
	RL.1.7	<ul style="list-style-type: none"> <li>• understand the realistic fiction, fantasy, play, folktale, nonfiction, biography, and how-to genres</li> </ul>			
	L.1.2b	<ul style="list-style-type: none"> <li>• read grade-level text orally with accuracy, appropriate rate, and expression</li> </ul>			
	L.1.2e	<ul style="list-style-type: none"> <li>• orally produce single-syllable words by blending sounds, including consonant blends</li> </ul>			
	RL.1.2	<ul style="list-style-type: none"> <li>• demonstrate command of conventions of standard English capitalization, punctuation, and</li> </ul>			
	RI.2.5				
	RL.2.4				
	RI.1.2				
	L.1.1b				
	RL.1.3				
	L.1.2c				
	RF.1.1a				
	L.1.1c				



# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RL.1.4	spelling when writing			
	SL.1.4a	<ul style="list-style-type: none"> <li>know and use various text features to locate key facts or information in a text</li> </ul>			
	RF.1.3a	to locate key facts or information in a text			
	RF.1.3e	<ul style="list-style-type: none"> <li>use the illustrations and details in a text to describe its key ideas</li> </ul>			
	L.1.1	to describe its key ideas			
	RF.1.2a	<ul style="list-style-type: none"> <li>segment spoken single-syllable words into their complete sequence of individual sounds</li> </ul>			
	RF.1.3c	complete sequence of individual sounds			
	L.1.1e	<ul style="list-style-type: none"> <li>use illustrations in a story to describe its characters, setting, or events</li> </ul>			
	RL.1.6	to describe its characters, setting, or events			
	SL.1.6	<ul style="list-style-type: none"> <li>use common, proper, and possessive nouns</li> </ul>			
	RI.1.3	proper, and possessive nouns			
	L.2.4e	<ul style="list-style-type: none"> <li>spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</li> </ul>			
	L.1.5b	drawing on phonemic awareness and spelling conventions			
	L.1.4a	and spelling conventions			
	L.1.1g	<ul style="list-style-type: none"> <li>retell stories,</li> </ul>			

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	RL.2.6	including key details, and			
	SL.1.4	demonstrate understanding of			
	RI.1.9	their central message or lesson			
	L.1.1f	• describe how words and phrases supply			
	L.1.1h	rhythm and meaning in a story, poem, or			
	L.1.1i	song			
	L.1.5c	• describe characters, settings, and major			
	L.1.1d	events in a story, using key details			
	L.1.4b	• use commas in dates to separate single			
	RI.2.6	words in a series			
	L.1.2a	• recognize the distinguishing features of a			
	L.4.5	sentence			
	L.2.4d	• identify singular and plural nouns with			
	RI.1.6	matching verbs			
	L.1.4c	• form contractions with 's			
		• identify words and phrases in stories or			

# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

	W.1.5	<p>poems that suggest feelings or appeal to the senses</p> <ul style="list-style-type: none"> <li>• memorize and recite poems, rhymes, and songs with expression</li> <li>• know the spelling-sound correspondences for common consonant digraphs</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words</li> <li>• know final –e and common vowel team conventions for representing long vowel sounds</li> <li>• use verbs to convey a sense of past, present, and future</li> <li>• identify who is telling the story at various points in a text</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• produce complete sentences when appropriate to talk and situation</li> <li>• describe the connection between two individuals, events, ideas, or pieces of information in a text</li> <li>• put words in alphabetical order</li> <li>• identify cause and effect</li> <li>• use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</li> <li>• identify sequence of events in a text</li> <li>• define words by category and by one or more key attributes</li> <li>• use sentence-level context as a clue to</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<p>the meaning of a word or phrase</p> <ul style="list-style-type: none"> <li>• underline titles of books</li> <li>• use frequently occurring conjunctions (and, but, or, so, because)</li> <li>• acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud</li> <li>• describe people, places, things, and events with relevant details, expressing ideas and feelings clearly</li> <li>• identify basic similarities in and differences between two texts on the same topic</li> <li>• use frequently</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• occurring adjectives</li> <li>• use determiners (articles, demonstratives)</li> <li>• use frequently occurring prepositions (during, beyond, toward)</li> <li>• identify real-life connections between words and their use</li> <li>• use personal, possessive, and indefinite pronouns (I, me, my; they, them, their, anyone, everything)</li> <li>• use frequently occurring affixes as a clue to the meaning of a word</li> <li>• identify the main purpose of a text, including what the author wants to answer, explain, or describe</li> <li>• capitalize dates and names of people</li> </ul>			
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# CCS COURSE MAP

## SUBJECT: LANGUAGE ARTS

**GRADE LEVEL 1<sup>ST</sup> GRADE**  
**COURSE LENGTH YEAR**

**REVIEWED 2018-2019**

		<ul style="list-style-type: none"> <li>• explain the meanings of simple similes and metaphors (pretty as a picture) in context</li> <li>• use knowledge of the meaning of individual words to predict the meaning of compound words</li> <li>• distinguish between information provided by pictures or other illustrations and information provided by the words in a text</li> <li>• identify frequently occurring root words and their inflectional forms</li> <li>• with guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed</li> </ul>			
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