

GRADE ONE SCRIPTURE / BELIEFS

In Grade One, the teacher will provide the following *Catechesis*:

1. There is one God. (CCC 200-202)
2. God was not made. (CCC 213)
3. God always was, is now, and always will be, and always remains the same. (CCC 212-213)
4. God is all-good, all-holy, all-powerful, all-knowing; God is everywhere; God is eternal. (See Appendix 6)
5. Heaven is God's home, the place of perfect happiness.
6. Heaven is our true home.

7. There are three divine Persons in the one God: God the Father, God the Son, and God the Holy Spirit. (CCC 253) (Also, see Appendix 1)
8. 'Three Persons in one God' is called the Holy Trinity.
9. 'The Sign of the Cross' reminds us of the Holy Trinity.

10. God the Father is a loving Father Who is in Heaven.
11. God the Father is the Creator of all things, and all things were created *good*. (CCC 292)
12. God made heaven and earth, and creation is to be respected and cared for according to His Plan. (CCC 325)

13. God speaks to people through the Bible.
14. The Bible is God's Word. (CCC 81, 101, 102, 135)
15. The Bible teaches us the truth about God, and how we are to live. (CCC 131-133)
16. We can understand God better by learning the stories and teachings in the Bible. (CCC 54-56, 59-60, 62-64, 65)

17. God created angels.
18. Each human person has a Guardian Angel assigned by God to protect him / her. (CCC 336)

19. God creates every human person with a body and a soul.
20. God created man and woman in His image and likeness.
21. God made Adam and Eve to live in paradise.
22. Adam and Eve sinned and lost the fullness of God's gifts; we, the children of Adam and Eve, come into the world wounded by Original Sin, without God's life in us.
23. Sin is an offense against God.
24. God promised a Savior to Adam and Eve after they sinned.

25. Some of the prominent figures of the Old Testament are: Adam and Eve, Noah, Abraham, Isaac, Moses, John the Baptist.
26. Prophets were holy men who told the people that the Savior was coming.
27. John the Baptist was the last Prophet of the Old Testament. He told people that the Savior had come and was with them.

28. Jesus is God the Son. Jesus is the Second Person of the Holy Trinity. (CCC 469, 495)
29. God the Son became man, and His name is Jesus. (CCC 464)
30. Jesus is fully God and fully Man. (CCC 469)
31. Jesus teaches us to do good and to avoid evil. (CCC 459)
32. Jesus showed us how to live. (CCC 459)
33. Doing good and being kind please God. (CCC 1705-1706)
34. God's greatest gift to us is the gift of life - both natural life and supernatural life (Sanctifying Grace). (CCC 2258, 362-368)

35. God gives us His life, called Sanctifying Grace. This life of Sanctifying Grace is given in Baptism. (CCC 356-361)
36. Advent is the time of preparation for the celebration of Christmas (the Birth of Jesus).
37. Christmas is the celebration of the Birth of Christ. (CCC 525)
38. Read / discuss the traditional Christmas story from the Gospel of St. Luke and the Gospel of St. Matthew.
39. Tell the children about the stories of the Annunciation, Visitation, Nativity, and the Childhood of Jesus.
40. The Three Wise Men came to adore Jesus, and they brought Him gifts.
41. Jesus grew up and lived a simple, humble life in Nazareth.
42. The Holy Family is made up of Jesus, Mary and Joseph.
43. Jesus taught the Good News by word and deed, which everyone can learn from the Bible.
44. Jesus performed miracles to show that He was the Son of God and that He loved His People.
45. Relate stories of Jesus healing and forgiving sinners, e.g. Parable of the Lost Sheep. (CCC 1503-1505, 2616)
46. The Apostles lived with and learned from Jesus and, then, carried on His work on earth.
47. The Apostles received from Jesus the power to change bread and wine into the Body and Blood of Christ.
48. Jesus commissioned the Apostles to go and to teach all nations, to preach, and to baptize.
49. Jesus started the Catholic Church with Saint Peter as the first Pope.
50. The Pope and the Bishops take the place of the Apostles, who were the first Bishops.
51. Begin to explain the story of Jesus' Passion, Death, Resurrection, and Ascension.
52. Lent is the preparation for the celebration of Easter (the Resurrection). (CCC 524)
53. Jesus suffered and died to bring sinners forgiveness.
54. Jesus died on the Cross for our sins, and rose to new life again on Easter Sunday. (CCC 1169)
55. Jesus' sacrifice made up for Adam's sin and gave Sanctifying Grace back to mankind.
56. Jesus, by His own power, rose from the dead to new life on Easter.
57. When Jesus rose from the dead on Easter morning, His soul brought life to His body.
58. Relate some of Jesus' appearances after the Resurrection.
59. By His resurrection, Jesus merited the gift of grace, so that man can live forever with God in Heaven.
60. The resurrection of the body is the miracle when God has the soul and body reunited at the end of time.
61. Every human person will have his / her body and soul forever either in heaven or in hell.
62. Purgatory is the cleansing of the person's soul after death in order to be perfect to enter heaven.
63. Jesus promised to remain with the Church for all time.
64. The Pope and the Bishops are the leaders of the Catholic Church.
65. The Holy Spirit gives life to the Church today and guides Her in truth.
66. At His Ascension into heaven, Jesus gave the Great Commission to His Apostles to go to all nations, to teach, to preach the Good News, and to baptize.
67. With the promise of the Coming of the Holy Spirit, Jesus returned to the Father.
68. God the Holy Spirit is the Third Person of the Holy Trinity.
69. The Holy Spirit descended upon Mary and the Apostles on Pentecost.
70. The Holy Spirit began His mission on Pentecost.
71. The Holy Spirit gave the Apostles the grace to fulfill the Great Commission courageously.
72. Mary is the Mother of God the Son (Jesus). (CCC 509)
73. Mary is the Mother of God, Mother of the Church, and Queen of Heaven.

74. Mary is *our* mother. (CCC 963)
75. Mary was conceived without Original Sin.
76. Mary is the Immaculate Conception. This Feast Day is December 8.
77. Mary, at the end of her earthly life, was assumed body and soul into heaven by God. The Feast of the Assumption of Mary is celebrated on August 15.
78. The Saints in heaven are real human beings, who lived holy lives. (CCC 1477) (See Appendix 2)
79. The Saints help us with their prayers, and we should ask them to pray for us. (CCC 956) (See Appendix 2)

WORSHIP / MASS / SACRAMENTS / PRAYER

In Grade One, the teacher will provide the following *Catechesis*:

1. A church / church-building is a holy place where Christians go to worship God. (CCC 1198)
2. The Catholic church-building is a sacred place where Jesus is truly present in the Blessed Sacrament. (CCC 2691, 2696)
3. The Catholic church-building is a “house of prayer in which the Eucharist is celebrated and reserved, where the faithful assemble, and where the presence of the Son of God our Savior is worshipped; offered for us on the sacrificial altar for the help and consolation of the faithful ...”. (CCC 1181)
4. We show signs of reverence to Christ on the altar during Mass / Benediction or in the Tabernacle by genuflecting on the *right knee* or bowing facing the Tabernacle or altar. We are reverent in church by our silence, by our vocal prayer, by our dress, and care for the furnishings of the church.
5. Explain the difference between a church-building and the Catholic Church, which is God’s family.
6. “A Sacrament is an outward sign, instituted by Christ to give grace.” (CCC 1131)
7. People receive God’s life, His Grace, in the Sacrament of Baptism.
8. People become members of the Catholic Church at Baptism.
9. Baptism is the Sacrament by which we receive the gift of Sanctifying Grace, the forgiveness of sin, become adopted children of God the Father, members of Christ, temples of the Holy Spirit, and members of the Catholic Church. (CCC 1267-1270, 1279)
10. Sanctifying Grace is God’s life in us.
11. The Baptismal water signifies the baptized person has been washed clean from sin and has been set free from the devil. (CCC 1238)
12. The Baptismal white garment symbolizes that the baptized person has put on Christ, so that Jesus lives in him / her. (CCC 1243)
13. The Baptismal candle symbolizes that Christ has enlightened the person who has been baptized. (CCC 1243)
14. One way of preparing for the Sacrament of Penance is by forgiving others and by saying that we are sorry after we do something that we know we should not have done. (CCC 1435)
15. The Mass is the offering of Jesus to the Father.
16. The first part of the Mass is the Liturgy of the Word; the second part of the Mass is the Liturgy of the Eucharist.
17. The Holy Eucharist is the Sacrament and sacrifice in which Christ is contained, offered and received. (CCC 1244, 1331)
18. The Holy Eucharist is the Real Presence of Jesus.
19. Jesus is present in Holy Communion and in the Tabernacle.
20. The Holy Spirit enables Christians to do good.
21. The Holy Spirit teaches Christians how to pray.
22. Prayer is talking to and listening to God.
23. Introduce the vocabulary and significance of prayers to be learned.

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24. We can and should pray alone and everywhere. (CCC 2691, 2696)
25. There are different motives for prayer and times for prayer.
26. Silence helps us to pray and be close to God. (CCC 2717)
27. Virtue is the habit of doing good.
28. Offer an introduction to the Theological Virtues of Faith, Hope, and Love.
29. A Crucifix is a cross with an image of Jesus on it.
30. Participate in the 'Stations of the Cross' during Lent. (See Appendix 7)
31. An explanation of the Holy Week celebrations: Palm Sunday, Chrism Mass, Holy Thursday, Good Friday, and the Vigil of Easter.
32. Give an introduction to Marian devotion.

CHRISTIAN MORALITY / COMMUNITY SERVICE

In Grade One, the teacher will provide the following Catechesis:

1. God made us to know, love, and serve Him in this life, and be happy with Him in Heaven. (CCC 1721)
2. God is our loving Father, and He always loves us. (CCC 218-221, 604-605, 2786-2787)
3. Human beings are the highest of all God's earthly creatures. (CCC 343, 356)
4. God gave man the higher gift of intelligence and free will (the ability to think, choose, and love) above other material creation. Only the angels are higher because they do not have material bodies.
5. Share with the children how evil came into this world through the disobedience of Adam and Eve.
6. Sin is an offense against God, and a failure to love God and neighbor. (CCC 1849-1850, 1871-1872)
7. There is a difference between a sin and a mistake. (CCC 1857-1860, 1862)
8. We should ask God for forgiveness when we do wrong. (CCC 1847)
9. We say that we are sorry for our sins in the prayer called the Act of Contrition. (See Appendix 5)
10. Grace is God's life. Grace is God's gift that He gives to help people live holy lives and to reach Heaven. People may choose to accept or reject God's Grace. (CCC 1999, 2021-2024)
11. The Holy Spirit helps us to make good decisions in our everyday lives. (CCC 1695, 1830-1831)
12. The Ten Commandments were given to us by God so that we know how to live correctly.
13. The love of God is the first and greatest Commandment.
14. The love of God is shown in deeds, like obedience and prayer.
15. The love of neighbor is the second great Commandment.
16. Everyone is a neighbor, deserving of help.
17. People are to respect and care for themselves, others, and all things created by God.
18. God gives us gifts and talents to share with others. (CCC 306)
19. Help the students recognize ways *children* can serve the needs of others.
20. Help the students recognize ways *adults* serve the needs of others.
21. Tell some stories about Saints who served the needs of the poor. (See Appendix 2)
22. God wants all people to be Saints, to live in His way.
23. The Holy Family is a model and good example of family life.
24. The students belong to their family and to God's family, the Church. (CCC 2685, 946-962)
25. We give special care for those who are weak and small, especially the unborn, special-needs people, the sick, babies and children, and the elderly.

FORMATION

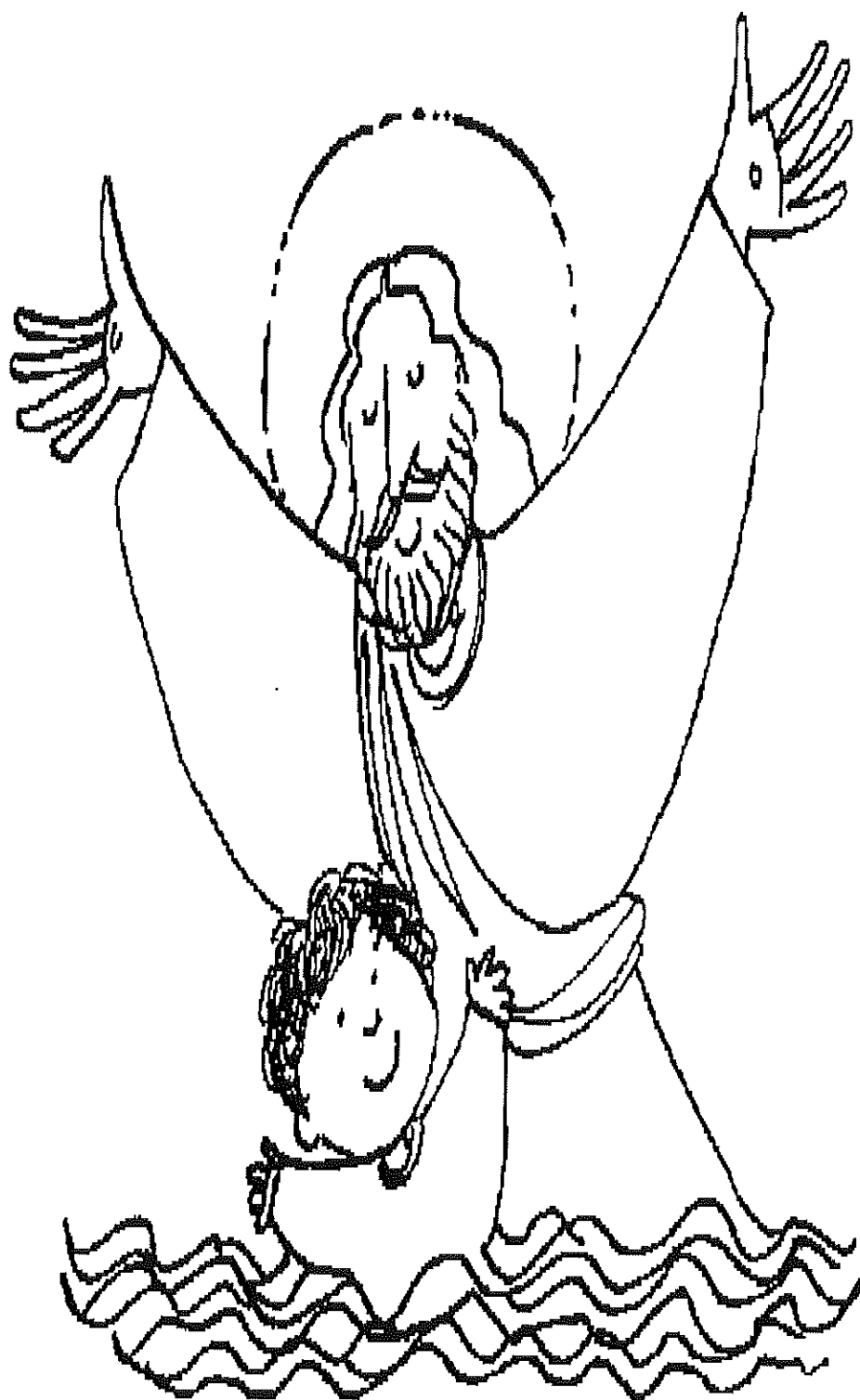
In Grade One, the teacher will provide the following Catechesis:

1. Ways to fold hands during prayer.
2. The proper manner of sitting, standing, and kneeling in church.
3. Make a genuflection on the *right knee* toward the Tabernacle because Jesus is present there.
(CCC 1378 and the Glossary of CCC under Genuflection) As Catholics, we respectfully genuflect toward Jesus in the Tabernacle when entering and leaving church.
4. Bow one's head slightly when hearing or saying the Name of Jesus / Jesus Christ.
5. The importance of being quiet and reverent while in church.
6. The proper and regular use of Holy Water - with the *right hand*.
7. Begin to learn about praying the Rosary. (CCC 2678, 2708, cf. CCC 1674) (See Appendix 8)
8. The *Apostles' Creed* is a list of the basic Catholic beliefs we pray at the beginning of the Rosary.
(See Appendix 5)
9. The importance of daily prayer (especially, in the morning and in the evening).
10. Pray in one's own words, *spontaneously*. Help the children to simply 'BE' in God's Presence.
11. Give an introduction to the Beatitudes.
12. Participate in Mass reverently.
13. The '*Confiteor*' is the prayer at the beginning of Mass when we tell God we are sorry for our sins.
14. Striking one's breast during the '*Confiteor*' at the words: "I have sinned through my own fault".
15. At the beginning of the Gospel reading, make a 'cross' with the right thumb on the forehead, lips, and heart - and ask God to be "in my mind, on my lips, and in my heart".
16. The *Nicene Creed* is a list of the basic Catholic beliefs that we pray during the Mass. (See Appendix 5)
17. The liturgical seasons of Advent, Christmas, Lent, Easter, and Ordinary Time.
18. The colors for the Liturgical Seasons are, as follows: Advent / Violet; Christmas / White; Ordinary Time / Green; Lent / Violet; Easter / White). Red is for the feasts of martyrs, who shed their blood for Christ.
19. Holy Days of Obligation are special days, other than Sundays, when we come together to worship God at Mass, and are days of rest. (CCC 2180, 2185) (See Appendix 12)
20. The Holy Days of Obligation in the United States are: Solemnity of Mary, Mother of God (January 1st); Ascension Thursday (40 days after Easter); Assumption of Mary (August 15th); All Saints Day on (November 1st); Immaculate Conception of Mary (December 8th); Christmas Day (December 25th).
(CCC 2042-2043, 2180) (See Appendix 12)

PRAYERS TO LEARN

In Grade One, the teacher will provide the following Catechesis:

1. Make the Sign of the Cross with the *right hand* correctly, emphasizing that the words be spoken clearly, especially, "In the name of ..."
(CCC 2157, cf. CCC 786). (See Appendix 5)
2. Our Father. (See Appendix 5)
3. Hail Mary. (See Appendix 5)
4. Glory Be to the Father ... (CCC 2759-2865, 2676-2677, 2680-2682, 2639-2649). (See Appendix 5)
5. Prayer before Meals and Prayer after Meals. (See Appendix 5)



Grade 1

I. Word Skills

- A. Use vocabulary
- B. Use consonants
 - 1. Identify initial consonants
 - 2. Identify final consonants
 - 3. Identify medial consonants
- C. Identify word relationships
- D. Use vowels
 - 1. Identify short vowels
 - 2. Identify long vowels
- E. Use affixes
- F. Use context clues
- G. Identify vowel digraphs
- H. Identify compound words
- I. Identify consonant blends
- J. Identify r-controlled vowels
- K. Identify contractions

II. Comprehension

- A. Interpret information
- B. Identify elements of nonfiction
- C. Identify elements of fiction
- D. Recognize logical relationships
- E. Distinguish fact and nonfact

III. Study Skills

- A. Organize and recall information
- B. Use alphabetical order
- C. Apply information
- D. Use content-area texts (title page, table of contents)

MATH CURRICULUM

Math

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GOAL I: COUNTING AND PLACE VALUE

Students write simple story problems.

INTRODUCE

- A6. Differentiate between even and odd numbers.
- A7. Count by twos, fives, and tens to one hundred.
- B1. Write the standard forms for tens and ones.

DEVELOP

- A1. Recognize groups of objects with the same number of objects, or the group which has more or less.
- A4. Recognize and write numbers to 99.
- A5. Identify which number is greater or less using numbers to 99.

MASTER

- A2. Recognize and write numbers to 10.
- A3. Order numbers to 10.

GOAL II: PROBLEM SOLVING AND APPLICATIONS

INTRODUCE

- A1. Add, subtract, multiply or divide to solve word problems.
- A3. Recognize the value of pennies, nickels, dimes, quarters and dollars.

GOAL III: WHOLE NUMBERS

INTRODUCE

- A2. Add two or three numbers with sums to 10.
- A3. Find the missing addends for basic facts.
- A4. Add a 2-digit and a 1-digit number.
- A5. Add three or more 1-digit numbers.
- A6. Add two or three 2-digit numbers with no regrouping.
- A8. Add two or three 3-digit numbers without regrouping.
- B2. Subtract two 2-digit numbers with no regrouping.
- B4. Subtract a 1-digit number from a 2-digit number.
- F2. Know terms associated with addition.
- F3. Know terms associated with subtraction.

DEVELOP

- A1. Add two or three numbers with sums to 10.
- B1. Subtract from numbers to 10.
- F1. Recognize and understand number words 0 to 10.

GOAL V: MEASUREMENT

INTRODUCE

- A2. Tell time using seconds, minutes, hours, days, weeks, months, or years.
- A3. Understand appropriate English units for linear measurement.
- A6. Understand appropriate metric units for linear measurement.
- B1. Measure length using informal units.
- B2. Measure using English units.
- B3. Measure using metric units.

DEVELOP

- A1. Decide which of three objects is largest, smallest, longest, or shortest.

GOAL VI: GEOMETRY

INTRODUCE

- A1. Learn types of polygons.
- A2. Learn geometric terms.
- B1. Identify circles, triangles, rectangles, or squares.
- B7. Identify shapes that are symmetrical.

GOAL VII: FRACTIONS

INTRODUCE

- A1. Recognize simple fractions.

GOAL X: GRAPHS AND CHARTS

INTRODUCE

- A1. Interpret a number line.
- A2. Interpret a picture graph.

GOAL XI: CONSUMER MATH

INTRODUCE

- A2. Add, subtract, multiply or divide with money.

FIRST GRADE CURRICULUM

LIFE SCIENCE

I. Plants

- A. Identify size, shape and color as differences among plants
- B. Identify plant parts: roots, stems, leaves, flowers
- C. Identify types of places where plants will grow
- D. Investigate what plants needs for growth and development
- E. Design an experiment using the variables of water, light and food to test growth of plants
- F. Record results of experiment using simple graphs

II. Animals

- A. Small Animals
 - 1. Identify ways animals change as they grow
 - 2. Identify which animals need care from their parents
 - 3. Compare ways of being born
 - a. egg
 - b. live birth
 - c. larvae

III. Ecology

- A. Needs of living vs non-living things
 - 1. Compare living to non-living
 - 2. List needs of living things to stay alive
 - 3. Classify objects into living and non-living
 - 4. Develop a graph to record results

PHYSICAL SCIENCE

I. Matter

- A. Classify matter as solid, liquid or gas

- B. Identify characteristics of solid, liquid and gas
- C. Design an experiment to prove that solids, liquids and gases take up space
- D. Record results

II. Energy

- A. Light
 - 1. Identify various sources of light
 - 2. Compare and rank the light sources for intensity (brightness)
 - 3. Observe shadows
 - 4. Measure and record shadows at various times of day
 - 5. Draw conclusions about shadows
 - 6. Observe a mirror
 - 7. Describe the behavior of light when it strikes a mirror
- B. Sound
 - 1. Identify various sources of sound
 - 2. Investigate how sound travels
 - 3. Design and make a musical instrument
- C. Heat
 - 1. Identify various sources of heat
 - 2. Use a Celsius thermometer to measure temperature
 - 3. Make a model of a thermometer in degrees C
 - 4. Learn to read the thermometer
 - 5. Observe and record changes heat makes in temperature

Earth Science

I. Landforms

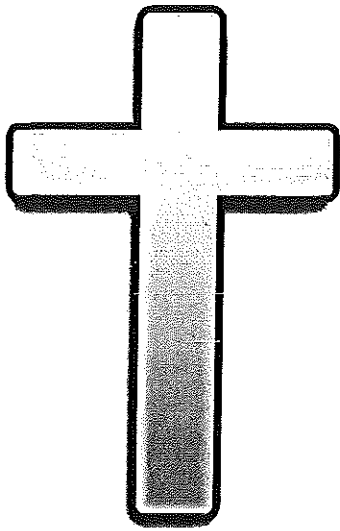
- A. Identify
 - 1. Mountains
 - 2. Valleys
 - 3. Plains
- B. Collect and observe soil with a hand lens
- C. Classify types of soil
- D. Identify soil types
 - 1. sandy
 - 2. clay
 - 3. loam

- E. Collect rocks - sort and group in various ways
- F. Explain your grouping
- II. Water
 - A. Identify sources of water on earth
 - B. Contrast fresh and salt water
- III. Air
 - A. Identify properties of air
 - B. Use air to move objects
 - C. Discuss air pollution and brainstorm ways to stop it
- IV. Weather
 - A. Rain
 - B. Make a rain gauge
 - C. Collect and measure rain
 - D. Graph the results
- V. Space
 - A. Compare the size of the sun, moon, and earth
 - B. Describe the functions of the sun
 - C. Investigate what causes the seasons
 - D. Investigate what causes day and night

THE HUMAN BODY

- I. Measure and record height every month
- II. Discuss how we change as we grow
- III. Washing hands--how we keep free from germs
- IV. Visit a hospital for orientation
- V. Identify needs for dental health

Catholic City Schools of Lincoln, NE



Curriculum for Language Arts Education

The Mission of the Catholic School System of the Diocese of Lincoln is to form students spiritually, intellectually, emotionally, socially, and physically, in partnership with parents, and in harmony with the specific gifts given by God to each student. In order to fulfill this mission, these schools are committed to integrating the best programs and means of education with Catholic faith and moral values.

Updated: May 2016

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LA.1.1 Reading: By working to their highest God-given potential, students will learn and apply reading skills and strategies to comprehend text.

LA.1.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.
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LA.1.1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
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LA.1.1.1.b	Identify punctuation and capitalization (e.g., period, exclamation mark, question mark, quotation marks, commas).
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LA.1.1.1.c	Identify parts of a book (e.g., title page, author, illustrator, table of contents, glossary).
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LA.1.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.
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LA.1.1.2.a	Blend, segment, produce, isolate, and pronounce phonemes orally.
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LA.1.1.3	Word Analysis: Students will use phonetic analysis to read and write grade-level text.
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LA.1.1.3.a	Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.
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LA.1.1.3.b	Use word structure to read words (e.g., onsets, rimes, digraphs, syllables, contractions, common compound words, -ing, -ed, s, es).
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LA.1.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.
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LA.1.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.
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LA.1.1.4.a	Listen to and read text of increasing length and/or complexity to support reader stamina.
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LA.1.1.4.b	Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).
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LA.1.1.4.c	Use context to confirm or self-correct word recognition and understanding, rereading successive readings.
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LA.1.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.
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LA.1.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words, contractions, nouns, verbs, adjectives, singular possessives).
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- LA.1.1.5.b Demonstrate understanding that context clues (e.g., word, sentence and picture clues), and text features exist and may be used to help infer the meaning of unknown words.
- LA.1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA.1.1.5.d Sort words into categories (e.g., colors, clothing) and define words into categories (e.g., a duck is a bird that swims) to gain a sense of the concepts the categories represent.
- LA.1.1.5.e Locate words and determine word meaning using reference materials and classroom resources. (e.g., picture dictionaries, word wall, anchor charts and real-life situations).

LA.1.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

- LA.1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).
- LA.1.1.6.b Identify elements of literary text (e.g., characters, setting, events, problem solution, sequence, cause and effect).
- LA.1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).
- LA.1.1.6.d Retell major events and key details from a literary text and/or media.
- LA.1.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA.1.1.6.f Identify text features in print and digital informational text.
- LA.1.1.6.g Identify the basic characteristics of a variety of fiction and non-fiction texts, fantasy and poetry.
- LA.1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA.1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA.1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA.1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy, inform).
- LA.1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA.1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA.1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- LA.1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA.1.1.6.p Make connections between a print text and an audio, video, or live version of the text.



LA.1.2 Writing: By working to their highest God-given potential, students will learn and apply writing skills and strategies to communicate.

LA.1.2.1

Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA.1.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA.1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- LA.1.2.1.c Gather and use relevant information and evidence to support ideas.
- LA.1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA.1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA.1.2.1.f Provide oral descriptive feedback to other writers.
- LA.1.2.1.g With adult guidance, persevere in writing tasks of various length and complexity.
- LA.1.2.1.h With adult guidance, proofread and edit writing for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA.1.2.1.i Use own words to relate information.
- LA.1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.
- LA.1.2.1.k Recognize and reproduce upper and lower case letters from memory.

LA.1.2.2

Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA.1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, "how-to" and reflective modes to multiple audiences using a variety of media and formats.
- LA.1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA.1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- LA.1.2.2.d Use precise word choice and vocabulary to write in a variety of modes.
- LA.1.2.2.e Compare various texts to create similar pieces.



LA.1.3 Speaking and Listening: By working to their highest God-given potential, students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA.1.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA.1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.

LA.1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.

LA.1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.

LA.1.3.1.d Convey a personal perspective with clear reasons.

LA.1.3.1.e Ask age appropriate questions to acquire or confirm information.

LA.1.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

LA.1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations.

LA.1.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.

LA.1.3.2.c Complete a task following one/two-step directions.

LA.1.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.

LA.1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.

LA.1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.

LA.1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas. (other's opinion).

LA.1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.

LA.1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



LA.1.4 Multiple Literacies: By working to their highest God-given potential, students will apply information fluency and practice digital citizenship.

LA.1.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA.1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA.1.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA.1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

LA.1.4.2.	Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.
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- LA.1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA.1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



LA.1.5 Grammar: By working to their highest God-given potential, students will learn, demonstrate and apply various elements of grammar in their written work.

LA.1.5.1	Elements of Grammar
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- LA.1.5.1.a Apply knowledge of the different characteristics and types of sentences (telling, asking, and exclaiming) and sentence structure (simple)
- LA.1.5.1.b Introduced in 2nd Grade
- LA.1.5.1.c Identify and use appropriately the various parts of speech
- LA.1.5.1.c.1 Nouns: definition; singular, plural
- LA.1.5.1.c.2 Verbs: definition; action; regular and irregular; forms of be, do, have, contractions; present, tenses (present, past, future)
- LA.1.5.1.c.3 Pronouns: definition; personal
- LA.1.5.1.c.4 Adjectives: definition
- LA.1.5.1.c.5 Adverbs: introduced in 2nd Grade
- LA.1.5.1.c.6 Prepositions: introduced in 5th Grade
- LA.1.5.1.c.7 Conjunctions: introduced in 5th Grade
- LA.1.5.1.c.8 Interjections: introduced in 5th Grade
- LA.1.5.1.d Demonstrate correct usage of grammar and sentence structure when writing.
- LA.1.5.1.d.1 Sentence Usage: Simple sentences
- LA.1.5.1.d.2 Verb Usage: simple
- LA.1.5.1.d.3 Pronoun Usage: Introduced
- LA.1.5.1.d.4 Adjective/Adverb Usage: Introduced in 2nd Grade
- LA.1.5.1.d.5 Preposition Usage: Introduced in later grade
- LA.1.5.1.d.6 Conjunction Usage: Introduced in later grade
- LA.1.5.1.d.7 Problem words: Introduced in later grade

- LA.1.5.1.d.8 Noun Usage: Introduced in later grade
- LA.1.5.1.e Demonstrate proper mechanics in their writing
- LA.1.5.1.e.1 Capitalization: proper nouns, the pronoun I, first word of a sentence, line of poetry; abbreviations; titles of people, initials, family titles; titles of books, poems, stories, songs
- LA.1.5.1.e.2 Punctuation: periods after appropriate sentences and abbreviations; question marks after interrogative sentences; exclamation marks after exclamatory sentences; commas after greeting and closing in friendly letters, separating day and year, city and state, in a series
- LA.1.5.1.f Demonstrate evidence of good composition in written work.
- LA.1.5.1.f.1 Sentences: combining/varying sentence structure, varying length or improving, expanding, using exact words in writing
- LA.1.5.1.f.2 Sentence Type: descriptive, prayer, narrative/personal narrative, expository (comparison and contrast, cause and effect, instructions), explanatory, stories, letters (friendly), reports (books, first hand, research), story, journal entry, poetry).
- LA.1.5.1.f.3 **Writing Process:** pre-writing, (brainstorming, making lists, discussing, choosing a topic, establishing purpose, and audience; writing a first draft, revising (adding details, using more exact and descriptive vocabulary, changing order, adding dialogue, new beginnings and endings, varying sentence length and structure); proof-reading (checking spelling, mechanics, grammar, usage and penmanship); publishing or displaying (handing in a neat fashion)
- LA.1.5.1.f.4 **Writing Skills:** developing a topic sentence, using sense words, exact words, descriptive language; developing the setting, characters; stating and supporting and opinion; finding information; finding a topic and narrowing it.

LA.1.5.2	Diagramming	Introduced in 3rd Grade
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LA.1.6 Handwriting: By working to their highest God-given potential, students will demonstrate the use of manuscript writing.

LA.1.6.1	Written Work: Students will use manuscript for all written work that is turned in
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- LA.1.6.1.a Print all upper and lowercase letters with proper proportion and minimal reversals.
- LA.1.6.1.b Print numbers 0-120 with proper proportion and minimal reversals.
- LA.1.6.1.c Print words, sentences and numbers with appropriate spacing.
- LA.1.6.1.d Display and use correct pencil (pointer and thumb finger grasp)

LA.1.6.2	Reading: Students will demonstrate a basic knowledge of manuscript through reading written manuscript work.
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LA.1.6.3	Ongoing Maintenance of manuscript will be manifest through instruction within the classroom setting
LA.1.6.4	Cursive introduced in 2nd Grade



LA.1.7 Spelling: By working to their highest God-given potential students will identify and use basic spelling patterns.

Refer to appendix A.

LA.1.7.1	Auditory Discrimination: see standard: 1.1.2.c
LA.1.7.2	Visual Discrimination: see standard: 1.1.3.b
LA.1.7.3	Vocabulary: see standard: 1.1.5.d
LA.1.7.4	Context Clues: see standard: 1.1.5.b
LA.1.7.5	Dictionary Skills: see standard: 1.1.5.e
LA.1.7.6	Mechanics: see standard: 1.2.1.h



LA.1.8 Study Skills: Students will demonstrate proper use of study skills

LA.1.8.1	Use of library and internet
LA.1.8.1.a	Use of reference materials: see standard 1.4.1.b
LA.1.8.1.b	Organization of library/internet access: see standard 1.4.2.b
LA.1.8.1.c	Card catalog (electronic) and call numbers: not applicable
LA.1.8.1.d	Use of dictionary and index: 01.1.5.e
LA.1.8.2	Obtaining and organizing information
LA.1.8.2.a	Reading maps: see standard 1.1.6.o
LA.1.8.2.b	Using diagrams, tables, graphs, charts: see standard 1.1.5.e
LA.1.8.2.c	Know parts of a book: title page: see standard 1.1.1.c
LA.1.8.2.d	Skimming and scanning: not applicable
LA.1.8.2.e	Classifying and making analogies: see standard 1.1.6.g
LA.1.8.2.f	Planning and researching a report: see standard 1.2.2.c
LA.1.8.2.g	Recognizing propaganda: not applicable
LA.1.8.2.h	Summarizing: see standard 1.1.6
LA.1.8.2.i	Taking tests: Introduce grade appropriate test taking behavior
LA.1.8.2.j	Evaluating resources from an academic, intellectual and spiritual viewpoint: Not applicable