

Grade Curriculum Map
Instructional Plan for Language Arts 1
Cathy S. Tinkey
St. Paul's Lutheran School
Written: July 2020

**Grade 1 Curriculum
Instructional Plan for Language Arts 1
Submitted by Cathy S. Tinkey
July 2020**

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	Content Type	Objectives	Standards	Assessment	Materials
AUGUST & SEPTEMBER	<ul style="list-style-type: none"> 24 Lessons 6-29 	SWBAT <ul style="list-style-type: none"> Capitalization: <ul style="list-style-type: none"> First word in the sentence Days of week and months of year Proper Names Names of God The word I Handwriting: <ul style="list-style-type: none"> Achieve good writing position: <ul style="list-style-type: none"> Sitting properly in desk Holding pencil correctly Slanting paper correctly 	<ul style="list-style-type: none"> R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL) R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL) L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Common, proper, and possessive nouns. b. Nouns/verbs agreement in simple sentences. c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions. d. Production and expansion of complete sentences in response to prompts. 	<ul style="list-style-type: none"> Fun with Pets Review games independent seatwork: <ul style="list-style-type: none"> Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension 	<ul style="list-style-type: none"> Abeka Handbook for Reading Fun with Pets
OCTOBER	<ul style="list-style-type: none"> 20 Lessons 30-49 	<ul style="list-style-type: none"> SWBAT show alertness to punctuation in reading Punctuation: <ul style="list-style-type: none"> correctly use period at end of a telling sentence Correctly use question mark at end of asking sentence Correctly use exclamation point at end of expressive sentence The sentence: always begin with capital letter Handwriting: <ul style="list-style-type: none"> Review correct formation for all lowercase letters, numbers 1–10, and the 12 capital letters learned in K5 	<ul style="list-style-type: none"> R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI&RL) R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI) L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of dates and names of people. b. End punctuation. c. Commas in dates and simple sets. d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3). 	<ul style="list-style-type: none"> Tiptoes Stepping Stones independent seatwork: <ul style="list-style-type: none"> Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension Verb Tenses 	Handbook for Reading Tiptoes Stepping Stones

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N O V E M B E R	<ul style="list-style-type: none"> • 19 Lessons 50-68 	<ul style="list-style-type: none"> • SWBAT • Word study and diction: <ul style="list-style-type: none"> ○ Determine number of syllables ○ Find root words ○ Add suffixes and prefixes to root words <p>Handwriting:</p> <ul style="list-style-type: none"> • Learn formation for remaining 14 capital letters • Perfect writing skills for a good overall appearance: 	<ul style="list-style-type: none"> • R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL) • R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) • L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked). b. Identify common root words. 	<ul style="list-style-type: none"> • Stepping Stones • Secrets and Surprises • independent seatwork: • Copy sentences • Finish sentences • Write original sentences • Alphabetical Order • Reading • Comprehension 	Handbook for Reading Stepping Stones Secrets and Surprises
D E C E M B E R	<ul style="list-style-type: none"> • 15 Lessons 69-83 	<ul style="list-style-type: none"> • SWBAT • Recognize and use: <ul style="list-style-type: none"> ○ Compound words; ○ rhyming words ○ Opposite words (antonyms) ○ Same-meaning words (synonyms); ○ same-sounding words (homonyms) ○ Contractions <p>Handwriting:</p> <ul style="list-style-type: none"> • Forming difficult letters correctly (e.g. Q,q,K,k,B,b) • Placing letters correctly on the lines • Using proper spacing between letters and words 	<ul style="list-style-type: none"> • R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL) • R.1.4 Identify specific words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI&RL) 	<ul style="list-style-type: none"> • Secrets and Surprises • Kind and Brave • independent seatwork: • Copy sentences • Finish sentences • Write original sentences • Alphabetical Order • Reading • Comprehension 	Handbook for Reading Secrets and Surprises Kind and Brave

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J A N U A R Y	<ul style="list-style-type: none"> 21 Lessons 84-104 	<ul style="list-style-type: none"> SWBAT Recognize and use: <ul style="list-style-type: none"> Compound words; rhyming words Opposite words (antonyms) Same-meaning words (synonyms); same-sounding words (homonyms) Contractions <p>Handwriting:</p> <ul style="list-style-type: none"> Paragraphs and poems <p>Creative Writing: Learning the writing process: read and gather, think and plan, write and rewrite, check and polish, share your results</p>	<ul style="list-style-type: none"> R.1.3 Describe characters, settings, and important events in a story or pieces of information in a text. (RI&RL) R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI&RL) L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships. 	<ul style="list-style-type: none"> Kind and Brave independent seatwork: Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension 	Handbook for Reading Kind and Brave
F E B R U A R Y	<ul style="list-style-type: none"> 18 Lessons 105-122 	<ul style="list-style-type: none"> SWBAT Divide a word into syllables between: <ul style="list-style-type: none"> Double consonants Possessives Plurals Verb tenses/subject-verb agreement <p>Handwriting:</p> <ul style="list-style-type: none"> Slanting letters properly Writing slowly and carefully Making smooth connections between letters, difficult letters, blends <ul style="list-style-type: none"> Use proper punctuation and capitalization; simple sentence structure; recognize difference between phrases and sentences; fill in missing words in sentences; develop stories using assigned themes; solving riddles; sequencing; 	<ul style="list-style-type: none"> R.1.1 Develop and answer questions about key ideas and details in a text. (RI&RL) W.1.3 Create writing that utilizes: a. Organization: provide a beginning, middle and a simple ending. b. Transitions: simple word transitions and temporal words/pictures that link ideas. c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images. L.1.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. With guidance and support from adults: a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations). b. Explain rationale for sorting words into categories. c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large). 	<ul style="list-style-type: none"> Aesop's Fables independent seatwork: Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension 	Handbook for Reading Aesop's Fables

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M A R C H	<ul style="list-style-type: none"> 17 Lessons 123-139 	<ul style="list-style-type: none"> SWBAT Root words and suffixes A vowel and a consonant Two consonants that are not alike Two vowels that are not alike Prefixes and root words <p>Handwriting:</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> W.1.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure. c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. 	<ul style="list-style-type: none"> Strong and True Down by the Sea independent seatwork: Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension 	<p>Handbook for Reading</p> <p>Strong and True</p> <p>Down by the Sea</p> <p>Primary Bible Reader</p>
A P R I L	<ul style="list-style-type: none"> 20 Lessons 140-159 	<ul style="list-style-type: none"> SWBAT Alphabetize words Comprehend reading material and answer questions <p>Handwriting:</p> <ul style="list-style-type: none"> Using key strokes: trace, smile, wave, loop, oval, mountain Gradually decrease size of writing <p>Creative Writing:</p> <ul style="list-style-type: none"> write sentences using suggested words; choose titles; 	<ul style="list-style-type: none"> W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Consider individual differences when communicating with others. 	<ul style="list-style-type: none"> Down by the Sea independent seatwork: Copy sentences Finish sentences Write original sentences Alphabetical Order Reading Comprehension Verb Tenses 	<p>Handbook for Reading</p> <p>Down by the Sea</p>

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M A Y	<ul style="list-style-type: none"> • 24 Lessons 160-170 	<ul style="list-style-type: none"> • SWBAT • Write: <ul style="list-style-type: none"> ○ Interesting sentences, paragraphs ○ Short narratives <p>Handwriting:</p> <ul style="list-style-type: none"> • Evaluate writing for personal improvement • Correctly write: <ul style="list-style-type: none"> ○ Blends, ○ one- and two-vowel words, ○ sentences ○ writing a process summary, starting/concluding sentences; <ul style="list-style-type: none"> ○ writing friendly letters 	<ul style="list-style-type: none"> • SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. • L.1.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community. 	<ul style="list-style-type: none"> • Animals in the Great Outdoors • independent seatwork: <ul style="list-style-type: none"> • Copy sentences • Finish sentences • Write original sentences • Alphabetical Order • Reading • Comprehension • Verb Tenses 	Handbook for Reading Animals in the Great Outdoors