

Reading

GRADE 1

STANDARD 1

The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

Benchmark 1R.1.1: Use word recognition and word meaning skills to read and comprehend text

Indicators:

- 1R.1.1.1 Be introduced to: long vowels (not for mastery), r controlled vowels, compound words, antonyms, synonyms, inflectional endings (ing, ed, s, es)
- 1R.1.1.2 Letter names and sounds
- 1R.1.1.3 Use meaning context and pictures to comprehend story
- 1R.1.1.4 Short vowel and sounds
- 1R.1.1.5 Initial and final blends and digraphs define & diphthong (sh, ch, th)
- 1R.1.1.6 Develop a core of basic sight words
- 1R.1.1.7 Read books with familiar word patterns
- 1R.1.1.8 Reinforce rhyming, isolation of sound (beg/middle/end) in a word, and oral blending (when presented with sounds /h/ /a/ /m/ student can say “ham”)
- 1R.1.1.9 Use one-to-one matching (of spoken to written words)
- 1R.1.1.10 Use the following strategies:
 - Cross check sources of information (picture and word)
 - Self monitor reading to make sure it look right, sounds right and makes sense
 - Self correct when student notices an error
- 1R.1.1.11 Reread to confirm correction

Benchmark 1R.1.2: Build vocabulary through reading

Indicators:

- 1R.1.2.1 Build vocabulary through teacher read alouds and classroom activities (brainstorming, class books, etc.)
- 1R.1.2.2 Learn ABC order to the 1st letter to begin using dictionaries/glossaries, etc.

Benchmark 1R.1.3: Read fluently, adjusting reading for purpose and material

Indicators:

- 1R.1.3.1 Be introduced to concept of how punctuation affects fluency
- 1R.1.3.2 Reread for fluency
- 1R.1.3.3 Read familiar text with increasing fluency
- 1R.1.3.4 Be introduced to reading silently

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark 1R.1.4: Understand elements of literature

Indicators:

- 1R.1.4.1 Begin to understand story elements of fiction: plot, characters, setting, problem, solution
- 1R.1.4.2 Be introduced terminology – sentence
- 1R.1.4.3 Start to distinguish between non-fiction and fiction

Benchmark 1R.1.5: Use technology

Indicators:

- 1R.1.5.2 Use technology to learn information with assistance

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Reading

GRADE 1

STANDARD 2

The student *understands the meaning of what is read.*

To meet this standard, the student will:

Benchmark 1R.2.1: Comprehend important ideas and details

Indicators:

- 1R.2.1.1 Demonstrate basic comprehension of what is read
- 1R.2.1.2 Identify main ideas
- 1R.2.1.3 Apply six effective reading strategies (predict/infer, self-question, think about words, monitor, summarize, and evaluate)
- 1R.2.1.4 Connect previous experiences and knowledge when reading to understand characters, events, and information

Benchmark 1R.2.2: Expand comprehension by analyzing, interpreting, and synthesizing information and ideas

Indicators:

- 1R.2.2.1 Understand relationships between parts of texts or between two similar texts
- 1R.2.2.2 Compare and contrast stories
- 1R.2.2.3 Recognize the beginning, middle and end of story
- 1R.2.2.4 Categorize and classify information from text
- 1R.2.2.5 Identify causes and resulting effects
- 1R.2.2.6 Begin to separate fact from fiction
- 1R.2.2.7 Begin to use logical sequence to accurately retell stories

Benchmark 1R.2.3: Think critically and analyze authors' use of language, style, purpose, and perspective

Indicators:

- 1R.2.3.1 Distinguish between make believe and real stories
- 1R.2.3.2 Read books by a variety of authors using different styles
- 1R.2.3.3 Apply information gained from read-alouds to give a response
- 1R.2.3.4 Begin to separate fact from opinion

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Reading

GRADE 1

STANDARD 3

The student reads different materials for a variety of purposes.

To meet this standard, the student will:

Benchmark 1R.3.1: Read to learn new information

Indicators:

- 1R.3.1.1 Observe and use signs, labels, and instructions in the environment
- 1R.3.1.2 Select resources on a topic based on personal interest or assigned topic
- 1R.3.1.3 Self-select appropriate books to answer a question solve a problem, or perform a task
- 1R.3.1.4 Use basic reference tools such as picture dictionaries, maps, and globes

Benchmark 1R.3.2: Read to perform a task

Indicators:

- 1R.3.2.1 Read information and perform tasks for a variety of real-life purposes (schedules, recipes, instructions)
- 1R.3.2.2 Begin to follow simple written directions

Benchmark 1R.3.3: Read for literary experience integrating a Christian worldview

Indicators:

- 1R.3.3.1 Read and respond to a variety of genre
- 1R.3.3.2 Read and read aloud multicultural literature
- 1R.3.3.3 Read and read aloud literature with different views of family, friendship, culture and traditions

Benchmark 1R.3.4: Develop interests and share reading experiences

Indicator:

- 1R.3.4.1 Choose to look at books
- 1R.3.4.2 Listen and respond to literature
- 1R.3.4.3 Enjoy being read to
- 1R.3.4.4 Enjoy books and have favorites
- 1R.3.4.5 Pretend to read
- 1R.3.4.6 Select favorite authors, subjects, books, and share with others
- 1R.3.4.7 Read for enjoyment

Benchmark 1R.3.5: Develop reading through technology

Indicators:

- 1R.3.5.1 Use basic electronic reference tools

Benchmark 1R.3.6: Recognize God's character through various written material

Indicator:

- 1R.3.6.1 Identify characters and responses to problems in comparison to Christian world view

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

Reading

GRADE 1

STANDARD 4

The student sets goals and evaluates progress to improve reading.

To meet this standard, the student will:

Benchmark 1R.4.1: Assess strengths and need for improvement

Indicators:

- 1R.4.1.1 Set reading goals
- 1R.4.1.2 Identify and discuss own strategies to improve reading
- 1R.4.1.3 Recognize growth as a reader

Benchmark 1R.4.2: Seek and offer feedback to improve reading

Indicators:

- 1R.4.2.1 Ask for assistance if needed
- 1R.4.2.2 Respond to teacher feedback

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Writing

GRADE 1

STANDARD 1

The student *writes clearly and effectively.*

To meet this standard, the student will:

Benchmark 1W.1.1: Ideas, content, and organization

Indicators:

- 1W.1.1.1 Imitate text patterns
- 1W.1.1.2 Use a beginning statement to identify topic
- 1W.1.1.3 Express ideas on a single topic
- 1W.1.1.4 Sequence events in story
- 1W.1.1.5 Express ideas with recognizable words, and sentences
- 1W.1.1.6 Communicate own feelings and personal preferences in illustrations and writing
- 1W.1.1.7 Begin to describe own experiences in writing

Benchmark 1W.1.2: Use appropriate voice for audience and purpose

Indicator:

- 1W.1.2.1 Be introduced to the concept of interesting language and tone in literature through read alouds

Benchmark 1W.1.3: Use word choice appropriate to the audience and purpose

Indicator:

- 1W.1.3.1 Practice writing for a specific audience

Benchmark 1W.1.4: Use style sentence fluency appropriate to the audience and purpose

Indicators:

- 1W.1.4.1 Be introduced to a variety of sentence structures in a variety of text : pattern books, non-fiction, poetry, and fairy tales
- 1W.1.4.2 Be introduced to patterned text through read alouds and class books (sentences frames)

Benchmark W.1.3: Apply writing conventions

Indicators:

- 1W.1.3.1 Print legibly and correctly, with spaces between words
- 1W.1.3.2 Use beginning writing mechanics (capitals, periods, question marks) when constructing complete sentences

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Writing

GRADE 1

STANDARD 2

The student writes in a variety of forms for different audiences and purposes.

To meet this standard, the student will:

Benchmark 1W.2.1: Write for different audiences

Indicators:

- 1W.2.1.1 Read writing to others
- 1W.2.1.2 Publish own writing through class books, posters, individual books, etc

Benchmark 1W.2.2: Write for different purposes integrating a Christian world view

Indicators:

- 1W.2.2.1 Practice writing for different purposes such as: tell about something, label something, name something, tell what happened, and describe something
- 1W.2.2.2 Write in response to a teacher prompt (i.e. journal entry)
- 1W.2.2.3 Begin writing stories

Benchmark 1W.2.3: Write in a variety of forms

Indicators:

- 1W.2.3.1 Be introduced to various forms of writing through read alouds
- 1W.2.3.2 Begin/practice writing using a variety of forms: lists, journals, fiction, poetry, reports, letters

Benchmark 1W.2.4: Write for real life applications

Indicators: N/A

Benchmark 1W.2.5: Use technology as a tool in writing

Indicators:

- 1W.2.5.1 Illustrate writing using simple drawing software
- 1W.2.5.2 Dictate writing (word processing)
- 1W.2.5.3 Create stories using appropriate software (kids works)

Benchmark 1.W.2.6: Understand that God recognizes writing as a powerful tool to influence people

Indicators:

- 1W.2.6.1 Integrate Christian world view into a variety of written styles: poems, journals, reports and stories
- 1W.2.6.2 Write in a manner consistent with Christian values and world view

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Writing

GRADE 1

STANDARD 3

The student *understands and uses the steps of the writing process.*

To meet this standard, the student will:

Benchmarks 1W.3.1: Pre-write

Indicators:

- 1W.3.1.1 Participate in prewriting activities: brainstorming, shared story, shared experience, art, role-playing, webbing, graphic organizers, illustrations, discussion
- 1W.3.1.2 Select and organize ideas
- 1W.3.1.3 Use children's literature as a basis for writing

Benchmark 1W.3.2: Draft

Indicators:

- 1W.3.2.1 Copy print
- 1W.3.2.2 Use beginning, middle, and ending consonants to make words
- 1W.3.2.3 Use own drawings, vocabulary, and spelling to create text
- 1W.3.2.4 Complete pattern sentences
- 1W.3.2.5 Dictate own story
- 1W.3.2.6 Write simple stories

Benchmark 1W.2.3: Revise

Indicators:

- 1W.2.3.1 Give positive comments to author
- 1W.2.3.2 Ask questions of the author
- 1W.2.3.3 Read back own work
- 1W.2.3.4 Be introduced to revision through demonstration and modeling
- 1W.2.3.5 Begin to revise sentences

Benchmark 1W.2.4: Edit

Indicators:

- 1W.2.4.1 Be introduced to editing (capitalization, punctuation, period, question mark)

Benchmark 1W.2.5: Publish

Indicators:

- 1W.2.5.1 Select works to be published
- 1W.2.5.2 Be introduced to a variety of publishing formats
- 1W.2.5.3 Be introduced to use of technology to publish text when appropriate
- 1W.2.5.4 Share writing with others
- 1W.2.5.5 Write story in legible (best) handwriting to be published

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

Writing

GRADE 1

STANDARD 4

The student *analyzes and evaluates the effectiveness of written work.*

To meet this standard, the student will:

Benchmark 1W.4.1: Assess own strengths and needs for improvement

Indicators:

- 1W.4.1.1 Begin to view self as a writer
- 1W.4.1.2 Begin to understand need for revising and editing work

Benchmark 1W.4.2: Seek and offer feedback

Indicators:

- 1W.4.2.1 Offer constructive feedback using established **six-trait terms**
- 1W.4.2.2 Accept and use feedback on own writing when appropriate

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Communication

GRADE 1

STANDARD 1

The student *communicates ideas clearly and effectively.*

To meet this standard, the student will:

Benchmark 1C.1.1: Communicate clearly to a range of audiences for different purposes

Indicators:

- 1C.1.1.1 Identify audience
- 1C.1.1.2 Tell personal anecdotes retell scenes from written or visual materials

Benchmark 1C.1.2: Develop content and ideas

Indicators:

- 1C.1.2.1 Organize information in a sequential pattern (beginning, middle, and end) using simple transitions
- 1C.1.2.2 Keep to topic when describing ideas
- 1C.1.2.3 Begin to share reasons for thoughts or ideas

Benchmark 1C.1.3: Use effective delivery

Indicators:

- 1C.1.3.1 Speak clearly at a rate and volume that enables others to follow
- 1C.1.3.2 Deliver a message clearly and accurately
- 1C.1.3.3 Use good posture and eye contact
- 1C.1.3.4 Begin to be aware of how others vary tone, pitch, and pace of speech to create effect

Benchmark 1C.1.4: Use effective language and style

Indicators:

- 1C.1.4.1 Use complete sentences
- 1C.1.4.2 Use correct subject-verb agreement
- 1C.1.4.3 Use vocabulary that is taught in class

Benchmark 1C.1.5: Effectively use action, sound, and/or images to support presentation

Indicator:

- 1C.1.5.1 Begin to communicate messages through oral, artistic, and graphic techniques

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Benchmark 1C.1.6: Analyze and evaluate presentation

Indicators:

- 1C.1.6.1 Listen and watch while others present
- 1C.1.6.2 Offer positive feedback on others' presentation
- 1C.1.6.3 Self-correct presentation

Benchmark 1C.1.7: Demonstrate appropriate communication that is consistent with God's character

Indicators:

- 1C.1.7.1 Speak the truth in love

Communication

GRADE 1

STANDARD 2

The student *uses listening and observation skills to gain understanding.*

To meet this standard, the student will:

Benchmark 1C.2.1: Focus attention

Indicators:

- 1C.2.1.1 Listen without interrupting or making distracting movements
- 1C.2.1.2 Sit quietly and maintain eye contact while others are talking
- 1C.2.1.3 Demonstrate attending behavior (feet on floor, face speaker, eye contact, lean forward, no distracting movement)
- 1C.2.1.4 Pay attention to oral stories, instructions, oral reports, assemblies and daily announcements

Benchmark 1C.2.2: Listen and observe to gain and interpret information

Indicators:

- 1C.2.2.1 Observe and identify details
- 1C.2.2.2 Respond to nonverbal communication cues
- 1C.2.2.3 Listen and respond to oral directions
- 1C.2.2.4 Interpret visual texts
- 1C.2.2.5 Listen for main idea and important details
- 1C.2.2.6 Listen for a purpose

Benchmark 1C.2.3: Check for understanding by asking questions and paraphrasing

Indicators:

- 1C.2.3.1 Ask questions to clarify content and meaning (who, what, when, where) in simple situations
- 1C.2.3.2 Retell in own words and include important facts and details
- 1C.2.3.3 Begin to give an explanations, for observed facts and details in concrete situations
- 1C.2.3.4 Be introduced to using thinking skills to gain information and or/give opinions

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Communication

GRADE 1

STANDARD 3

The student *uses interpersonal communication strategies and skills to work effectively with others.*

To meet this standard, the student will:

Benchmark 1C.3.1: Use language to interact effectively and responsibly

Indicators:

- 1C.3.1.1 Demonstrate conversation skills (e.g., enter in, take turns, respond to others' remarks, and close conversation)
- 1C.3.1.2 Respect others' feeling, rights and opinions
- 1C.3.1.3 Interact with others, share, and ask for help when appropriate
- 1C.3.1.4 Use language to express thoughts and feelings

Benchmark 1C.3.2: Work cooperatively as a member of a group

Indicators:

- 1C.3.2.1 Begin to show awareness of the feelings and needs of others
- 1C.3.2.2 Assert own viewpoint
- 1C.3.2.3 Work cooperatively by taking turns
- 1C.3.2.4 Begin to show awareness that one's actions affect one's self and others

Benchmark 1C.3.3: Seek agreement and solutions through discussion

Indicators:

- 1C.3.3.1 Share ideas with others
- 1C.3.3.2 Attend and listen in group interactions
- 1C.3.3.3 Accept responsibility for personal actions

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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Communication

GRADE 1

STANDARD 4

The student *analyzes and evaluates the effectiveness of formal and informal communication.*

To meet this standard, the student will:

Benchmark 1C.4.1: Assess strength and need for improvement

Indicator:

1C.4.1.1 Identify and discuss strategies to improve communication

Benchmark 1C.4.2: Seek and offer feedback

Indicators:

1C.4.2.1 Listen carefully and watch while others present

1C.4.2.2 Practice giving positive feedback to others

1C.4.2.3 Learn how to accept and respond to feedback

Benchmark 1C.4.3: Identify different sources of mass communication

Indicator:

1C.4.3.1 Compare and contrast: television, videos, computer, radio, newspaper, signs/posters, telephone

Benchmark 1C.4.4: Analyze how communication is used in career settings (real life settings)

Indicator:

N/A

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 1

STANDARD 1

The student *understands the usage and mechanics of grammar*

To meet this standard, the student will:

Benchmark 1G.1.1: Identify and correctly use clauses, phrases, and mechanics of punctuation.

Indicators:

1G.1.1.1 Use beginning writing mechanics (capitals, periods, question marks) when constructing complete sentences

Benchmark 1G1.2: Understand sentence construction and proper English usage

Indicators:

1G.1.2.1 Use correct sentence structure (nouns, verbs, adjectives and adverbs)

1G.1.2.2 Use adjectives and adverbs when communicating

1G.1.2.3 Begin to expand vocabulary to include adjectives and adverbs

1G.1.1.4 Be familiar with past and future verb tenses and use them correctly

1G.1.2.5 Identify complete sentences

Benchmark 1G1.3: Control structure

Indicator:

1G.1.3.1 Label parts of simple sentences

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Grammar

GRADE 1

STANDARD 2

The student *understands and uses grammar conventions*

To meet this standard, the student will:

Benchmark 1G.2.1: Employ basic conventions

Indicators:

- 1G.2.1.1 Use adjectives and adverbs when communicating
- 1G.2.1.2 Use correct spelling for high frequency words and simple words with regular spelling patterns
- 1G.2.1.3 Use temporary spelling for unknown words and irregular high frequency words
- 1G.2.1.4 Capitalize beginning of sentences and proper nouns

Benchmark 1G.2.2: Employ basic knowledge of grammar

Indicators:

- 1G.2.2.1 Correctly identify adjectives and adverbs
- 1G.2.2.2 Begin to identify and use contractions
- 1G.2.2.3 Begin to use irregular verbs
- 1G.2.2.4 Use prepositions correctly

Key: 1. Grade 1. Standard 1.1. Benchmark 1.1.1. Indicator

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