

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS, K-12

The 2023 Indiana Academic Standards FIRST GRADE English/Language Arts are the full-column headings are in the left column. They are listed by skill and not in chronological order. Therefore, the right column refers to the timing (coded *I* [Introduced], *D* [Developed], *M* [Mastered], and *R* [Reviewed]) of using the materials, texts, and Scope & Sequences from Abeka and the Hammond Baptist Curriculum. The specific timing and materials are coded per the grade's bibliography which follows. The teachers do follow the given Scope & Sequences from Abeka and Hammond Baptist!

FIRST GRADE

READING <i>Guiding Principle:</i> Students read a wide range of fiction, nonfiction classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. The read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.	
READING FOUNDATIONS There are four key areas found in the Reading: Foundations for grades K-5 Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section students should be able to meet the Learning Outcome for Reading: Foundations.	
LEARNING OUTCOME	
1.RF.1 Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	<i>D—August+</i> a—1 p.1; c—pp. 1-2;d—pp. 1, 2
Print Concepts	
1.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.	<i>D—August+</i> a4—p. 1; g—p. 2; r—p. 1;
1.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2 Recognize that written words are made up of sequences of letters.	<i>D—August+</i> a4—p. 1; r—p. 1
1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	<i>D—August+</i> a1—p. 12; c—p.23; d—p. 74
1.RF.2.4 Learn and apply knowledge of alphabetical order.	<i>D—August+</i> a1—[. 12; c—p. 23; d—p. 69
Phonological Awareness	
1.RF.3.1 Pronounce rhyming words.	<i>D September+</i> a1 p. 13; c—p. 29; d—p. 15
1.RF.3.2 Blend sounds, including consonant blends, to produce singe- and multi-syllable words.	<i>D August+</i> a1—p. 4; d—p. 5; c—p. 6

1.RF.3.3 Orally blend sounds in words.	D—August+ a1 p. 5; d—p. 7; c—p. 6
1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	D—August+ a1—p. 2; c—p. 2; d—p. 3
1.RF.3.5 Segment the individual sounds in one-syllable words.	D—August+ a1—p. 2; c—p. 2; d—p. 7
Phonics	
1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., <i>ai</i>) and digraphs, and <i>r</i> -controlled vowels to decode phonetically regular words (e.g., <i>cat</i> , <i>go</i> , <i>black</i> , <i>boat</i> , <i>her</i>), independent of context.	D—August+ a1—p. 9; c—p. 21; d—p. 11
1.RF.4.2 Decode one-syllable words in the major syllable patterns (CVC, Cvr, V, VV, Vce), independent of context.	D—August+ a1—p. 5; c—p. 4; d—p. 5
1.RF.4.3 Apply knowledge of final <i>-e</i> and common vowel teams (vowel digraphs) for representing long vowel sounds.	D—August+ a1—p. 10; c—p. 18; d—p. 11
1.RF.4.4 Recognize and read common and irregularly spelled high-frequency words by sight (e.g., <i>have</i> , <i>said</i>). <i>Further guidance for support will be provided in the Literacy Framework.</i>	D—August/September+ h—p. 3 I have a set of these words which I add to our language lessons starting the 2 nd week of school.
1.RF.4.5 Read words in common word families (e.g., <i>-at</i> , <i>-ate</i>).	D—August+ c—p. 11; d—p. 7; h—p. 2
1.RF.4.6 Read grade appropriate root words and affixes including plurals, verb tense, comparatives (e.g., <i>look</i> , <i>-ed</i> , <i>-ing</i> , <i>-s</i> , <i>-er</i> , <i>-est</i>), and simple compound words (e.g., <i>cupcake</i>) and contractions (e.g., <i>isn't</i>).	I & D—September+ compound words: a1—p. 44; c—p. 37; d—p. 39 suffixes: a1 p. 45; c—p. 65; d—p. 55
Fluency	
1.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	D—August/September+ We begin our reading groups the 2 nd week of school Our reading books are listed in the bibliography as <i>g-p</i> .
READING: LITERATURE	
There are three key areas found in the Reading: Literature section for grades K-5 Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning outcome for Reading: Literature.	
LEARNING OUTCOME	

1.RL.1 With support, read and comprehend literature that is grade-level appropriate.	This begins the second week of school. The first week of school, the children are tested using <i>The Speedy Reader</i> (see <i>q</i> in the bibliography). Their reading skills will determine what page they will use to begin. <i>The Speedy Reader</i> is used along with our Abeka reading material to increase accuracy. Prizes and incentives are offered along the way as the children finish pages within one minute. When a child passes page 100, he receives a Bible in a full-school chapel service. If a child did not receive a Bible in Kindergarten, he has the opportunity to get it in 1 st grade. The students also can earn a certificate for completing p. 150, then again for p. 206.
Key Ideas and Textual Support	
1.RL.2.1 Ask and answer questions about main idea and key details in a text.	<i>D</i> —August+ a2 p. 5
1.RL.2.2 Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson. <i>Further guidance for support will be provided in the Literacy Framework.</i>	<i>I & D</i> —August+ a2—p. 8; h—p. 5
1.RL.2.3 Using key details, identify and describe the elements of plot, character, and setting.	<i>I & D</i> —August+ a3—p. 6; e & f—p. 64
1.RL.2.4 Make and confirm predictions about what will happen next in the story.	<i>I & D</i> —August+ a2—p. 6; h—p. 14
Structural Elements and Organization	
1.RL.3.1 Identify the basic characteristics of familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).	<i>I & D</i> —September+ i.—p. 67 ex.: Jack & Jill
1.RL.3.2 Identify who is telling the story at various points in a text.	<i>I & D</i> —August+ j—p. 5 Girls practice Mom's part in the story and boys, the dad's part
Connection of Ideas	
1.RL.4.1 Use illustrations and details in a story to describe its characters, setting, or events.	<i>I & D</i> —August+ j—p. 9
1.RL.4.2 Compare and contrast the adventures and experiences of characters in stories.	<i>I & D</i> —August+ j—p. 49
READING: NONFICTION	
There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning outcome for Reading: Nonfiction.	

LEARNING OUTCOME	
1.RN.1 With support, read and comprehend nonfiction that is grade-level appropriate.	D—August/September + g—q—Reading books
<i>Key Ideas and Textual Support</i>	
1.RN.2.1 Ask and answer questions about key details to clarify and confirm understanding of a text.	D—August/September + h—p.
1.RN.2.2 Retell main ideas and key details of a text.	D—August/September + h—p.
1.RN.2.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I & D—August/September + i—p. 26
<i>Structural Elements and Organization</i>	
1.RN.3.1 Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.	I & D—August/September + h—pp. ix, x
1.RN.3.2 Identify how a nonfiction text can be structured to indicate order (e.g., sequential) or to explain a simple cause and effect relationship.	D—September + j—p. 43 Order is important and brings about opportunities.
1.RN.3.3 Standard begins at second grade: 2.RN.3.3: Identify what the author wants to answer, explain, or describe in the text.	We do not do this in 1 st grade.
<i>Connection of Ideas</i>	
1.RN.4.1 Identify the reasons the author gives to support points in a text.	We do not do this in 1 st grade.
1.RN.4.2 Identify basic similarities in and differences between two texts on the same topic.	We do not do this in 1 st grade reading; it is used in Bible, i.e., the stories of Jesus—the Gospels add different details. However, this is not stressed; just used.
1.RN.4.3 Standard begins at sixth grade: 6RN.4.3: Compare and contrast one author's presentation of events with that of another.	We do not do this in 1 st grade.
Reading: Vocabulary	
There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.	
LEARNING OUTCOME	
1.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.	This is done in Bible time, in reading groups, and in books read to class beginning the 1 st week of school and continuing all year.

Vocabulary Building		
1.RV.2.1	Demonstrate understanding that context clues (e.g., words and sentence clues) and text features (e.g., glossaries, illustrations) may be used to help understand unknown words.	I & D—September + g—p. 18
1.RV.2.2	Define and sort words into categories (e.g., antonyms, living things, synonyms).	D—September + d—pp. 47, 58, 67, 97
1.RV.2.3	Standard begins at sixth grade: 6RV.2.3: Distinguish among the connotations of words with similar denotations.	We do not do this in 1 st grade.
1.RV.2.4	Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word. <i>Further guidance for support will be provided in the Literacy Framework.</i>	We do not do this in 1 st grade.
1.RV.2.5	Standard begins at second grade: 2.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	We do not do this in 1 st grade.
Vocabulary in Literature and Nonfiction Texts		
1.RV.3.1	Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).	D—September + g-p—Reading books & in Bible time
1.RV.3.2	Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.	This happens during our Bible story time Monday - Thursday.
1.RV.3.3	Standard begins at third grade: 3.RV.3.3: Recognize the meanings of idioms in context.	We do not do this in 1 st grade.
WRITING <i>Guiding Principle:</i> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.		
Writing		
There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.		
LEARNING OUTCOME		
1.W.1	Write routinely over brief time frames and for a variety of purposes and audiences.	D—August/September + a4—pp. 1-129 r—pp. 1-164
Handwriting		

1.W.2.1	Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.	D—August/September + a4—pp. 1-129 r—pp. 1-164
1.W.2.2	Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.	D—August/September + a4—pp. 1-129 r—pp. 1-164 Every Tuesday we have a writing test to check on the students' progress r—pp. 195-255
<i>Writing Genres</i>		
1.W.3.1	Write logically connected sentences to make a proposal to a particular audience (e.g., a parent, classmate, etc.) and give reasons why the proposal should be considered.	I & D September + a4—p. 66
1.W.3.2	Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.	I & D—October + a4—p. 85 r—pp. 179-193
1.W.3.3	Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.	D—October + a4—pp. 93-96
<i>The Writing Process</i>		
1.W.4	Apply the writing process to— a. With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers. b. Use available technology to produce and publish legible documents.	We do part a from a4—p. 66 and on. We do not do part b.
<i>The Research Process</i>		
1.W.5	With support, conduct simple research on a topic. a. Identify several sources of information and indicate the sources. b. Organize information, using graphic organizers or other aids. c. Make informal presentations on information gathered.	We do not do this in 1 st grade.

Conventions of Standard English

1.W.6.1 Demonstrate command of English grammar and usage, focusing on: 1.W.6.1a Nouns/Pronouns—Writing sentences that include common and proper nouns and personal pronouns. 1.W.6.1b Verbs—Writing sentences using verbs to convey a sense of past, present, and future. 1.W.6.1c Adjectives/Adverbs—Standard begins at second grade: 2.W.6.1c: Adjectives/Adverbs—Writing sentences that use adjectives and adverbs. 1.W.6.1d Prepositions—Standard begins at fourth grade: 4.W.6.1d: Prepositions—Writing sentences that include prepositions, explaining their functions in the sentence. 1.W.6.1e Usage—Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts	Parts 1a & 1b: Nouns/pronouns and Verbs we develop from books a4 (p. 15), and 4 (p. 17). This begins at the first of the year and continues throughout. Points c-e we do not do per se in 1st grade: The students write sentences that may contain modifiers, but the further parts of speech or usage concepts are not mentioned.
1.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on: 1.W.6.2a Capitalization—Capitalizing the first words of a sentence, dates, names of people, and the pronoun I. 1.W.6.2b Punctuation— - Correctly using a period, question mark, and exclamation mark at the end of a sentence. - Using commas in dates and to separate items in a series. 1.W.6.2c Spelling— - Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions. - Correctly spelling words with common spelling patterns. - Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.	D—September + 6.2a: a1—p. 36; c—p. 30 I & D—September + 6.2b/a.: a3—p. 5; g—p. 20 6.2b/b: Is not in the curriculum but is added as we do the preceding. I & D—September + Spelling tests are given weekly beginning the third week of school: a3—p. 12 We use our books <i>e</i> & <i>f</i> to review and practice concepts that go with each spelling list: a3—p. 12+ On Monday, we introduce our spelling words. Tuesday, we play a game by matching a picture to the spelling word; a paper is sent home for the students to practice writing their spelling words. Wednesday, we write our spelling words 2Xs each. Thursday, we play a game in which the students practice writing the spelling words under the picture that depicts the word. Friday we work in our books to review the spelling words and then take our spelling test.

SPEAKING AND LISTENING	
<i>Guiding Principle:</i> Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.	
<i>Speaking and Listening</i>	
There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
LEARNING OUTCOME	
1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.	We start the weekly-Friday Show-n-Tell the 2 nd week of school.
<i>Discussion and Collaboration</i>	
1.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	We talk about our Bible stories and Bible verses that we learn and how to apply these to our lives: Starts the 1 st day of school.
1.SL.2.2 Standard begins at third grade: 3.SL.2.2: Explore ideas under discussion by drawing on readings and other information.	We do not do this in 1 st grade.
1.SL.2.3 Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.	We talk about our Bible stories and Bible verses that we learn and how to apply these to our lives: Starts the 1 st day of school.
1.SL.2.4 Ask questions to clarify information about topics and texts under discussion.	We talk about our Bible stories and Bible verses that we learn and how to apply these to our lives: Starts the 1 st day of school.
1.SL.2.5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	We talk about our Bible stories and Bible verses that we learn and how to apply these to our lives: Starts the 1 st day of school.
<i>Comprehension</i>	
1.SL.3.1 Ask and answer questions about what a speaker says to clarify something that is not understood.	Every Friday, we have chapel, so when we return to class, we have a little Bible review with questions.
1.SL.3.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	I read to the class and we talk about what is read.

<i>Presentation of Knowledge and Ideas</i>		
1.SL.4.1	Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.	We sing a few songs every day at school. We recite our Bible verse(s) everyday. Poems: e & f—pp. 63-71
1.SL.4.2	Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.	As the children finish their work, they can write/draw in their notebooks to express different ideas.
1.SL.4.3	Give and follow three- and four-step directions.	Beginning the 2 nd week of school and then every other week thereafter, we do various listening activities.
<i>MEDIA LITERACY</i> <i>Guiding Principle:</i> Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.		
<i>MEDIA LITERACY</i> By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.		
1.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	We watch short videos twice a week to emphasize various phonics skill: ex. <i>ould</i> has a cute video that presents “oh you lucky duck” to help the children remember the <i>ould</i> sound. (Nessy Spelling Strategy words ending in “ould”: <i>YouTube video</i> .)
<i>Media Literacy</i>		
1.ML.2.1	Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.	During our prayer time in the mornings, we bring up things that are going on in our country that need to be a matter of prayer.
1.ML.2.3	Standard begins in fifth grade: 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.	During our prayer time in the mornings, we bring up things that are going on in our country that need to be a matter of prayer