

## 1st Grade Quarter 1: Syllabus

The chart below outlines the instructional focus per subject for the 1st quarter.  
If you have any questions, please reach out to your student's teacher.

### ***English Language Arts/Reading*** ***\*See Appendix A for list of daily recurring standards.***

Students will:

- Explain the roles of author(s) and illustrator(s)
- Distinguish between commonly-confused vowel sounds and commonly-confused cognate consonant sounds, using knowledge of mouth position, voiced and unvoiced sounds, and manner of articulation
- Decode and encode regularly-spelled, one-syllable words with closed syllables, open syllables, and vowel-consonant-e syllables, including words with blends in initial and final positions
- Decode words with digraphs, trigraphs, and combinations
- Decode regularly spelled one-syllable words with vowel-r syllables, including ar; er; ir; or; and ur
- With prompting and support, decode words with vowel team syllables
- With prompting and support, decode two-syllable words using knowledge of closed syllables, open syllables, vowel-consonant-e syllables, vowel-r syllables, common vowel team syllables, and consonant-le syllables, including compound words that fit multiple syllable types
- With prompting and support, decode words with common suffixes, including words with dropped e and y to i changes for suffix addition
- Sort and categorize groups of words or pictures based on meaning, and label each category
- Identify and explain adjectives as descriptive words and phrases
- in all forms of texts, including poems
- Use grade-appropriate academic vocabulary in speaking and writing
- Use text features to locate key facts or information in printed or
- digital text
- Identify the main topic and key details of literary and informational text
- Ask and answer questions about key details in literary and informational text
- Identify
- and describe the main story elements in a literary text
- Describe
- the characters and settings, using illustrations and textual evidence from a
- story
- Retell the plot or sequence of major events in chronological order
- Identify who is telling the story, using evidence from the text
- Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text
- With prompting and support, use textual evidence to explain the central message or moral of a literary text
- Make predictions using information found within literary text
- Self-monitor comprehension of text by pausing to summarize or
- rereading for clarification when comprehension is lacking
- Compare and contrast texts
- Compare and
- contrast characters, setting, and major events in literary texts
- Describe the connections between individuals, events, ideas, or pieces of information in an informational text

- Print first and last names using proper letter formation, capitalization, and punctuation
- Write letters of the English alphabet in alphabetical order from memory
- Encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words in closed syllables
- Encode words with two-consonant blends in beginning position, including blends that are commonly confused with other spellings, by distinguishing the placement and action of the lips, teeth, and tongue during articulation
- Encode words with consonant digraphs using knowledge that one sound may be spelled with two letters
- With prompting and support, encode words with the common vowel teams and diphthongs
- With prompting and support, encode words with vowel-r combinations
- With prompting and support, encode words with final /ch/ sound spelled -ch and -tch
- With prompting and support, encode words with final /f/, /l/, and /s/ in one-syllable base words by doubling the final consonant when it follows a short vowel sound
- Encode words with suffixes -s, -es, -ing, -ed, -er, -est
- Identify the required features of a sentence, including capitalization for the first word and end punctuation
- Compose a simple sentence, including a subject and predicate, that expresses a complete thought.
- With prompting and support, identify the role or purpose of a noun, verb, and adjective within a sentence and describe the type of information it conveys.
- Write the correct number of words, with proper spacing, for a spoken phrase or sentence
- Begin each sentence with a capital letter
- With prompting and support, recognize, name, and correctly use end punctuation, utilizing appropriate academic vocabulary.
- Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence
- With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure
- Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression
- Improve writing as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
- Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify

### ***Math***

Students will:

- Reason with shapes and their attributes.
- Read and write numbers to 120; Count to 120.
- Fluently add and subtract within 10.
- Mixed Addition & Subtraction to 5.

### ***Social Studies***

Students will:

- Identify rights and responsibilities of citizens within the local community and state.
- Recognize leaders and their roles in the local community and state.

- Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.
- Identify traditions and contributions of various cultures in the local community and state.

### ***Science***

Students will:

- Review and model investigation expectations, senses, and scientific tools and processes .
- Design and construct a device that uses light or sound to send a communication signal over a distance (e.g., using a flashlight and a piece of cardboard to simulate a signal lamp for sending a coded message to a classmate, using a paper cup and string to simulate a telephone for talking to a classmate).
- Observe, describe, and predict patterns of the sun, moon, and stars as they appear in the sky (e.g., sun and moon appearing to rise in one part of the sky, move across the sky, and set; stars other than our sun being visible at night, but not during the day).

Reminders

- We teach the academic standards adopted and approved by the State of Alabama Department of Education. The standards may be found at the website linked [HERE](#) and may also be found by visiting <https://www.alabamaachieves.org/acad-stand/>.
- A chart listing the curriculum resources is available on the school and district websites.



## Appendix A

Below is a list of standards/objectives taught daily as part of our ELA program.

Oral Language	Concepts of Print	Phonics	Fluency	Vocabulary/ Comprehension	Writing
<p>1.1 Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed upon rules.</p> <p>1.2 Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn information presented in audible, text, or digital format.</p> <p>1.3 Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</p> <p>1.4 Present information orally using complete sentences and appropriate volume.</p>	<p>1.5 Locate a book's title, table of contents, glossary, and the names of authors and illustrators.</p>	<p>1.7 Apply knowledge of phoneme-grapheme correspondence and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.</p> <p>1.7a Produce the most frequent sounds for each letter of the alphabet, including x, q, and the long and short sounds of the vowels.</p>	<p>1.9 Read grade-appropriate texts with accuracy and fluency.</p> <p>1.9a Read and reread grade appropriate decodable text orally with accuracy and expression at an appropriate rate to support comprehension</p> <p>1.9b Recognize and self-correct decoding and other errors in word recognition and reread for clarification</p> <p>1.10 Read high frequency words commonly found in grade appropriate text</p>	<p>1.11 Utilize new academic, content specific, grade level vocabulary, make connections to previously learned words, and relate new words to background knowledge</p> <p>1.12 Ask and answer questions about familiar words and phrases in discussions and/or text</p> <p>1.13 Use information found within the text to determine the meaning of an unfamiliar or multiple meaning word or phrase.</p> <p>1.16 Use grade-appropriate academic vocabulary in speaking and writing</p> <p>1.17 Use content knowledge built during read alouds of informational and literary texts by participating in content specific discussions with peers and/or through drawing and writing</p> <p>1.18 Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level</p> <p>1.19 Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</p>	<p>1.30 Write legibly, using proper pencil grip.</p> <p>1.30a Print upper and lowercase letters fluently, using proper approach strokes, letter formation, and line placement.</p> <p>1.30b Print first and last names using proper letter formation, capitalization, and punctuation</p> <p>1.30c Use lower case letters in the majority of written words, using capitals only when appropriate.</p> <p>1.30d Write letters of the English alphabet in alphabetical order from memory</p> <p>1.31 Apply knowledge of grade appropriate phoneme-grapheme correspondences and spelling rules to encode words accurately</p> <p>1.31k Encode grade appropriate high frequency words that follow regular phoneme-grapheme correspondences</p> <p>1.32 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level</p> <p>1.32b Transcribe spoken words to demonstrate that print represents oral language.</p> <p>1.38 Develop and edit drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression</p> <p>1.39 Improve writing, as needed, by planning, revising, and editing, with guidance from peer editors, responding to their questions and suggestions.</p> <p>1.42 Participate in shared research and writing projects to answer a question or describe a topic</p> <p>1.42a Recall information from experiences to contribute to shared research and writing projects</p> <p>1.42b Gather information from provided sources</p>

