

Kindergarten 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:

- Use spatial and temporal concepts correctly
- With prompting and support, explain the roles of the *author* and *illustrator* of a text
- Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line
- Point to words using one-to-one correspondence, noting that words are separated by spaces
- Distinguish letters from words and within sentences
- Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.
- Produce the most frequent sound(s) for each consonant, including x and q, which have two *phonemes* (sounds)
- Recognize and name all *upper and lowercase letters* in non-sequential order with accuracy and automaticity.
- Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity
- Identify new meanings for familiar words and apply them accurately
- Describe the relationship between words, including relating them to *synonyms* and *antonyms*
- Name and sort pictures of objects or categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge
- Use content knowledge built during read-alouds of *informational texts* by participating in content-specific discussions with peers and/or through drawing or writing
- With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues (*photographs*)
- With prompting and support, describe the relationship between illustrations and the text in which they appear
- Identify and describe the main story elements in a literary text (setting)
- With P/S, retell a story orally, including main character(s), setting, and important events in logical order
- With prompting and support, use text clues to determine *main ideas* and make *predictions* about an ending in a *literary text*
- With prompting and support, identify the *main topic and details* in *informational text*
- With prompting and support, ask and answer questions about *key details* in literary and *informational texts*
- With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification when comprehension is lacking
- Compare and contrast the experiences of characters in a literary text
- Express ideas orally and connect these ideas through drawing and emergent writing
- Print upper and lowercase letters using proper approach strokes, letter formation, and line placement
- With prompting and support, print first and last names using proper letter formation, *capitalizing* only the first letter of each name.
- With prompting and support, use *lowercase letters* in majority of written work, using *capitals* only

when appropriate

- Encode at the phoneme level, using the most common *grapheme*/spellings(s), for a spoken *phoneme* (sound)
- With prompting and support, encode grade -appropriate high frequency words that follow regular phoneme-grapheme correspondences
- With prompting and support, transcribe spoken words to demonstrate that *print* represents *oral language*.
- With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.
- With prompting and support, identify the role of a noun and a verb within a sentence and the type of information it conveys
- With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.
- With prompting and support, begin each sentence with a capital letter
- With prompting and support, recognize, name, and correctly use end *punctuation*
- Actively participate in shared writing experiences to create messages, lists, and labels for drawing or illustration
- Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.
- Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing
- With prompting and support, compose writing for varied purposes and audiences across different genres
- Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.

Math

Students will:

- Identify and describe circles, triangles, squares, and rectangles.
- Recognize numbers 0-5.
- Count up to 5 objects, tell how many, and write the numeral.
- Compare numbers 0-5.

Social Studies

Students will:

- Identify rights and responsibilities of citizens within the family, classroom, school, and community.
- Describe how rules provide order, security, and safety in the home, school, and community.
- Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.

Science

Students will:

- Explore foundational skills necessary for future learning in Science (include activities to assist students in developing investigative thinking, argumentation, and reasoning skills).
 - Science Conduct
 - Senses
 - Safety
 - Scientific Process
 - Scientific Tools
- Design and construct a device (e.g., hat, canopy, umbrella, tent) to reduce the effects of sunlight.

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	Fluency	Vocabulary/ Comprehension	Writing
<p>K.1a-d Actively listen and speak using agreed-upon rules for discussion, with guiding and support.</p> <p>K.2 Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge</p> <p>K.3 Actively participate in teacher-led choral and shared reading experiences.</p> <p>K.4 With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media.</p> <p>K.5a-b With guidance and support, present information orally, using complete sentences in correct word order.</p>	<p>K.8 Demonstrate understanding of the organization and basic features of printed materials.</p> <p>K.8a Recognize and demonstrate that print conveys meaning.</p>	<p>★K.11 Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.</p> <p>K.16 Recognize and read grade-appropriate high frequency words with accuracy and automaticity.</p>	<p>K.17 With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.</p> <p>K.19 Ask and answer questions about unfamiliar words in discussions and/or text.</p> <p>K.21 Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.</p> <p>K.21a Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.</p> <p>K.21b Use new words and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>K.23 With prompting and support, 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>K.24 With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale and poetry.</p>	<p>K.34 Print legibly, using proper pencil grip.</p> <p>K.36 When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade-appropriate spelling.</p> <p>K.38 Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.</p> <p>K.39 Participate in shared research and writing projects to answer a question or describe a topic.</p> <p>K.39a Include information recalled from personal experiences in research and writing projects.</p> <p>K.39b Gather information from provided sources for research and writing projects.</p>