

1st Grade Literacy

LAN0100

Course Description

Developing literacy skills is a priority in the first grade. Reading is the priority in first grade. The student will be immersed in a text rich environment to develop communication skills, phonological awareness, phonetic skills, vocabulary, comprehension, and use reading materials as sources of information and enjoyment. The student will use a variety of strategies to read new words and will read familiar selections with fluency, accuracy, and expression. The student will continue to develop an understanding of fiction and nonfiction texts. The student will increase vocabulary and comprehension strategies by cross content reading with emphasis on materials in mathematics, science, and history and social science. The student will write in a variety of forms to communicate ideas. The student will continue to research to answer questions and solve problems by using available resources.

Rationale

God has given each child the ability to learn and communicate. Using these abilities, first grade students will develop communication skills, phonological awareness, phonetic skills, vocabulary, comprehension, and use of reading materials. God has also given each child an inquisitive mind that is exercised through research, questions, and solving problems using what is around him.

Prerequisite

Student will know the alphabetical order of letters.

Student is able to read and write small words.

Student is able to form and write basic sentences. For example, "The cat is big."

Measurable Learning Outcomes

- A. The student will demonstrate growth in oral early literacy skills.
- B. The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness.
- C. The student will apply knowledge of how print is organized and read.
- D. The student will apply phonetic principles to read and spell.
- E. The student will use semantic clues and syntax for support when reading.
- F. The student will expand vocabulary and use of word meanings.
- G. The student will use simple reference materials.
- H. The student will read and demonstrate comprehension of a variety of fictional texts.

- I. The student will read and demonstrate comprehension of a variety of nonfiction texts.
- J. The student will print legibly in manuscript.
- K. The student will write in a variety of forms to include narrative, descriptive, and opinion.
- L. The student will edit writing for capitalization, punctuation, and spelling.
- M. The student will conduct research to answer questions or solve problems using available resources.

Course Materials

See LUOA's [Systems Requirements](#) for computer specifications necessary to operate LUOA curriculum. Also view [Digital Literacy Requirements](#) for LUOA's expectation of users' digital literacy.

This course contains additional physical materials. See the materials page toward the end of this syllabus for a listing of course materials.

This course makes use of third-party digital resources to enhance the learning experience. These resources have been curated by LUOA staff and faculty and can be safely accessed by students to complete coursework. Please ensure that internet browser settings, pop-up blockers, and other filtering tools allow for these resources to be accessed.

The following resource(s) are used throughout this course:

- Education City
- ReadingEggs
- RightNow Media

Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LUOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the [Jerry Falwell Library](#).

Course Grading Policies

The students' grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student's grade are found in Tier 0.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Assignment Weights

Tier 0	0%
Tier 1	25%
Tier 2	35%
Tier 3	40%

Course Policies

Students are accountable for *all* information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages to follow for further details).

- **Lesson:** Any item on the Modules page designated as a “Lesson”
These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.
- **Assignment:** Any item on the Modules page designated as an “Assignment”
Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.
- **Quiz:** Any item on the Modules page designated as a “Quiz”
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.
- **Test:** Any item on the Modules page designated as a “Test”
This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.
- **Quiz:** Students may NOT resubmit for an increased grade.
- **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as computer malfunctioning, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

Consequences for Violations to the Honor Code

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offences, are outlined below:

- **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
 - **Lessons:** A zero will be assigned for the question only.
 - **Elementary/Middle School Assignment:** The student must redo their work. However, they may retain their original grade.
- **1st Offense:**
 - **Lesson, Quiz, or Test:** The student will receive a zero on the entire assessment.
 - **Assignment:** The student will either:
 - Receive a 0% on the original assignment
 - Complete the Plagiarism Workshop
 - Retry the assignment for a max grade of 80%
- **2nd Offense:** The student will receive a zero and be placed on Academic Probation.
- **3rd Offense:** The student will receive a zero and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.

Materials List

1st Grade Literacy

Materials for every module

1st Grade Tablet Paper
printer and printer paper
tablet paper
highlighter
construction paper
index cards (optional)
sandwich bags or envelopes (for word work
cards storage)
sand (optional)
shaving cream (optional)

Module 1

Reading Eggs Online Book List:

Buff Ducks by Precious McKenzie
ISBN: 978-1-61810-171-6 or 978-1-61810-304-8
Danny Dolphin's Vacation by Gordon Winch &
Gregory Blaxell
ISBN: 978-1-86441-193-5
City, Farm, and Sea by Go Facts
ISBN: 1-86509-281-9

Module 2

Book List:

A House in a Tree by Margaret Hillert
[http://more2.starfall.com/n/fiction-
nonfiction/house-in-tree/load.htm?f&redir=www](http://more2.starfall.com/n/fiction-nonfiction/house-in-tree/load.htm?f&redir=www)

Reading Eggs Book List:

Bears by Katy Pike
FJ's Friends by Gordon Winch & Gregory
Blaxell
ISBN: 978-1-86441-196-7
Farm Day by Go Facts
ISBN: 1-86509-297-5
Fun with Patch by Gordon Winch & Gregory
Blaxell
ISBN: 978-1-86441-154-6

Module 3

Book: *The Legend of the Indian Paintbrush*
(optional)

Reading Eggs Book List:

Movie Munchies by Holly Karapetkova
ISBN: 978-1-61741-820-4 or 978-1-61236-024-9

Module 4

Reading Eggs Book List:

Fred the Frog by Katy Pike
ABC Reading Eggs Story books
ISBN: 978-1-74215-???-?
Goldie Duck And The Three Beavers by Robin
Koontz
ISBN: 1-61741-810-5

Module 5

*See materials for every module

Module 6

Reading Eggspress Book List:

Crocodile in the Kitchen by Lisa Thompson
Giggles Red Set 2
Hoot's on First? by Holly Karapetkova
ISBN: 978-1-61741-817-4
Lizzie Little, The Sky is Falling by Robin
Koontz
ISBN: 978-61741-825-9
picture dictionary

Module 7

Book: *Shine: Choices to Make God Smile* by
Genny Monchamp, illustrated by Karol Kaminski

Reading Eggspress Book List:

Keep Your Chin Up by Colleen Hord,
illustrated by Anita DuFalla Red Readers 1-2
ISBN: 978-1-61810-182-2

Module 8

3 books or e-books about for child's animal research project. Your child can choose to use the Reading Eggspress Library for the three books.

Module 9

Book: *I Will Rejoice* by Karma Wilson and Amy June Bates

Module 10

Reading Eggspress Book List:

Now or Later Alligator by Precious McKenzie

Optional: 1st Grade Book List recommendations

The best way to become a better reader and writer is to read. Below is a recommended book list for 1st graders.

My Friend is Sad by Mo Willems
I Forgive You by Nicole Lataif
Kiss Good Night by Amy Hest
The Dot by Peter H. Reynolds
The Boy and The Ocean by Max Lucado
Bear Says Thanks by Karma Wilson
He's Got the Whole World in His Hands by Kadir Nelson
Sidney and Norman by Phil Vischer
Let the Earth Sing Praise by Tomie DePaola
"I Can Read" books by Zonderkids

Scope and Sequence

1st Grade Literacy

Module 1: Good Readers Toolbox: Introduction

Week 1: Introduction to 1st Grade Literacy
Week 2: Predictions
Week 3: Set a Purpose for Reading
Week 4: Text Features

Module 2: Good Readers Toolbox: Parts of a Story

Week 5: Nouns
Week 6: Main Idea
Week 7: Characters
Week 8: Setting

Module 3: Good Readers Toolbox: B- M-E & Retelling a Story

Week 9: B-M-E
Week 10: How to retell a story!
Week 11: Review & Assessment

Module 4: Good Writers Toolbox: Narrative Writing

Week 12: Verbs
Week 13: What is a narrative?
Week 14: Prewriting Strategies & Writing a Paragraph
Week 15: Editing is Fun!

Module 5: Good Readers and Writers Toolbox: Adjectives

Week 16: Adjectives Make Writing Interesting
Week 17: Writing Your Own Narrative
Week 18: Adding adjectives to Your Narrative

Module 6: Good Readers and Writers Toolbox: Fact & Opinion

Week 19: What's a Fact? What's an Opinion?
Week 20: How do I write about my opinion?
Week 21: Editing My Writing
Week 22: Question Words and Review

Module 7: Good Readers and Writers Toolbox: Theme and Spotlight Writing

Week 23: What is theme?
Week 24: Writing to Describe using a Topic Sentence
Week 25: Transition Words and Writing Supporting Details
Week 26: Context Clues and Review

Module 8: Good Writers Toolbox: Using Tools to Find Information for Research Project

Week 27: What is Research? How Do You Choose a Topic?
Week 28: What is Information? How Do I Find Information?
Week 29: Diagrams and How to Research
Week 30: Parts of Your Research Project

Module 9: Good Readers Toolbox: *I Will Rejoice* Story to Review Reading Strategies

Week 31: *I Will Rejoice* Introduction
Week 32: *I Will Rejoice* Retelling the Story
Week 33: *I Will Rejoice* Rhyming

Module 10: Good Reader and Writers Toolbox: Poetry Time!

Week 34: Rhyming Poetry
Week 35: Sensory Poetry
Week 36: Reading Tools Review