

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01029-1	Grade Level	1
Course Name	Grade 1 Language Arts/Reading-CCS	# of Credits	1
SCED Code	01029	Curriculum Type	Acellus

COURSE DESCRIPTION

Grade 1 Language Arts/Reading-CCSS course uses grade-appropriate books, stories, and poems to teach letter recognition and to support standards for reading literature and informational text. Grade 1 Language Arts Reading-CCSS courses include the four aspects of language use: reading, writing, speaking, and listening. These courses emphasize recognition of and response to various types of text, extension of vocabulary and writing skills, and the connection of language to the expression of ideas.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
RL.1.1	Ask and answer questions about key details in a text.
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.3	Describe characters, settings, and major events in a story, using key details.
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
RL.1.6	Identify who is telling the story at various points in a text.
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
RI.1.1	Ask and answer questions about key details in a text.
RI.1.2	Identify the main topic and retell key details of a text.
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
RI.1.7	Use the illustrations and details in a text to describe its key ideas.
RI.1.8	Identify the reasons an author gives to support points in a text.
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
RF.1.1	Demonstrate understanding of the organization and basic features of print.
RF.1.1.a	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.a	a. Distinguish long from short vowel sounds in spoken single-syllable words
RF.1.2.b	b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
RF.1.2.c	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
RF.1.2.d	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.1.3.a	a. Know the spelling-sound correspondences for common consonant digraphs.
RF.1.3.b	b. Decode regularly spelled one-syllable words.
RF.1.3.c	c. Know final -e and common vowel team conventions for representing long vowel sounds.
RF.1.3.d	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
RF.1.3.e	e. Decode two-syllable words following basic patterns by breaking the words into syllables.
RF.1.3.f	f. Read words with inflectional endings.
RF.1.3.g	g. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4.a	a. Read on-level text with purpose and understanding.
RF.1.4.b	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
RF.1.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.1.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.1.1.b	b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
SL.1.1.c	c. Ask questions to clear up any confusion about the topics and texts under discussion.
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1.a	a. Print all upper- and lowercase letters.
L.1.1.b	b. Use common, proper, and possessive nouns.
L.1.1.c	c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
L.1.1.d	d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
L.1.1.e	e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1.f	f. Use frequently occurring adjectives.
L.1.1.g	g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.1.h	h. Use determiners (e.g., articles, demonstratives).
L.1.1.i	i. Use frequently occurring prepositions (e.g., during, beyond, toward).
L.1.1.j	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.a	a. Capitalize dates and names of people.
L.1.2.b	b. Use end punctuation for sentences.
L.1.2.c	c. Use commas in dates and to separate single words in a series.
L.1.2.d	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.e	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
L.1.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.
L.1.4.b	b. Use frequently occurring affixes as a clue to the meaning of a word.
L.1.4.c	c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
L.1.5.a	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5.b	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
L.1.5.c	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
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Unit 1 – Phonemic Awareness and Consonant Sounds	RF.1.1a; RF.2a, RI.1.2b; RF.1.3; RF.1.3a; RF.1.3b	Students observe, practice and review the alphabet, including the vowel A and the consonants B, C, D, F, G, H, J, K, L, M, N, P, R, S, T, V, W, and Z. Students track letter sounds, practice identifying sight words, reading simple words, reading books, and are exposed to blending consonant teams Wh, Ch, Th, and Sh, and applying letter sounds. Students practice listening to and comprehending stories read aloud.
Unit 2 – Sentences and Spelling Words	RF.1.2a; RF.1.3; RF.1.3a; RF.1.3b; RF.1.4c	Students identify capital letters, spelling with short A, the letters X and Qu, consonant tracking with train cars, using a keyboard to type words, sentences, vocabulary, correct word order, finding, writing, and finishing statements, and using correct word order to share ideas. Students also practice listening to and comprehending stories read aloud.
Unit 3 – Sentences and Short Vowels	RI.1.1; RF.1.1a; RF.2.c; RF.1.3	Students analyze the importance of vowels, initial and medial short vowel sounds, spelling with short I, finding and writing questions and exclamations, sentence order, choosing punctuation, and practice listening to and comprehending stories read aloud.
Unit 4 – Personal Narrative and Reading Long Vowels	RL.1.1; RF.1.3; RF.1.4a; W.1.3; SL.1.1; SL.1.1.a	Students are introduced to and practice developing personal narratives, including writing ideas, revising, listening, and presentation. Students practice and identify vocabulary words, as well as spelling with short O, vowel plus E sounds, vowel plus E word blending, adding E to the end in reading, and spelling sight words by typing.
Unit 5 – Different Genres and Reading Vowel Teams	RL.1.5; RL.1.6; RL.1.7; RI.1.3; RI.1.6; RI.1.7; RI.1.9; RI.1.10; RF.1.4a	Through virtual lessons and class activities, students reading vowel teams, including vowel team sounds, slider vowel sounds, spelling with short E, the "two vowels go walking" rule in reading, vowel tracking with train cars, applying vowel teams, vowel plus R (crazy R's), and vowel plus R word blending. Student are exposed to non-fiction text, using illustration to find details, distinguishing between information sources, comparing genres, and connecting ideas.
Unit 6 – Consonant Blends and Basic Expectancies	RF.1.3	Students practice and are assessed in spelling with short vowels, reading and spelling the letters C and G, rhyming, tracking, and spelling words that end with mp and nt, reading letters on squares, and practicing expectancies.
Unit 7 – Consonant Blends and Nouns	RF.1.3; RF.1.3f; RF.1.3g; RF.1.4a; RF.1.4b; SL.1.4; L.1.1.c;	Students discuss nouns, including noun discovery, people nouns, days of the week, months of the year, capitalizing special words, plural nouns with s and with es, irregular plural nouns, and applying nouns. Students practice and review vocabulary, are guided in tracking and spelling words with dr, gr, and tr, reading and spelling plurals, and practice listening to and comprehending stories read aloud.

Unit 8 – Plural Nouns and Book Reports	L.1.1.d; L.1.2.b	Students learn vocabulary words, possessive nouns, abbreviations, spelling plural nouns by adding S. They also learn about diagrams, comparing and contrasting characters, details in writing, and techniques for writing a book report including gathering ideas, organizing ideas, and collaborating with peers.
Unit 9 – Consonant Teams and Action Verbs	RF.1.3; RF.1.3g; RF.1.4b; L.1.1.e;	Through virtual lessons, students identify and practice using verbs, including present, past, and future tense verbs, using was, were, is, and are, and comparing and applying verbs. Students are then motivated to participate in sorting and spelling words with cl, fl, sl, and st. Students practice listening to and comprehending stories read aloud.
Unit 10 – Explanatory Writing and Reading Syllables	RL.1.1; RI.1.1.; RF.1.2.d; RF.1.3;RF.1.3c; RF.1.3d; RF.1.3e; W.1.2; SL.1.1; SL.1.1.a;SL.1.1.b; SL.1.1.c; SL.1.3	Students identify and read syllables, counting syllables, open and closed syllables, and apply what was learned previously about syllables. Also covered are vocabulary words, charts, logical order and sequence. Through virtual lessons and class activities, students read and spell words with double consonants, as well as follow the steps for explanatory writing including revising, speaking, listening to, and presenting.
Unit 11 – Consonant Teams and Non-Fiction	RI.1.8; RF.1.3; L.1.1.h;	Students are introduced to non-fiction, reading biographies, news articles, lists, and charts, sorting and spelling words with Sh, Ch, Wh, and Th, punctuating letters. Students then explore finding authors' intent.
Unit 12 – Long Vowels and Non-Fiction	RF.1.3; RF.1.3c	Students are exposed to and identify book titles, spelling by adding E to the end, spelling words with long A and long I, and vocabulary words. Students practice finding facts, telling the details, paragraphs, answering questions, and applying concepts of classifying and identifying non-fiction writings.
Unit 13 – Long Vowels and Syllables	RF.1.3; RF.1.3d	Students discover and apply word endings, sorting and spelling words with long O, finding and spelling words with long E, vocabulary words, reading and spelling with syllable cards, and practice listening to and comprehending stories that are read aloud.
Unit 14 – Long and Short Vowels and Adjectives	RL.1.4; RL.1.10; L.1.1.f;	This unit discusses description including discovering description; adjectives; words that describe weather, color, feelings, and numbers; sorting and comparing adjectives; and applying what we have learned about description. Also included are vocabulary words and how to appreciate poetry

Unit 15 – Comparing Adjectives and Long A Spelling	RF.1.3; L.1.1.g;	Students are introduced to mnemonic grammar strategies including the "two vowels go walking" rule and spelling words with long A teams. Students practice using the dictionary, identifying synonyms and similar adjectives, and using conjunctions. Students then show relationships with conjunctions, vocabulary words, and reading in context with a focus on paragraphs, and categorizing and classifying.
Unit 16 – Pronouns and Sentence Parts	RF.1.3	Students practice identifying pronouns, including discovering pronouns, using he, she, it, they, I, me, we, and us, and applying the usage of pronouns. Students are exposed to understanding and identifying subjects, predicates, and compound subjects. Students then practice and are assessed in sorting and spelling words with long E teams, words that rhyme with the long I sound but are spelled with Y, how "long I spelled with Y" words are spelled, and conclude with practicing vocabulary words.
Unit 17 – Research and Reporting	RL.1.1, RL.1.2; RI.1.2; RI.1.5; RF.1.3f; RF.1.4c; RF.1.4; W.1.1; W.1.6; W.1.8; SL.1.1; SL.1.1.a; SL.1.1.c; SL.1.1.d; SL.1.5; L.1.1.a; L.1.1.b; SL.1.3	Students review the concept of and practice expository writing, including discovering expository writing, identifying and applying main and supporting ideas. Students then research and organize ideas, present the required skills, and create presentations. Students practice using commas, using text features, homonyms, vocabulary, time order words, and sorting and spelling words with long O sounds.
Unit 18-Word Parts and Verb Tenses	RL.1.1; RL.1.2; RI.1.4; RF.1.3; RF.1.3g; W.1.5; W.1.6; SL.6; L.1.1; L.1.1.j;	Students practice finding root words, understanding and identifying prefixes and suffixes, making and spelling compound words, finding meaning with context clues, vocabulary words, applying the right words, using prepositions, analyzing tenses and spelling words by adding ED and ING endings. Students then practice the proofreading process of improving sentences.