

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	AC01028-K	Grade Level	K
Course Name	Grade K Language Arts/Reading-CCSS	# of Credits	1
SCED Code	01028	Curriculum Type	Acellus

COURSE DESCRIPTION

The Kindergarten Language Arts/Reading course focuses on laying a solid foundation for beginning English language literacy. The course offers students the opportunity to master a range of basic language skills and applications that prepare them for further language skills and development in ensuing grades. It also employs the teaching technique of Children Teaching Children. Concepts include: – Language Prep, Language Readiness, Nouns, Verbs, Sentences, Writing Prep, Tools for Writing, Additional Writing Practice, Tools for Reading, and Storytelling Skills. Lessons engage students in activities to develop their language arts skills (reading, writing, listening, and speaking) at their pace with ongoing assessments and reteaching if needed. Course content emphasizes storytelling, reading aloud and evoking a written, oral, and pictorial response.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/indicator) Use the Standards and Benchmarks as Spreadsheets
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RL.K.10	Actively engage in group reading activities with purpose and understanding.
RI.K.1	With prompting and support, ask and answer questions about key details in a text.

RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10	Actively engage in group reading activities with purpose and understanding.
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1.a	a. Follow words from left to right, top to bottom, and page by page.
RF.K.1.b	b. Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1.c	c. Understand that words are separated by spaces in print.
RF.K.1.d	d. Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2.a	a. Recognize and produce rhyming words
RF.K.2.b	b. Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.c	c. Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2.d	d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2.e	e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.2	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3.a	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
RF.K.3.b	b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
RF.K.3.c	c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RF.K.3.d	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
RF.K.4	Read emergent-reader texts with purpose and understanding.
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.K.1.a	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1.b	b. Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a	a. Print many upper- and lowercase letters.
L.K.1.b	b. Use frequently occurring nouns and verbs
L.K.1.c	c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
L.K.1.d	d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
L.K.1.e	e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.K.1.f	f. Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2.a	a. Capitalize the first word in a sentence and the pronoun I.
L.K.2.b	b. Recognize and name end punctuation.
L.K.2.c	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2.d	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4.a	a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
L.K.4.b	b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5.a	a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5.b	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5.c	c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5.d	d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: The Alphabet	RL.K.1; RI.K.1; RI.K.2; RI.K.5; RI.K.6; RF.K.1; RF.K.2; SL.K.1; L.K.1.a; L.K.2.c; W.K.1; W.K.2; W.K.3	Students are introduced to and practice identifying the alphabet, capital versus lowercase letters, knowing left from right, the M sound and the short A sound, reading from left to right, and the sight words "we," "I," and "can." Students are introduced to career options, such as of being a chef.
Unit 2: Left to Right	RL.K.1; RL.K.10; RI.K.1; RI.K.2; RI.K.5; RI.K.6; RF.K.1; RF.K.2; RF.K.3.a, RF.K.3.b; RF.K.3.c ; SL.K.1, SL.K.1.a; SL.K.1.b; L.K.1.a; L.K.5.a; L.K.5.b; L.K.6	Students observe and identify sorting objects, the phoneme blend M-Short A, the initial S and P sounds, and the sight words "are" and "for." Students are introduced to the career option of being a scientist.
Unit 3: People Nouns	RL.K.1; RI.K.1; RI.K.2; RI.K.5; RF.K.1(a,b); RF.K.2 (a,b); RF.K.3.c ; RF.K.3.d; L.K.1.a; SL.K.4; L.K.4.a; L.K.5; L.K.5.c	Students discuss and analyze common nouns for people and animals, the five senses, the sight words "you," "and," "this," and "do," phoneme blending S and P sounds, the T sound, and a similar sound in a series of words. Students are introduced to the career option of being a veterinarian.

Unit 4: Common and Plural Nouns	RL.K.1; RL.K.5; RL.K.9; RI.K.1; RI.K.2; RI.K.4; RI.K.5; RF.K.1 (c,d); RF.K.2 (c,d); RF.K.3.b; L.K.1.a; SL.K.4 ; L.K.4.b, L.K.5; L.K.5.c; W.K.5; W.K.6; W.K.7	Students are introduced to and practice identifying common nouns for things and places, the short I sound, sorting short I sound pictures, phoneme blending of the short I and the T sound, rhyming words with the short A sound, plural nouns, and an introductory example of expository text. Students then explore the career option of being a pilot.
Unit 5: Action Verbs	RL.K.1; RL.K.5; RI.K.1; RI.K.4; RI.K.5; RF.K.1; RF.K.2 (d,e); RF.K.3.a; RF.K.3.b; L.K.1.a; L.K.1.c; L.K.1.d; L.K.5.d	Students are introduced to and practice identifying verbs, including what verbs are and past tense verbs, examples of verbs in writing, the N sound, phoneme blending with the N sound, picture sorting the middle sounds A or I, picture sorting the initial and final N sound, and more expository text. Students explore the career option of being a musician.
Unit 6: Irregular Verbs	RL.K.1; RI.K.1; RI.K.2; RI.K.4; RI.K.5; RF.K.2; RF.K.3.a; RF.K.3.b; RF.K.3.c; L.K.1.a; L.K.5.c; L.K.5.d	Students discuss and practice the initial C sound; phoneme blending of C, N, and Short I; phoneme blending of short A, C, and N; sight words "what," "little," "a," "like," and "the;" using verbs; is and was; are and were; and sorting initial C sound pictures. This unit introduces the career option of firefighter.
Unit 7: Sentences	RL.K.1; RL.K.6; RL.K.10; RI.K.2; RI.K.4; RI.K.8; RI.K.5; RF.K.1; RF.K.2; RF.K.2; RF.K.3.a; RF.K.3.c; W.K.1	Students are introduced to and practice the short O sound; the initial F sound; picture sorting the short O sound, the O, C, P, and M sounds, and the F, T, and P sounds; what makes a sentence, phoneme blending F with short A or I; sight words "look" and "has;" writing complete sentences; and making a telling sentence. Students are exposed to the career option of being an author.
Unit 8: Writing Sentences	RL.K.1,4; RL.K.6; RI.K.1; RI.K.2; RI.K.4; RF.K.2; RF.K.2; SL.K.1; L.K.1.a; L.K.1.b; SL.K.2; SL.K.3	Students are introduced to and practice the initial H, D, and R sounds, phoneme blending and picture sorting with D, H, and R sounds, writing and punctuating questions and exclamations, asking words, and the sight words "go" and "see." Students are then introduced to the career option of being an actor.
Unit 9: Pronouns & Prepositions	RL.K.1; RI.K.4; RI.K.5; RF.K.3.d; W.K.1	Students are introduced to and practice identifying prepositions, homonyms, the pronouns "you" and "I," sight words "to" and "have," initial L, B, and E sounds, and picture sorting and phoneme blending with B and L. Students are then exposed to the career option of Archeology.
Unit 10: Affixes & Antonyms	RL.K.1; RL.K.7; RI.K.1; RI.K.4; RI.K.5; RI.K.7; RI.K.9; RF.K.2; W.K.1; W.K.8; L.K.5.b	Students are introduced to and practice identifying prefixes, suffixes, antonyms, the initial K sound, the final K, CK sound, the short U sound, picture sort with the B sound, picture sort with B, L, or short E, phoneme blending and picture sort with K and CK sounds. Students are then introduced to the career option of being a police officer.

Unit 11: Adjectives	RL.K.1; RL.K.5; RI.K.1; RI.K.2; RI.K.6; RF.K.3.c; SL.K.1; SL.K.2; L.K.5.c	Students are introduced to and practice comparing the related words, phoneme blending and picture sorting with the short U sound, more examples of expository text, using color words to describe objects, sight words "is," "play," "with," and "my," the initial W sound, and picture sorting K, U, and B sounds. Students are then exposed to the career option of being an artist.
Unit 12: Characters & Plot	RL.K.1; RL.K.2; RL.K.3; RL.K.10; RI.K.1 ;RI.K.2; RI.K.3; RI.K.5; RI.K.6; RI.K.7; RI.K.9; RF.K.1; RF.K.2; RF.K.3.c; RF.K.4; W.K.8; SL.K.1; SL.K.2; SL.K.3; L.K.4.a; L.K.4.b; L.K.6; W.K.8	Students are introduced to and practice identifying characters and plot, the final X sound, initial V sound, the G sound, sight words "me," "where," picture sorting the G sound, picture sorting and phoneme blending with W and V sounds, picture sorting the G sound, picture sorting the final G and X sounds, and another example of expository writing. Students are then introduced the career option of being a detective.
Unit 13: Setting, Illustrations & Retelling	RL.K.1; RL.K.2; RL.K.3; RL.K.7; RL.K.10; RI.K.1; RI.K.2; RI.K.3; RI.K.5; RI.K.6; RI.K.7; RI.K.9; RF.K.1; RF.K.3.c; RF.K.4; W.K.8; SL.K.1; SL.K.3; SL.K.5; SL.K.6; L.K.5.c; L.K.6	Students are introduced to and practice identifying setting, retelling a story, using illustrations, the initial J, Y, Z, and QU sounds, picture sorting J and Y sounds and QU and Z sounds, and the sight words "she" and "he." Students are then introduced to the career option of being a farmer.