

## Wyoming Department of Education Required Virtual Education Course Syllabus

### BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75108	Grade Level	1
Course Name	Language Arts 1 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

#### COURSE DESCRIPTION

*Throughout the this course, the student will master key foundational skills such as phonemic awareness, letter-sound correspondence, basic features of print, and decoding one and two-syllable, frequently occurring words, both regularly and irregularly spelled. Through frequent practice, including Reading Writing Workshop, Literature Anthology, Leveled Readers, and Decodable Readers, the student will gain fluency in reading connected texts.*

#### WYOMING CONTENT AND PERFORMANCE STANDARDS

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.
RI.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	Read with sufficient accuracy and fluency to support comprehension.
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 <i>grade 1 topics and texts</i> 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.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
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., <i>He hops; We hop</i> ).
L.1.1.d	d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).
L.1.1.e	e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).
L.1.1.f	f. Use frequently occurring adjectives.
L.1.1.g	g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i> ).
L.1.1.h	h. Use determiners (e.g., articles, demonstratives).
L.1.1.i	i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).
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 <i>grade 1 reading and content</i> , 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., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).

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 <i>duck</i> is a bird that swims; a <i>tiger</i> 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 <i>cozy</i> ).
L.1.5.d	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or choosing them.
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.,

**SCOPE AND SEQUENCE**

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: Language Arts Course Overview</b></p> <p>This unit will introduce the student to the Language Arts 1 course. In this unit, he will meet Lion, an animated character who will guide him through the course. Together, the student will work with words, watch videos, and practice language arts skills. In each lesson of the course, the student will have the opportunity to practice what he has learned. The student will also become familiar with the instructional routines presented throughout the course so that he is ready to begin learning in the first lesson. This unit contains important information for the Learning Coach, which will be useful throughout the course.</p>	N/A	<ul style="list-style-type: none"> <li>•Introduce the student to the learning buddy, who serves as a guide for the course</li> <li>•Provide a sample of the types of lesson slides and describe their purpose</li> <li>•Describe the types of activities the student will do in every lesson</li> <li>•Provide important information for the Learning Coach</li> </ul>
<p><b>Unit 2: At School</b></p> <p>In this unit, the student will explore the school community and learn how her school is similar and different. The student will engage in conversations about school and read stories from the fiction genre. The student will practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short a sound and plural words. The student will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, she will visualize and identify key details while reading. Finally, the student will write to sources, drawing evidence from fiction and learning to use complete sentences and sentence capitalization.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.2, RL.1.7</li> <li>•RI.1.9</li> <li>•RF.1.1, RF.1.2, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1, SL.1.1.a, SL.1.2, SL.1.4</li> <li>•L.1.1.j, L.1.2.d, L.1.4, L.1.4.c, L.1.5.c, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy Visualize and the comprehension skill Key Details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait: ideas to writing</li> <li>•Read, write, and spell words with short a</li> <li>•Use complete sentences in speech and writing</li> </ul>
<p><b>Unit 3: Where I Live</b></p> <p>In this unit, the student will discover how the environment affects the way people live. The student will engage in conversations about where he lives and read stories from the fantasy genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short i sound and double final consonants. He will read high-frequency words and practice reading with appropriate intonation. Using the Close Reading routine, the student will visualize and identify key details while reading. Finally, he will write to sources, drawing evidence from fantasy and learning to use word order and end punctuation.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.7</li> <li>•RI.1.10</li> <li>•RF.1.1, RF.1.2, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3, RF.1.3.b, RF.1.4, RF.1.4.b</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1, SL.1.1.a, SL.1.2, SL.1.4</li> <li>•L.1.1, L.1.1.j, L.1.2, L.1.2.b, L.1.2.d, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of visualizing and apply the comprehension skill of finding key details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of describing details to writing</li> <li>•Read, write, and spell words with short i</li> <li>•Use words in a sentence in order</li> </ul>
<p><b>Unit 4: Our Pets</b></p> <p>In this unit, the student will explore what makes a pet special and connect to stories about pets. She will engage in conversations about school and read stories from the fantasy genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the beginning consonant l-blends and plural nouns. She will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, she will visualize and identify key details while reading. Finally, she will write to sources, drawing evidence from fantasy stories and learning to use statements and capitalization and end punctuation.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.3, RL.1.7, RL.1.10</li> <li>•RI.1.5, RI.1.9</li> <li>•RF.1.1, RF.1.2, RF.1.2.b, RF.1.2.c, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b</li> <li>•W.1.3, W.1.87</li> <li>•SL.1.1, SL.1.1.c, SL.1.3</li> <li>•L.1.2, L.1.2.b, L.1.2.d, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy visualize and the comprehension skill key details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of describing details to writing</li> <li>•Read, write, and spell words with l-blends</li> <li>•Engage in collaborative conversation about pets</li> </ul>
<p><b>Unit 5: Let's Be Friends</b></p> <p>In this unit, the student will explore what friends do together. He will engage in conversations about respecting the rights of others and read stories from the nonfiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short o sound and alphabetical order. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will ask and answer questions and identify key details while reading. Finally, he will write from sources, drawing evidence from nonfiction and learning to use questions, exclamations, and end punctuation.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.2, RL.1.5, RL.1.7</li> <li>•RI.1.1, RI.1.2, RI.1.4, RI.1.7, RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.1.a, RF.1.2.b, RF.1.2.d, RF.1.3, RF.1.3.b, RF.1.4, RF.1.4.b</li> <li>•W.1.3, W.1.8</li> <li>•SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.3</li> <li>•L.1.1, L.1.2.b, L.1.2.d, L.1.2.e, L.1.4, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy Ask and Answer Questions and the comprehension skill Key Details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait compare-and-contrast to writing</li> <li>•Read, write, and spell words with short o</li> <li>•Engage in collaborative conversation about what friends do together</li> </ul>
<p><b>Unit 6: Let's Move!</b></p> <p>In this unit, the student will explore what how bodies move and connect to stories about movement. She will engage in conversations about moving and read stories from the nonfiction genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on beginning consonant blends and possessives. She will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, she will ask and answer questions and identify key details while reading. Finally, she will write to sources, drawing evidence from nonfiction text and learning to use statements, capitalization, and end punctuation.</p>	<ul style="list-style-type: none"> <li>•RL.1.5</li> <li>•RI.1.1, RI.1.2, RI.1.5, RI.1.9</li> <li>•RF.1.1, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.4</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3</li> <li>•L.1.1.b, L.1.2.a, L.1.2.b, L.1.2.d, L.1.2.e, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy Ask and Answer Questions and the comprehension skill Key Details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of order of events to writing</li> <li>•Read, write, and spell words with r- and s-blends</li> <li>•Demonstrate mastery of concepts in units 1–5</li> </ul>

<p><b>Unit 7: Jobs Around Town</b> In this unit, the student will explore the wider community and connect to different work that people do. He will engage in conversations about the working community and read stories from the realistic fiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short e sound and words ending in -ed. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will make and confirm predictions and identify character, setting, and events while reading. Finally, he will write to sources, drawing evidence from fiction and learning to identify nouns and use commas in a series.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.3</li> <li>•RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.2, RF.1.2.b, RF.1.3, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b</li> <li>•W.1.1, W.1.8</li> <li>•SL.1.1.a, SL.1.1.b, SL.1.2</li> <li>•L.1.1.a, L.1.1.b, L.1.2, L.1.2.b, L.1.2.c, L.1.2.d, L.1.4, L.1.4.a, L.1.5.c, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of making and confirming predictions and the comprehension skill of character, setting, and events to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of organization to writing</li> <li>•Read, write, and spell words with short e spelled e and ea</li> <li>•Define noun and distinguish nouns in sentences</li> </ul>
<p><b>Unit 8: Buildings All Around</b> In this unit, the student will discover how the environment affects the way we live. She will engage in conversations about buildings and read stories from the fantasy genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the short u sound and contractions with apostrophe s. She will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will make and confirm predictions and identify character, setting, and events while reading. Finally, she will write to sources, drawing evidence from fantasy. She will learn to use singular and plural nouns and add -s and -es to nouns.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.3</li> <li>•RI.1.5, RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.1.a, RF.1.2.b, RF.1.3, RF.1.3.b, RF.1.4, RF.1.4.b</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1.a, SL.1.1.b, SL.1.2</li> <li>•L.1.1, L.1.1.c, L.1.2.d, L.1.4, L.1.4.a, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of making and confirming predictions and the comprehension skill of analyzing character, setting, and events to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of organization to writing</li> <li>•Read, write and spell words with short u</li> <li>•Distinguish between singular and plural nouns</li> </ul>
<p><b>Unit 9: A Community in Nature</b> In this unit, the student will explore how animals adapt to different environments about animal communities. He will engage in conversations about the animal communities and read stories from the nonfiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on ending consonant blends and words ending in -ing. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will reread to build understanding and identify main topic and key details while reading. Finally, he will begin the writing process and learn to use possessive nouns and apostrophes with possessive nouns.</p>	<ul style="list-style-type: none"> <li>•RL.1.2, RL.1.10</li> <li>•RI.1.2, RI.1.5, RI.1.9, RI.1.10</li> <li>•RF.1.1.a, RF.1.2.b, RF.1.2.d, RF.1.3, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b, RF.1.4.c</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1.a, SL.1.1.b, SL.1.4</li> <li>•L.1.1, L.1.1.b, L.1.1.e, L.1.2.d, L.1.4, L.1.4.a, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy reread and the comprehension skill main topic and key details to understand texts.</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of organization to writing</li> <li>•Read, write, and spell words with consonant blends and identify possessive nouns</li> <li>•Use the writing process to write two more pages to a story</li> </ul>
<p><b>Unit 10: Let's Help</b> In this unit, the student will understand respecting other's differences. She will engage in conversations about helping out in her community and read stories from the fantasy genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on consonant digraphs th, sh, and -ng and closed syllables. She will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will make and confirm predictions and identify character, setting, and events while reading. Finally, she will complete the writing process and learn to use common and proper nouns and capitalize proper nouns.</p>	<ul style="list-style-type: none"> <li>•RL.1.3, RL.1.5, RL.1.10</li> <li>•RI.1.9, RI.1.10</li> <li>•RF.1.1.a, RF.1.2.b, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.e, RF.1.4, RF.1.4.b, RF.1.4.c</li> <li>•W.1.2, W.1.5, W.1.6, W.1.8</li> <li>•SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4</li> <li>•L.1.1.b, L.1.2, L.1.2.d, L.1.2.e, L.1.4, L.1.4.a, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of rereading and the comprehension skill of character, setting, and events to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills</li> <li>•Read, write, and spell words with th, sh, -ng and distinguish between common and proper nouns</li> <li>•Complete the writing process, from revising to publishing</li> </ul>
<p><b>Unit 11: Follow the Map</b> In this unit, the student will explore maps and globes. He will engage in conversations about finding your way around and read stories from the nonfiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on consonant digraphs ch, -tch, wh, and ph and words ending in -es. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will reread to build understanding and identify main topic and key details while reading. Finally, he will write to sources, drawing evidence from nonfiction, and learn to use irregular and plural nouns, capital letters, and periods.</p>	<ul style="list-style-type: none"> <li>•RL.1.2, RL.1.5</li> <li>•RI.1.1, RI.1.2, RI.1.5, RI.1.8, RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.1.a, RF.1.2.b, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.f, RF.1.3.g, RF.1.4, RF.1.4.c</li> <li>•W.1.2, W.1.8</li> <li>•SL.1.1.a</li> <li>•L.1.1, L.1.2, L.1.2.b, L.1.2.d, L.1.4, L.1.4.c, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of rereading and the comprehension skill of identifying the main topic and key details to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of ideas to writing</li> <li>•Read, write, and spell words with ch, -tch, wh, and ph</li> <li>•Recognize irregular plural nouns in sentences</li> </ul>
<p><b>Unit 12: What Time Is It?</b> In this unit, the student will explore the relativity of time. She will engage in conversations about time and read stories from the fantasy genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the long a sound and contractions with not. She will read high-frequency words and practice reading with appropriate intonation. Using the Close Reading routine, she will make and confirm predictions and identify character, setting, and plot while reading. Finally, she will write to sources, drawing evidence from fantasy and learning to identify verbs and use commas in a series.</p>	<ul style="list-style-type: none"> <li>•RL.1.3, RL.1.5, RL.1.7, RL.1.9, RL.1.10</li> <li>•RI.1.5, RI.1.9, RI.1.10</li> <li>•RF.1.1.a, RF.1.2.a, RF.1.2.c, RF.1.2.d, RF.1.3, RF.1.3.b, RF.1.3.c, RF.1.4, RF.1.4.a</li> <li>•W.1.3, W.1.8</li> <li>•SL.1.1, SL.1.1.a, SL.1.2, SL.1.3</li> <li>•L.1.1, L.1.1.a, L.1.1.e, L.1.2.c, L.1.2.d, L.1.2.e, L.1.4, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of making and confirming predictions and the comprehension skill of character, setting, and plot to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of word choice to writing</li> <li>•Read, write, and spell words with long a</li> <li>•Identify action words as verbs</li> </ul>

<p><b>Unit 13: Watch It Grow!</b> In this unit, the student will explore what helps plants survive. He will engage in conversations about how plants grow and read stories from the drama genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the long i sound and plural words (CVCe). He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will make and confirm predictions and identify sequence of events to the plot while reading. Finally, he will write to sources, drawing evidence from fiction, and learn to use present-tense verbs and capitalize play titles.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.3, RL.1.4, RL.1.6</li> <li>•RI.1.9</li> <li>•RF.1.1, RF.1.3, RF.1.3.b, RF.1.3.c, RF.1.3.e, RF.1.3.f, RF.1.4, RF.1.4.c</li> <li>•W.1.3, W.1.8</li> <li>•SL.1.1.a, SL.1.1.b, SL.1.2</li> <li>•L.1.1, L.1.1.a, L.1.1.e, L.1.2.d, L.1.2.e, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of making and confirming predictions and the comprehension skill plotting the sequence of events to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills and the writing trait of word choice to writing</li> <li>•Read, write, and spell words with long i</li> <li>•Identify present-tense verbs</li> </ul>
<p><b>Unit 14: Tales Over Time</b> In this unit, the student will explore the similarities in literature over time. She will engage in conversations about time and read stories from the folktale genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the soft c and soft g sounds and words that end in -ed and -ing. She will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will make and confirm predictions and review cause and effect while reading. Finally, she will begin the writing process and learn to use past- and future-tense verbs and commas in a series.</p>	<ul style="list-style-type: none"> <li>•RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.9, RL.1.10</li> <li>•RF.1.1, RF.1.1.a, RF.1.2.b, RF.1.2.d, RF.1.3.b, RF.1.3.c, RF.1.3.f, RF.1.4, RF.1.4.c</li> <li>•W.1.3, W.1.5, W.1.8</li> <li>•SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.5</li> <li>•L.1.1.e, L.1.2, L.1.2.c, L.1.2.d, L.1.4, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of making and confirming predictions and the comprehension skill of plotting the cause and effect to understand texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•Read, write, and spell words with soft c, soft g, and dge, and identify past- and future-tense verbs</li> <li>•With guidance, apply close reading skills and the writing trait of word choice to writing</li> <li>•Use the writing process to write a new ending to a story</li> </ul>
<p><b>Unit 15: Now and Then</b> In this unit, the student will explore transportation from long ago. He will engage in conversations about now and then and read stories from the nonfiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the long o sound and words with CVCe syllables. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will make and confirm predictions and describe connections within text by comparing and contrasting while reading. Finally, he will complete the writing process and learn to use is and are and to use commas in dates.</p>	<ul style="list-style-type: none"> <li>•RI.1.1</li> <li>•RI.1.3, RI.1.5, RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.1.a, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.3.e, RF.1.4.b</li> <li>•W.1.5, W.1.6, W.1.8</li> <li>•SL.1.1, SL.1.1.a, SL.1.2, SL.1.4</li> <li>•L.1.1.c, L.1.1.e, L.1.2.c, L.1.2.d, L.1.2.e, L.1.4, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of rereading and the comprehension skill of making connections within texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, apply close reading skills</li> <li>•Read, write, and spell words with long o, long u, and long e, and use is and are correctly in sentences</li> <li>•Complete the writing process, from revise to publish</li> </ul>
<p><b>Unit 16: From Farm to Table</b> In this unit, the student will explore how people get food. She will engage in conversations about food and read stories from the nonfiction genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on vowel spellings with -ook and -ood and words that end in -ed and -ing. She will read high-frequency words and practice reading with appropriate intonation. Using the close reading routine, she will reread to build understanding and describe the connection between two events, ideas, or pieces of information, while reading. Finally, she will write to sources, drawing evidence from fiction and learning to use past- and future-tense verbs and to use commas in a series.</p>	<ul style="list-style-type: none"> <li>•RI.1.1</li> <li>•RI.1.2, RI.1.3, RI.1.5, RI.1.9, RI.1.10</li> <li>•RF.1.1, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b</li> <li>•W.1.1, W.1.2, W.1.7</li> <li>•SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.6</li> <li>•L.1.2, L.1.2.d, L.1.4, L.1.6</li> </ul>	<ul style="list-style-type: none"> <li>•Apply the comprehension strategy of rereading and the comprehension skill of making connections within texts</li> <li>•Use text evidence to support responses to writing prompts</li> <li>•With guidance, conduct short research</li> <li>•Read, write, and spell words with the /û/ sound</li> <li>•Use structural cues to recognize contractions n't</li> </ul>