

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAEL75138	Grade Level	1
Course Name	Language Arts 1 B	# 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.
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	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>Unit 1: Language Arts Course Overview</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>		<ul style="list-style-type: none"> •Introduce the student to the learning buddy, who serves as a guide for the course •Provide a sample of the types of lesson slides and describe their purpose •Describe the types of activities the student will do in every lesson •Provide important information for the Learning Coach
<p>Unit 2: Animal Features</p> <p>In this unit, the student will explore different animals' body parts. She will engage in conversations about animal features and read stories from multiple genres. The student will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the long a sound and alphabetical order. She will read high-frequency words and practice reading with appropriate intonation. Using the Close Reading routine, she will ask and answer questions and identify the sequence of events while reading. Finally, the student will write to sources, drawing evidence from fiction and learning to use was and were in addition to apostrophes with contractions.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.3, RL.1.9 •RF.1.2.c, RF.1.3, RF.1.3.b, RF.1.3.c, RF.1.4, RF.1.4.b •W.1.3, W.1.8 •SL.1.1, SL.1.1.b, SL.1.1.c, SL.1.2, SL.1.4 •L.1.1, L.1.1.a, L.1.1.c, L.1.2.d, L.1.4, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy, ask and answer questions, and the comprehension skill, cause and effect, to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills •Read, write, and spell words with long a •Use verbs to show a sense of past, present, and future
<p>Unit 3: Animals Together</p> <p>In this unit, the student will explore animal behaviors that help them to survive. He will engage in conversations about animals 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 e sound and prefixes re-, un-, and pre-. He will read high-frequency words and practice reading with appropriate phrasing. Using the Close Reading routine, he will ask and answer questions and determine main ideas and key details while reading. Finally, he will write to sources by drawing evidence from a nonfiction text, learn to use has and have, and use sentence capitalization and end punctuation.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.2 •RI.1.1, RI.1.2, RI.1.9, RI.1.10 •RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.3.c, RF.1.4, RF.1.4.b •W.1.1, W.1.2, W.1.8 •SL.1.1, SL.1.1.a, SL.1.3 •L.1.1, L.1.1.c, L.1.2, L.1.2.a, L.1.2.b, L.1.2.d, L.1.4, L.1.4.b, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy, ask and answer questions, and the comprehension skill, main idea and key details, to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills •Read, write, and spell words with long e •Use verbs to show a sense of past, present, and future
<p>Unit 4: In the Wild</p> <p>In this unit, the student will explore how animals adapt to their environment. She will engage in conversations about animals in the wild and read stories from the fiction genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the long o sound and open syllables. The student will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will ask and answer questions and identify the sequence of events while reading. Finally, she will write to sources, drawing evidence from informational text and learning to use go and do, and capitalize proper nouns.</p>	<ul style="list-style-type: none"> •RI.1.1 •RI.1.1, RI.1.2, RI.1.6, RI.1.9, RI.1.10 •RF.1.2.b, RF.1.2.c, RF.1.3, RF.1.3.a, RF.1.3.b, RF.1.3.c, RF.1.3.d, RF.1.3.e, RF.1.4, RF.1.4.b, RF.1.4.c •W.1.2, W.1.8 •SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.4 •L.1.1, L.1.1.e, L.1.2, L.1.2.a, L.1.2.d, L.1.4, L.1.5, L.1.5.b, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy ask and answer questions and the comprehension skill main ideas and key details to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply Close Reading skills and the writing trait of organization to writing •Read, write, and spell words with long o •Use verbs to show a sense of past, present, and future
<p>Unit 5: Insects!</p> <p>In this unit, the student will explore how insects adapt to different environments. He will engage in conversations about insects 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 long i sound and change ending y to i. He will read high frequency words and practice reading with appropriate phrasing. Using the close reading routine, he will visualize and identify point of view while reading. Finally, he will write to sources, drawing evidence from informational text, learn when to use the words see and saw, and underline titles of books.</p>	<ul style="list-style-type: none"> •RL.1.3, RL.1.5, RL.1.6, RL.1.7, RL.1.10 •RI.1.2, RI.1.9, RI.1.10 •RF.1.2.a, RF.1.2.c, 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.b •W.1.2, W.1.8 •SL.1.1, SL.1.1.a, SL.1.2, SL.1.6 •L.1.1.e, L.1.2, L.1.2.d, L.1.2.e, L.1.4, L.1.4.a, L.1.5.c, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy visualize and the comprehension skill point of view to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait describing details to writing •Read, write, and spell words with long i •Use verbs to show a sense of past, present, and future

<p>Unit 6: Working with Animals In this unit, the student will explore different ways that people work with animals. She will engage in conversations about working with animals 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 long e and compound words. She will read high-frequency words and practice reading with appropriate intonation. Using the Close Reading routine, she will visualize and identify the sequence of events while reading. Finally, she will write to sources, drawing evidence from nonfiction and learning to use adverbs that tell when, and use commas in a series.</p>	<ul style="list-style-type: none"> •RL.1.7 •RI.1.2, RI.1.3, RI.1.6, RI.1.7, RI.1.8, RI.1.10 •RF.1.2.a, RF.1.2.b, RF.1.2.c, RF.1.3, RF.1.3.a, RF.1.3.b, RF.1.3.c, RF.1.3.e, RF.1.4, RF.1.4.b •W.1.2, W.1.8 •SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.4, SL.1.6 •L.1.1, L.1.2.c, L.1.2.d, L.1.4, L.1.4.a, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy Visualize and the comprehension skill Connections within Text: Sequence to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of describing details to writing •Read, write, and spell words with y and ey •Identify adverbs that tell when
<p>Unit 7: See It, Sort It In this unit, your student will explore how animals adapt to their environments. He will engage in conversations about seeing and sorting 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 r-controlled vowel ar and irregular plurals. 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 point of view while reading. He will write to sources, drawing evidence from fiction. Finally, he will learn to use words that join and capitalize proper nouns.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.5, RL.1.6, RL.1.10 •RI.1.9 •RF.1.2, RF.1.2.b, RF.1.2.c, RF.1.3, RF.1.3.b, RF.1.3.e, RF.1.3.f, RF.1.3.g, RF.1.4, RF.1.4.b •W.1.2, W.1.8 •SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.4 •L.1.1.b, L.1.1.g, L.1.2, L.1.2.d, L.1.2.e, L.1.4, L.1.4.a, L.1.5.a, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of making and confirming predictions, and the comprehension skill of determining point of view to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait: describing details, to writing •Read, write, and spell words with r-controlled vowel ar •Use frequently occurring conjunctions (e.g., and, but, or, so, because) and capitalize names of places
<p>Unit 8: Up in the Sky In this unit, the student will explore how animals respond to the things around them. She will engage in conversations about what she can see in the sky, and will 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 r-controlled vowels er, ir, ur and words ending in -or. The student will read high-frequency words and practice reading with appropriate intonation. Using the Close Reading routine, she will make and confirm predictions and determine sequence to understand plot while reading. Finally, she will write to sources, drawing evidence from fiction text and learning to use adjectives, capitalization, and end marks.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.3, RL.1.5, RL.1.10 •RF.1.2.b, RF.1.3.b, RF.1.3.e, RF.1.3.f, RF.1.4.b •W.1.2, W.1.8 •SL.1.1, SL.1.1.b, SL.1.2, SL.1.3, SL.1.5 •L.1.1.a, L.1.1.f, L.1.1.j, L.1.2, L.1.2.d, L.1.2.e, L.1.4, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of making and confirming predictions and the comprehension skill of plotting the cause and effect to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of word choice to writing •Read, write and spell words with r-controlled vowels er, ir, ur, or •Use frequently occurring adjectives, capitalization, and end punctuation in sentences
<p>Unit 9: Great Inventions In this unit, the student will explore how inventors of the past are similar to and different from today's inventors. He will engage in conversations about great inventions and read stories from the biography genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the r-controlled vowels or, ore, oar, and abbreviations. 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 problem and solution while reading. Finally, he will begin the writing process and learn to use adjectives that compare -er and -est and capitalize days, months, and holidays.</p>	<ul style="list-style-type: none"> •RL.1.10 •RI.1.1, RI.1.2, RI.1.3, RI.1.5, RI.1.9, RI.1.10 •RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.4.b •W.1.1, W.1.2, W.1.5 •SL.1.1, SL.1.1.a, SL.1.6 •L.1.1.a, L.1.1.f, L.1.1.j, L.1.2, L.1.2.d, L.1.4, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of asking and answering questions and the comprehension skill of making connections within texts (problem and solution) to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills •Read, write, and spell words with r-controlled vowels or, ore, and oar, and use frequently occurring adjectives •Use the writing process to write an opinion using text evidence
<p>Unit 10: Sounds All Around In this unit, the student will explore sounds around her. She will engage in conversations about sounds and read stories from the fiction genre. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on words with diphthongs ou and ow and word endings -er and -est. She will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will ask and answer questions and identify point of view while reading. Finally, she will complete the writing process and learn to use a, an, this, and that and underline titles of books.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.3, RL.1.5, RL.1.6, RL.1.9, RL.1.10 •RF.1.2.b, RF.1.2.c, RF.1.3.b, RF.1.3.e, RF.1.3.f, RF.1.4, RF.1.4.b •W.1.5, W.1.6 •SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4 •L.1.1.h, L.1.2, L.1.2.d, L.1.4, L.1.4.a, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of asking and answering questions and the comprehension skill of plotting the problem and the solution to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of word choice to writing •Read, write, and spell words with ou and ow, and use determiners in writing (articles, demonstratives) •Complete the writing process from revise to publish
<p>Unit 11: Build It! In this unit, the student will explore engineering solutions to everyday problems. He will engage in conversations about building 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 words with diphthongs oi and oy and final syllables. He will read high-frequency words and practice reading with appropriate phrasing and intonation. Using the Close Reading routine, he will ask and answer questions and identify cause and effect while reading. Finally, he will write to sources, drawing evidence from nonfiction, and learn to use prepositions and prepositional phrases and abbreviations.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.2, RL.1.5 •RI.1.1, RI.1.3, RI.1.5, RI.1.9, RI.1.10 •RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.e, RF.1.4, RF.1.4.b •W.1.1, W.1.2, W.1.8 •SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.4, SL.1.6 •L.1.1.i, L.1.2.a, L.1.2.d, L.1.4, L.1.4.a, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of asking and answering questions and the comprehension skill of plotting the cause and effect to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of organization to writing •Read, write, and spell words with oi, oy •Use frequently occurring prepositions and use abbreviations for titles

<p>Unit 12: Taking Action In this unit, the student will explore how people can change their world. She will engage in conversations about taking action and read stories from multiple genres. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on the vowel spellings with digraphs oo, u, u_e, ew, ue, ui, and ou and suffixes -ful and -less. She will read high-frequency words and practice reading with appropriate expression. Using the Close Reading routine, she will reread to build understanding and identify point of view while reading. Finally, she will write to sources, drawing evidence from fiction, and learn to use pronouns and capital I in writing.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.2, RL.1.4, RL.1.9 •RI.1.9 •RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.b, RF.1.4, RF.1.4.a, RF.1.4.c •W.1.2, W.1.3, W.1.5, W.1.8•SL.1.1, SL.1.1.c •SL.1.2, SL.1.3 •L.1.1, L.1.1.a, L.1.1.d, L.1.2.d, L.1.4, L.1.4.b, L.1.5, L.1.5.d, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of rereading and the comprehension skill of identifying the theme to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of sentence fluency to writing •Read, write, and spell words with digraphs with the /ü/ sound •Use personal, possessive, and indefinite pronouns, and capitalize the pronoun I
<p>Unit 13: My Team In this unit, the student will explore different elements of fair play and good sportsmanship. He will engage in conversations about who helps you 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 vowel spellings with digraphs a, aw, au, augh, and al and reading vowel teams. He will read high frequency words and practice reading with appropriate intonation. Using the Close Reading routine, he will reread for understanding and identify problem and solution while reading. Finally, he will write to sources, drawing evidence from nonfiction text and use possessive pronouns and capitalize days, months, and holidays.</p>	<ul style="list-style-type: none"> •RL.1.5 •RI.1.2, RI.1.3, RI.1.6, RI.1.9, RI.1.10 •RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.e, RF.1.3.f, RF.1.4, RF.1.4.b, RF.1.4.c •W.1.2, W.1.8 •SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.4, SL.1.5 •L.1.1, L.1.1.a, L.1.1.d, L.1.2.a, L.1.2.d, L.1.4, L.1.5, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of rereading and the comprehension skill of author's purpose to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of voice to writing •Read, write and spell words with digraphs: a, aw, au, augh, and al •Use personal, possessive, and indefinite pronouns and capitalize days, months, and holidays
<p>Unit 14: Weather Together In this unit, the student will explore how weather affects the ways people live. She will engage in conversations about weather and read stories from multiple genres. She will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on silent letters wr, kn, and gn and compound words. She will read high-frequency words and practice reading with appropriate intonation. Using the close reading routine, she will visualize and identify theme while reading. Finally, she will begin the writing process and learn to use special pronouns and commas in dates and letters.</p>	<ul style="list-style-type: none"> •RL.1.3, RL.1.5, RL.1.7 •RI.1.5, RI.1.6, RI.1.9 •RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.a, RF.1.3.b, RF.1.3.e, RF.1.3.g, RF.1.4, RF.1.4.b •W.1.2, W.1.5 •SL.1.1, SL.1.1.a, SL.1.2, SL.1.6 •L.1.1, L.1.1.a, L.1.1.d, L.1.2, L.1.2.d, L.1.4 	<ul style="list-style-type: none"> •Apply the comprehension strategy to visualize and the comprehension skill of plotting the cause and effect to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait of word choice to writing •Read, write, and spell words with silent letters wr, kn, and gn, and use personal, possessive, and indefinite pronouns •Use the writing process to write about what children learn in a lesson
<p>Unit 15: Sharing Traditions In this unit, the student will explore how people of different backgrounds are all part of the same world. He will engage in conversations about traditions and read stories from the fiction genre. He will continue to practice blending and segmenting phonemes and syllables. Phonics, word study, and spelling instruction focus on three-letter blends scr, spl, spr, thr, and shr. He will read high-frequency words and practice reading with appropriate phrasing. Using the close reading routine, he will visualize and identify theme while reading. Finally, he will complete the writing process, use I and me, and use commas in dates and letters.</p>	<ul style="list-style-type: none"> •RL.1.2, RL.1.4, RL.1.6, RL.1.10 •RI.1.7, RI.1.9 •RF.1.2.b, RF.1.2.d, RF.1.3.b, RF.1.3.f, RF.1.4, RF.1.4.b •W.1.5, W.1.6, W.1.8 •SL.1.1, SL.1.1.a, SL.1.1.b, SL.1.2, SL.1.3 •L.1.1.d, L.1.2, L.1.2.d, L.1.4, L.1.4.a, L.1.4.c, L.1.5, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy of visualizing and the comprehension skill of theme, to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait: word choice, to writing •Read, write, and spell words with three-letter blends: scr, spl, spr, str, thr, and shr and use personal, possessive, and indefinite pronouns •Complete the writing process, from revise to publish
<p>Unit 16: Celebrate America! In this unit, your student will explore the significance of holidays. She will engage in conversations about celebrating holidays 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 r-controlled vowels air, are, and ear and r-controlled vowel syllables. She will read high-frequency words and practice reading with appropriate phrasing. Using the close reading routine, she will reread for understanding and identify the author's purpose while reading. Finally, she will write to sources, drawing evidence from nonfiction, and use adverbs and abbreviations.</p>	<ul style="list-style-type: none"> •RL.1.1, RL.1.3, RL.1.5 •RI.1.1, RI.1.2, RI.1.5, RI.1.8, RI.1.9, RI.1.10 •RF.1.3.b, RF.1.3.d, RF.1.3.e, RF.1.4, RF.1.4.b, RF.1.4.c •W.1.2, W.1.5, W.1.8 •SL.1.1, SL.1.1.a, SL.1.1.c, SL.1.2, SL.1.3, SL.1.4 •L.1.1, L.1.1.a, L.1.2.d, L.1.4, L.1.6 	<ul style="list-style-type: none"> •Apply the comprehension strategy: reread and the comprehension skill: author's purpose, to understand texts •Use text evidence to support responses to writing prompts •With guidance, apply close reading skills and the writing trait: voice, to writing •Read, write and spell words with r-controlled vowels air, are, ear •Identify adverbs that tell how, and use capitalization and periods in title abbreviations