

Wyoming Department of Education Required Virtual Education Course Syllabus

Natrona County School District # 1

Program Name	Natrona Virtual Learning	Content Area	LA
Course ID	NVA010101	Grade Level	1
Course Name	Language Arts 1 Green	# of Credits	
SCED Code		Curriculum Type	K12 Inc

COURSE DESCRIPTION

In this course students use phonics, language skills, literature to build decoding skills and helps students become confident, independent readers.

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.1.8	(Not applicable to literature)
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.1.4	(Begins in grade 3)
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.
W.1.9	(Begins in grade 4)
W.1.10	(Begins in grade 3)
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.1.3	(Begins in grade 2)
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 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., <i>because</i>).

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Phonics Works Advanced & Spelling</p> <p>In Phonics Works Advanced & Spelling, students will identify the short vowel sounds /ă/, /ō/, and /ū/. Review the letters of the alphabet. Identify beginning, middle, and ending sounds in words. Learn sight words.</p> <p>Unit :1 Look Back: Sounds /ă/, /ō/, and /ū/ Lessons 1-5</p> <p>Unit 2 Look Back: Sounds /ă/, /ē/, /ɪ/, /ō/, and /ū/ Lessons 1-5</p> <p>Unit 3 Digraphs sh, ch, and th Lessons 1-5</p> <p>Unit 4 Digraphs, Trigraphs, Sounds, Letters, and Vowels Lessons 1-5</p> <p>Unit 5 Ending Consonant Blends –nd, –ft, –lk, and –ct Lessons 1-5</p> <p>Unit 6 Ending Consonant Blends –lp and –lt 1 Introduce Ending Consonant Blend –lp Lesson 1-5</p> <p>Unit 7 Ending Consonant Blends –mp and –sp 1 Introduce Ending Consonant Blend –mp Lesson 1-5</p> <p>Unit 8 Ending Consonant Blends –sk, –st, –nt, and –nch 1 Ending Consonant Blend –s Lesson 1-5</p> <p>Unit 9 Beginning Consonant Blends bl–, cl–, fl–, gl–, pl–, and sl– 1 Beginning Consonant Blend bl– Lesson 1-5</p> <p>Unit 10 Beginning Consonant Blends br–, cr–, dr–, fr–, gr–, pr–, and tr– Lesson 1-5</p> <p>Unit 11 Beginning Digraph Blends shr– and thr– Lesson 1-5</p>	<p>RF.1.2.a, RF.1.2.b, RF.1.2.c, RF.1.2.d, RF.1.3.d, RF.1.3.a, RF.1.3.b, RF.1.3.e, RF.1.3.d, RF.1.3.c, RF.1.3.g</p>	<p>Identify and use the long double o sound.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Identify and use double o (oo) spelling patterns.</p> <p>Identify long vowel sounds.</p> <p>Decode words by applying grade-level word analysis skills.</p> <p>Spell words containing triple consonant blends.</p> <p>Spell Heart Words.</p> <p>Identify the correct homophone to complete a sentence.</p> <p>Identify individual sounds in words.</p> <p>Read sight words.</p> <p>Follow three-step directions.</p> <p>Write words by applying grade-level phonics knowledge.</p> <p>Spell sight words.</p> <p>Spell Heart Words.</p> <p>Spell words containing triple consonant blends.</p> <p>Identify individual sounds in words.</p> <p>Identify and use double o (oo) spelling patterns.</p> <p>Identify long vowel sounds.</p> <p>Identify and use the long double o sound.</p> <p>Identify and use the short double o sound.</p> <p>Decode words by applying grade-level word analysis skills.</p> <p>Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.</p> <p>Read sight words.</p>

Unit 12 Beginning Consonant Blends
sc-, sp-, st-, sw-, sk-, sm-, sn-, and
tw- Lesson 1-5

Unit 13 Beginning Consonant Blends
spr-, str-, squ-, scr-, and spl-
Lesson 1-5

Unit 14 Words Ending in -ank, -ink,
-onk, and -unk 3 Words Ending in
-onk and -unk Lesson 1-5

Unit 15 Words Ending in -ang, -ing,
-ong, and -ung Lesson 1-5

Unit 16 Silent e Spellings for Sounds
/ā/, /ī/, /ō/, and /ē/ Lesson 1-5

Unit 17 Silent e Spellings for Sounds
/ū/ and Long Double o Lesson 1-5

Unit 18 Sounds /ar/ & /or/,
Beginning Blends, and Silent e
Spellings Lesson 1-5

Unit 19 Contractions and Sound /z/
Spelled s, and Heart Words and CVC
Words Lesson 1-5

Unit 20 Two-Syllable Words &
Schwa Sound and Heart Words &
Double Trouble Words Lesson 1-5

Unit 21 Endings -ing, -est, -ed, and
Heart Words & Digraph ck Lesson
1-5

Unit 22 Consonant Ending -le,
Digraph ph, Heart Words, and
Regular Plurals Lesson 1-5

Unit 23 Spellings for Soft c & Soft g
Sounds, and Heart Words &
Digraphs th & wh Lesson 1-5

Unit 24 Spellings for Sound /ā/ and
Heart Words & Digraphs sh & ch
Lesson 1-5

Unit 25 Spellings for Sound /ī/ and
Heart Words & Ending Blends
Lesson 1-5

Identify the number of syllables in a word.

Identify syllables in words.

Spell sight words.

Identify long vowel sounds.

Identify and use the long double o sound.

Identify and use the short double o sound.

Read aloud grade-level text with appropriate
automaticity, prosody, accuracy, and rate.

Identify and use double o (oo) spelling patterns.

Identify individual sounds in words.

Decode words by applying grade-level word analysis skills.

Spell sight words.

Read sight words.

Identify the new word when one sound is changed in a
word.

Spell words containing triple consonant blends.

Spell Heart Words.

Spell words containing triple consonant blends.

Spell Heart Words.

Identify and use double o (oo) spelling patterns.

Identify individual sounds in words.

Identify and use the long double o sound.

Identify and use the short double o sound.

Identify long vowel sounds.

Spell sight words.

Decode words by applying grade-level word analysis skills.

Unit 26 Spellings for Sound /ō/ and Heart Words & Beginning Blends Lesson 1-5

Unit 27 Spellings for Sound /ē/ and Heart Words, Digraph Blends, & Trigraphs Lesson 1-5

Unit 28 Spellings for Sounds /ū/ and Long Double o, Heart Words, and Oddball Sounds Lesson 1-5

Unit 29 Spellings for Double o Sounds, and Heart Words & Sound /kw/ Spelled qu Lesson 1-5

Unit 30 Review Long Vowels & Double o Sounds, and Heart Words & Triple Consonant Blends Lesson 1-5

Unit 31 Sound /er/ Spelled -er, -ir, -ur, -ear, and Heart Words and Long a and i Spelled with a Silent e Lesson 1-5

Unit 32 Sound /ē/ Spelled ea, and Heart Words & Long e, o, & u Spelled with a Silent e Lesson 1-5

Unit 33 Sound /oi/ Spelled oi & oy, and Heart Words, & Short Vowel Sounds with a Silent e Lesson 1-5

Unit 34 Sound /aw/ Spelled au & aw, and Heart Words & the Ending -ed Lesson 1-5

Unit 35 Sound /ow/ Spelled ou & ow, and Heart Words, & Doubling Consonants when Adding -ing & -ed Lesson 1-5

Unit 36 Sound /ō/ Spelled ow, and Review Heart Words & Spelling Conventions Lesson 1-5

Given the sound, identify the most common letter or letters.

Given the letter, identify the most common sound.

Read sight words.

Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.
Lesson 5: Unit Checkpoint

Identify and use /ū/ spelling patterns.

Identify and use the sound /ō/.

Given the letter, identify the most common sound.

Identify short vowel sounds.

Identify and use the sound /ōō/.

Write sight words.

Read instructional-level text with 90% accuracy.

Identify and use -dge for the sound /j/.

Identify and use /ā/ spelling patterns.

Read aloud grade-level text with appropriate automaticity, prosody, accuracy, and rate.

Identify and use the long double o sound.

Read sight words.

Identify and use the sound /ōō/.

Identify and use the sound /ū/.

Write words by applying grade-level phonics knowledge.

Identify and use the short double o sound.

Identify and use double o (oo) spelling patterns.

Identify individual sounds in words.

Identify and use /ē/ spelling patterns.

		<p>Identify and use /T/ spelling patterns.</p> <p>Identify long vowel sounds.</p> <p>Identify the letters, given the long double o sound.</p> <p>Spell words containing triple consonant blends.</p> <p>Spell Heart Words.</p>
<p>Literature and Comprehension</p> <p>In this section students will listen to and read a variety of poetry, fiction, nonfiction to develop reading comprehension skills</p> <p>Unit 1 How Are You Feeling? Lesson 1-7</p> <p>Unit 2 Sharing Through Stories Lessons 1-9</p> <p>Unit 3 There's Magic in the Air 1 Lesson 1-7</p> <p>Unit 4 1 Reader's Choice</p> <p>Unit 5 How's the Weather? Lesson 1-8</p> <p>Unit 6 Worldly Wisdom Lesson 1-9</p> <p>Unit 7 1 Mid-Semester Assessment (Read Aloud)</p> <p>Unit 8 You Reap What You Sow Lesson 1-7</p> <p>Unit 9 A Whirl of Words Lesson 1-10</p> <p>Unit 10 Our Place in Space Lesson 1-10</p> <p>Unit 11 If You're Happy and You Know It Lessons 1-9</p> <p>Unit 12 Semester Review and Checkpoint</p> <p>Unit 13 Colonial Times Lessons 1-8</p> <p>Unit 14 Family Fun Lessons 1-7</p>	<p>W.1.5 W.1.6</p> <p>RL.1.1 SL.1.2,</p> <p>RL.1.2,</p> <p>L.1.4.a,</p> <p>RL.1.1 SL.1.1.2 W.1.5,</p> <p>RL.1.9,</p> <p>RF.1.4.a,</p> <p>RF.1.4.b,</p> <p>RI.1.4,</p> <p>RF.1.4.c</p> <p>L.1.4.a</p>	<p>Answer questions requiring literal recall of details.</p> <p>Activate prior knowledge by previewing text and/or discussing topic.</p> <p>Retell or dramatize a story.</p> <p>Use new vocabulary in written and spoken sentences.</p> <p>Describe role of author and/or illustrator.</p> <p>Make predictions based on title, illustrations, and/or context clues.</p> <p>Evaluate predictions.</p> <p>Build vocabulary through listening, reading, and discussion.</p> <p>Make predictions based on text, illustrations, and/or prior knowledge.</p> <p>Read and listen to a variety of texts for information and pleasure independently or as part of a group.</p> <p>Make connections with text: text-to-text, text-to-self, text-to-world.</p> <p>Compare and contrast story structure elements across text</p> <p>Identify character(s).</p> <p>Increase concept and content vocabulary.</p> <p>Identify setting.</p> <p>Use new vocabulary in written and spoken sentences.</p> <p>Read and listen to a variety of texts for information and pleasure independently or as part of a group.</p> <p>Identify words and phrases that reveal the tone of a text.</p>

Unit 15 Amazing Americans Lessons 1-7

Unit 16 1 Reader's Choice

Unit 17 Animal Antics 1 Introduce Lesson 1-8

Unit 18 1 Mid-Semester Checkpoint

Unit 19 American Inventors Lesson 1-9

Unit 20 A Friend Indeed Lesson 1-9

Unit 21 Creative Characters Lesson 1-9

Unit 22 Animals: Fact and Fiction Lesson 1-12

Unit 23 Let's Put On a Show Lesson 1-5

Unit 24 Semester Review and Checkpoint

Respond to poetic devices of rhyme, rhythm, and/or alliteration.

Set a purpose for reading.

Demonstrate understanding through drawing, discussion, drama, and/or writing.

Identify structure of poems and poetic elements: rhyme, rhythm, repetition, and/or alliteration.

Locate information using features of text and electronic media.

Identify the effects of rhyme and rhythm.

Build vocabulary through listening, reading, and discussion.

Set a purpose for reading.

Communicate in writing.

Recite short poems or rhymes.

Use visualizing to aid understanding of text.

Identify author's use of imagery and descriptive language.

Identify the topic.

Identify important details in informational text.

Activate prior knowledge by previewing text and/or discussing topic.

Interpret information from visual text supports: graphs, tables, charts, cartoons.

Read and listen to a variety of texts for information and pleasure independently or as part of a group.

Recall what a pronoun is.

Build vocabulary through listening, reading, and discussion.

Identify features of informational text.

Recognize pronouns.

Increase concept and content vocabulary.

Retell or dramatize a story.

Read aloud grade-level text with appropriate expression, accuracy, and rate.

		<p>Make predictions based on text, illustrations, and/or prior knowledge.</p> <p>Identify characteristics of different genres.</p> <p>Read and discuss poetry.</p>
<p>Language Arts Green Handwriting & Writing Skills</p> <p>In this course students will further develop their handwriting skills.</p> <p>Units 1-18 Printing books each Lesson 1-5</p> <p>Unit 19 Complete Sentences & Handwriting Lesson 1-5</p> <p>Unit 20 Write Strong Sentences & Handwriting Lesson 1-5</p> <p>Unit 21 Kinds of Sentences & Handwriting Lesson 1-5</p> <p>Unit 22 Follow and Write a Sequence & Handwriting Lesson 1-5</p> <p>Unit 23 Nouns & Handwriting Lesson 1-5</p> <p>Unit 25 Verbs & Handwriting Lesson 1-5</p> <p>Unit 26 Friendly Letter & Handwriting Lesson 1-5</p> <p>Unit 27 Pronouns & Handwriting Lesson 1-5</p> <p>Unit 28 Opinion Paragraph & Handwriting Lesson 1-5</p> <p>Unit 29 Verb Tense & Handwriting Lesson 1-5</p> <p>30 Write About Information: Heritage & Handwriting Lesson 1-5</p>	<p>SL.1.6 L.1.1.g L.1.1.i L.1.1.j L.1.1.a L.1.2.b L.1.1.b L.1.2.a W.1.2 W.1.8 L.1.1.c L.1.1.d W.1.1 L1.1.e W.1.7 A.1.7 L.1.1.f L.1.1.h W.1.3 SL.1.4 C.1.7 L.1.2.c L.1.6 W.1.1</p>	<p>Face letters and numbers in the correct direction.</p> <p>Write in a consistent, grade-appropriate size.</p> <p>Place letters and numbers on the baseline.</p> <p>Write letters and words with left-to-right directionality.</p> <p>Write sentence(s) with left-to-right, top-to-bottom directionality.</p> <p>Write sentences with appropriate spacing between words.</p> <p>Begin each letter and number correctly.</p> <p>Write with appropriate pencil grip.</p> <p>Remember and write dictated letters and numbers.</p> <p>Make letter strokes in the correct order.</p> <p>Recognize word groups that are sentences.</p> <p>Share ideas with others.</p> <p>Write complete sentences.</p> <p>Identify predicate.</p> <p>Identify subject.</p> <p>Write in a journal.</p> <p>Freewrite about a topic.</p> <p>Generate ideas for writing.</p> <p>Combine sentences that have common elements.</p> <p>Use an end mark to end a sentence.</p> <p>Use a capital letter to begin a sentence.</p>

<p>Unit 31 Adjectives & Handwriting Lesson 1-5</p> <p>Unit 32 Experience Story: Write a Story About You & Handwriting Lesson 1-5</p> <p>Unit 33 Capital Letters and Punctuation & Handwriting Lesson 1-5</p> <p>Unit 34 Write a Response to a Book & Handwriting Lesson 1-5</p> <p>Unit 35 Semester Review and Checkpoint & Handwriting</p> <p>Unit 36 Write Your Own Story & Handwriting</p>	<p>S.1.7</p> <p>W.1.3</p> <p>W.1.7</p>	<p>Use frequently occurring conjunctions (for example, <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>).</p> <p>Distinguish between complete and incomplete sentences.</p> <p>Spell common, frequently used words correctly.</p> <p>Write a series of related sentences.</p> <p>Write sentences with appropriate spacing between words.</p> <p>Write sentences using joining and detail words.</p> <p>Begin each letter and number correctly.</p> <p>Recognize commands.</p> <p>Recognize questions</p> <p>Recognize that a sentence ends with an end mark.</p> <p>Recognize statements.</p> <p>Write commands.</p> <p>Generate ideas for writing.</p> <p>Identify a process as a series of steps.</p> <p>Follow steps in a process.</p> <p>Identify possessive nouns.</p> <p>Use nouns.</p> <p>Identify nouns.</p> <p>Recall what a sentence is.</p>
<p>Language Arts Green Vocabulary</p> <p>In this section students will use a wide variety of words. They will be introduced to each set of words and spend time reviewing and practicing the words online.</p> <p>Unit 1 Weather Words and Multiple Meaning Words Lesson 1-10</p> <p>Unit 2 Homophones and Action Words Lesson 1-10</p>	<p>L.1.5.a</p> <p>L.1.5.b</p> <p>L.1.5.c</p> <p>L.1.5.d</p> <p>RF.1.3.f</p> <p>L.1.5.C</p> <p>L.1.5.V</p>	<p>Increase reading vocabulary.</p> <p>Increase oral vocabulary.</p> <p>Increase concept and content vocabulary.</p> <p>Identify and comprehend environmental print.</p> <p>Identify and use homophones.</p> <p>Identify and use synonyms.</p> <p>Identify and use antonyms.</p>

<p>Unit 3 Synonyms and Reptiles Lesson 1-10</p>	<p>L.1.5.S</p>	<p>Identify and use abbreviations.</p>
<p>Unit 4 Dictionary Skills and Antonyms Lesson 1-10</p>	<p>L.1.5.P</p>	<p>Identify and comprehend environmental print.</p>
<p>Unit 5 Traffic & Travel Words Lesson 1-10</p>	<p>L.1.4.c</p>	<p>Use knowledge of words to determine the meaning of compound words.</p>
<p>Unit 6 Compound Words and Animals Lesson 1-10</p>	<p>L.1.4.b</p>	<p>Identify and use pictures and symbols to increase vocabulary.</p>
<p>Unit 7 Time and Collective Names Lesson 1-10</p>		<p>Classify and sort common words into categories.</p>
<p>Unit 8 Related Verbs, Related Adjectives, and Homographs Lesson 1-10</p>		<p>Identify and use pictures and symbols to increase vocabulary.</p>
<p>Unit 9 Abbreviations and Calendar Words Lesson 1-10</p>		<p>Identify real-life connections between words and their uses.</p>
<p>Unit 10 Inflectional Endings, Verb Tenses, and Multiple-Meaning Words Lesson 1-10</p>		<p>Identify and use words with multiple meanings.</p>
<p>Unit 11 Compound Words and School and City Words Lesson 1-10</p>		<p>Identify and use base words with and without inflectional endings.</p>
<p>Unit 12 Math Words and Antonyms Lesson 1-10</p>		<p>Use beginner dictionaries and glossaries to determine word meanings.</p>
<p>Unit 13 Related Verbs and Geography Terms Lesson 1-10</p>		<p>Locate a word in a dictionary according to the first letter of the word.</p>
<p>Unit 14 Glossary Skills and Space and Science Words Lesson 1-10</p>		<p>Use inflectional endings to determine word meanings.</p>
<p>Unit 15 Homophones, Dictionary Skills, and Fairy Tale Words Lesson 1-10</p>		<p>Distinguish between meaning variations in closely related adjectives.</p>
<p>Unit 16 Synonyms and Plural Inflectional Endings Lesson 1-10</p>		
<p>Unit 17 Related Adjectives and Animal Terms Lesson 1-10</p>		
<p>Unit 18 Measurement and Sports Terms Lesson 1-10</p>		