

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

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| Program Name | WYCA | Content Area | Language Arts |
| Course ID | CAEL74924 | Grade Level | K |
| Course Name | Language Arts K B | # of Credits | 0.5 |
| SCED Code | NoCourseSCED | Curriculum Type | Connections Academy |

COURSE DESCRIPTION

In this course, students build a foundation for successful reading as they explore topics and apply reading, writing, speaking, and listening practices outlined in the Common Core State Standards and OT state standards. Learning activities consist of phonics, listening, comprehension, and vocabulary instruction with daily exposure to books, including literature and informational texts. A combination of interactive and hands-on exercises encourages the development of fine motor skills. Students learn language skills as well as letter formation, and they practice these with drawing, dictating, and writing. By the end of kindergarten, many students will be reading, and all students should be able to recognize consonant as well as long and short vowel sounds.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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| RL.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RL.K.2 | With prompting and support, retell familiar stories, including key details. |
| RL.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| RL.K.4 | Ask and answer questions about unknown words in a text. |
| RL.K.5 | Recognize common types of texts (e.g., storybooks, poems). |
| RL.K.6 | With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |
| RL.K.7 | With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |
| RL.K.9 | With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |
| RL.K.10 | Actively engage in group reading activities with purpose and understanding. |
| RI.K.1 | With prompting and support, ask and answer questions about key details in a text. |
| RI.K.2 | With prompting and support, identify the main topic and retell key details of a text. |
| RI.K.3 | With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| RI.K.4 | With prompting and support, ask and answer questions about unknown words in a text. |
| RI.K.5 | Identify the front cover, back cover, and title page of a book. |
| RI.K.6 | Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. |
| RI.K.7 | With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |
| RI.K.8 | With prompting and support, identify the reasons an author gives to support points in a text. |
| RI.K.9 | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| RI.K.10 | Actively engage in group reading activities with purpose and understanding. |
| RF.K.1 | Demonstrate understanding of the organization and basic features of print. |
| RF.K.1.a | a. Follow words from left to right, top to bottom, and page by page. |
| RF.K.1.b | b. Recognize that spoken words are represented in written language by specific sequences of letters. |
| RF.K.1.c | c. Understand that words are separated by spaces in print. |
| RF.K.1.d | d. Recognize and name all upper- and lowercase letters of the alphabet. |
| RF.K.2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| RF.K.2.a | a. Recognize and produce rhyming words. |
| RF.K.2.b | b. Count, pronounce, blend, and segment syllables in spoken words. |
| RF.K.2.c | c. Blend and segment onsets and rimes of single-syllable spoken words. |
| RF.K.2.d | d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) |
| RF.K.2.e | e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |
| RF.K.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| RF.K.3.a | a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
| RF.K.3.b | b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. |
| RF.K.3.c | c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). |
| RF.K.3.d | d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |
| RF.K.4 | Read emergent-reader texts with purpose and understanding. |
| W.K.1 | Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). |
| W.K.2 | Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| W.K.3 | Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. |
| W.K.5 | With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. |
| W.K.6 | With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| W.K.7 | Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). |
| W.K.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| SL.K.1 | Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. |
| SL.K.1.a | a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |
| SL.K.1.b | b. Continue a conversation through multiple exchanges. |
| SL.K.2 | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| SL.K.3 | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| SL.K.4 | Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. |
| SL.K.5 | Add drawings or other visual displays to descriptions as desired to provide additional detail. |
| SL.K.6 | Speak audibly and express thoughts, feelings, and ideas clearly. |
| L.K.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.K.1.a | a. Print many upper- and lowercase letters. |
| L.K.1.b | b. Use frequently occurring nouns and verbs. |
| L.K.1.c | c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). |
| L.K.1.d | d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). |
| L.K.1.e | e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |
| L.K.1.f | f. Produce and expand complete sentences in shared language activities. |
| L.K.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.K.2.a | a. Capitalize the first word in a sentence and the pronoun I. |
| L.K.2.b | b. Recognize and name end punctuation. |
| L.K.2.c | c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). |
| L.K.2.d | d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. |
| L.K.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . |
| L.K.4.a | a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). |

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| L.K.4.b | b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. |
| L.K.5 | With guidance and support from adults, explore word relationships and nuances in word meanings. |
| L.K.5.a | a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |
| L.K.5.b | b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |
| L.K.5.c | c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). |
| L.K.5.d | d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. |
| L.K.6 | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. |

| SCOPE AND SEQUENCE | | |
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| UNIT OUTLINE | STANDARD# | OUTCOMES |
| <p>Unit 1: How Does Change Affect Us?</p> <p>In this unit, your student will learn how animals grow and change over time, and identify how life is different today than long ago. Your student will read and discuss how change affects people and animals in the books <i>Farfallina</i> and <i>Marcel and Then and Now</i>. Your student will also practice reading the high-frequency words see, look, they, you, and of when reading Decodable eBooks and eReaders from the Reading Street Interactive Digital Path website. He will continue to identify initial, medial, and final sounds of words when learning how to blend, spell, and write. Your student will practice identifying initial and final /f/ and initial and medial /o/ in words. He will build comprehension by identifying the plot of a story and drawing conclusions. In addition, your student will identify meaningful word groups in order to construct sentences in past, present, and future tense. Lastly, he will learn how to write captions to express understanding.</p> | <p>RL.K.2, RL.K.3</p> <p>RI.K.1, RI.K.9, RI.K.10</p> <p>RF.K.1.c, RF.K.2.d, RF.K.2.e, RF.K.3, RF.K.3.a, RF.K.3.c, RF.K.4</p> <p>W.K.2, W.K.6, W.K.8</p> <p>SL.K.1.a, SL.K.2</p> <p>L.K.1, L.K.1.b, L.K.1.f, L.K.5.b, L.K.6</p> | <ul style="list-style-type: none"> •Develop understanding of oral vocabulary, color, action, position, feelings, opposites, and high-frequency words •Identify, read, and write words with initial and final /f/ and initial and medial /o/ •Identify meaningful words groups to construct a sentence and use verbs in the past, present, and future tenses •Retell a selection to identify plot and draw conclusions about its features •Analyze how living things grow and change |
| <p>Unit 2: Where Will Our Adventures Take Us?</p> <p>Your student will answer the Big Question “Where We Will Our Adventures Take Us?” while reading <i>Rooster’s Off to See the World</i>, <i>My Lucky Day</i>, <i>One Little Mouse</i>, <i>Goldilocks and the Three Bears</i>, and <i>Abuela</i>. In stories, rhymes, and songs, he will develop phonological awareness of rhyming words, syllables, and initial, medial, and final sounds. He will also practice sequencing, comparing and contrasting, and drawing conclusions as he continues to develop his understanding of plot and character. While reading informational texts, he will identify cause and effect and summarize the main idea. Decodable Readers and Get Set, Roll! Readers will reinforce high-frequency words and letter recognition and develop oral vocabulary. Your student will practice recognizing and writing uppercase and lowercase letters, dictating or writing sentences, and applying speaking and listening skills.</p> | <p>RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9</p> <p>RI.K.1, RI.K.2, RI.K.3, RL.K.6, RI.K.7</p> <p>RF.K.1.a, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.2.c, RF.K.2.d, RF.K.2.e, RF.K.3, RF.K.3.a, RF.K.3.b, RF.K.3.c, RF.K.4</p> <p>W.K.2, W.K.3, W.K.5, W.K.7</p> <p>SL.K.1, SL.K.1.a, SL.K.2, SL.K.4, SL.K.6</p> <p>L.K.1, L.K.1.a, L.K.1.b, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.5, L.K.5.a, L.K.5.c, L.K.6</p> | <ul style="list-style-type: none"> •Describe what people can learn from adventures •Recognize and write uppercase and lowercase letters •Develop oral vocabulary using high-frequency and amazing words •Sequence, compare and contrast, and draw conclusions about plot and character •Identify cause and effect and summarize the main idea of informational texts |
| <p>Unit 3: How Do People And Things Get From Here to There?</p> <p>Your student will answer the Big Question: How do people and things get from here to there? while reading <i>Max Takes the Train</i>, <i>Mayday! Mayday!</i>, <i>Trucks Roll, On the Move!</i>, and <i>This Is the Way We Go to School</i>. In stories, rhymes, and songs, he will develop phonological awareness of rhyming words, syllables, initial, and final sounds. He will also practice sequencing, drawing conclusions, and identifying cause and effect as he learns about plot, character, and theme. Decodable Readers and Get Set, Roll! Readers will reinforce high-frequency words and letter recognition, as well as develop oral vocabulary. Your student will practice spelling words, composing questions, and dictating or writing sentences.</p> | <p>RL.K.1, RL.K.2, RL.K.3, RL.K.5, RL.K.7, RL.K.10</p> <p>RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.K.8</p> <p>RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.2.b, RF.K.2.c, RF.K.2.d, RF.K.2.e, RF.K.3, RF.K.3.a, RF.K.3.b, RF.K.3.c, RF.K.4</p> <p>W.K.1, W.K.2, W.K.3, W.K.5, W.K.7, W.K.8</p> <p>SL.K.1, SL.K.1.a, SL.K.1.b, SL.K.2, SL.K.4, SL.K.5, SL.K.6</p> <p>L.K.1, L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.d, L.K.1.e, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.5, L.K.5.a, L.K.5.b, L.K.5.c, L.K.5.d, L.K.6</p> | <ul style="list-style-type: none"> •Describe modes of transportation •Write words, sentences, and questions using uppercase and lowercase letters •Develop oral vocabulary using high-frequency words and Amazing Words •Identify rhyming words, syllables, initial, and final word sounds •Sequence, draw conclusions, and analyze cause and effect in plot, character, and theme |