## Language Arts Syllabus

<table>
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<tr>
<th>Year</th>
<th>2018-2019</th>
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| Required Resources | Texas Treasures  
Johnny Can Spell  
I station through *Clever*  
Variety of literary texts |
| Process Skills | Establish purpose for reading, listening, and writing (Fig. 19)  
Engage in speaking, listening, reading, & writing across curriculum  
Monitor and adjust comprehension (Fig. 19)  
Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence (Fig. 19)  
Identify and read high frequency words  
Monitor accuracy in decoding  
Decode words applying letter-sound correspondences and syllabication patterns  
Spell and write words applying letter-sound correspondences  
Use ideas to write and share writing  
Ask relevant questions, seek clarification, and locate facts (Fig. 19) |
1st Semester

1st Nine Weeks
Identify and read 6 (of 25) high frequency words

Unit 1: Sharing Ideas and Messages
Structure and elements of poetry
Recognize that compound words are made up of shorter words
Retell a main event from a story read aloud
Identify different forms of media
Form upper- and lower- case letters legibly
Dictate or write sentences to tell a story
Understand and use: Nouns, Pronouns
Speak in complete sentences
Write one’s own name
Identify the common sounds that letters represent a, c, d, f, g, o, s, qu, e, b, h, i, j

Unit 2a: Authors Write for a Purpose
Discuss the big idea of a well-known folktale or fable
Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktale stories from various cultures
Analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts
Identify the topic of an informational text heard
Retell important facts in a text, heard or read
Use titles and illustrations to make predictions about text
Understand and use: Past and future tenses when speaking
Use complete sentences
Capitalize first letter and use punctuation at the end of a sentence
Identify the common sounds that letters represent k, l, m, n, p, r, t, u, v, w, x, y, z
2nd Nine Weeks
Identify and read 12 (of 25) high frequency words
Identify the common sounds that letters represent short vowels – a, i, e; consonants: t, d, f, h, l, p, n, s, b, c

Unit 2b: Authors Write for a Purpose
(continue Unit 2a)

Unit 3: Growing Readers and Writers Through Literary Works
Understand theme and genre
Poetry: rhythm and rhyme
Understand the structure and elements of fiction
Use elements of the writing process
Write short poems
Understand and use: Past and future tenses when speaking, nouns, descriptive words
Form upper- and lower-case letters legibly
Capitalize first letter and use punctuation at the end of a sentence
Match sounds to letters
Spell consonant-vowel-consonant (CVC) words
Letter sound relationships: decoding VC and CVC words; introduce words beginning with th-, sh-
### 3rd Nine Weeks
- Identify and read 18 (of 25) high frequency words
- Identify common sounds: short vowels o, u; consonants g, k, m, r, j, qu, v, w, x, y, z
- Decode VC and CVC words; words beginning with wh-, ch-

**Unit 4: Growing Readers and Writers Through Informational Text**
- Use a picture dictionary to find words
- Understand expository texts and information in procedural texts
- Identify different forms of media
- Use elements of the writing process
- Write expository and procedural or work-related texts
- Parts of speech: descriptive words, prepositions
- Spell correctly

**Unit 5A: Rediscovering Literary Text**
- Comprehend a variety of texts drawing on useful strategies
- Identify setting, character and key events of a story
- Recognize sensory details
- Understand the structure and elements of fiction
- Use elements of the writing process
- Write literary texts
- Decode CCVC words beginning with st-, sl-
4th Nine Weeks:
Identify and read at least 25 high frequency words
Use a picture dictionary to find words
Spell correctly

Unit 5B: Connecting as Readers and Writers
Comprehend a variety of texts drawing on useful strategies
Compound words are made up of shorter words
Analyze, make inferences and draw conclusions about theme and
genre in different contexts
Analyze, make inferences and draw conclusions about the author’s
purpose in different contexts
Use elements of the writing process
Write literary texts

Unit 6A: Research--Generating Questions and Finding Answers
Ask open-ended research questions and develop a plan for answering
them
Determine, locate, and explore the full range of relevant sources and
systematically record information
Use elements of the writing process
Write procedural texts

Unit 6B: Media Matters
Use comprehension skills to analyze how words, images, graphics, and
sounds work together to impact meaning.
Use elements of the writing process
Write literary texts
**Library links**

Click on [MackinVia](#) to access sites. To access from home, students need to type in their school e-mail address: `username@student.sisd.net`

- Click on Databases-Britannica School to play reading games on Learning Zone for PK-2 students, Gale Cengage Learning, Kids InfoBits and National Geographic Kids for animal magazines and nonfiction eBooks, Tumble Premium for fiction and nonfiction eBooks
- Click on Categories to view eBooks from various genres

To access Clever go to my.sisd.net, your child will need to logon with their school username and password.

- Under links, click on Read, Write, Think for language arts activities