Course Overview Curriculum Document

AASD Instructional Framework

AASD is focused on providing high-quality literacy instruction to ensure the prevention of potential reading difficulties while accelerating the growth of all students. Competencies include word identification skills, including fluent and accurate word recognition while reading in context, comprehension, spelling and writing. Elementary literacy focuses on student aptitude with reading, writing, listening, speaking, viewing, and presenting within English language arts and across all content areas.

Board Approved	Revised
5-6-2024	

Required Assessments

State Required K-3 Phonics Screener (fall, winter and spring); iReady District Assessment (fall, winter and spring); standards-based common summative assessments

Textbooks/Resources

Wit & Wisdom Language Arts Curriculum
University of Florida Literacy Institute (UFLI) Foundations Phonics Program

AASD ELA Foundations	Course Relevance Question(s)
- English Language Arts is an integrated discipline - English Language Arts instruction builds an understanding of the human experience - Literacy is an evolving concept, and becoming literate is a lifelong learning process - Critical thinking and problem solving, communication, collaboration, and creativity are aspects of effective Communication Arts instruction and attributes of AASD graduates - Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives	

May 6, 2024

Unit Overviews				
Module Name	**Unit Description and Suggested Understandings**	**Unit Relevance Question**	**Instructional Standards**	**End of Unit (EOU) Assessed Standards**
Module 0	A brief module that introduces students and teachers to Wit & Wisdom's key components and features. This introductory module also serves to cultivate a community of readers and writers. Suggested Student Understandings: ● Reading a book multiple times for different purposes helps readers better understand and enjoy the story. ● Different readers enjoy different types of books.	● How does reading help us learn?		
Module 1: A World of Books	Through inspiring texts, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere read in order to answer the Essential Question: How do books change lives around the world? Suggested Student Understandings: ● Reading books helps people everywhere build knowledge. ● Stories have messages that can change the way people think and feel. ● People all over the world enjoy books, though people living in different places get books in different ways. ● Some people, including all kinds of librarians from around the world, dedicate their lives to making sure others have access to books. ● Reading changes lives by helping people imagine things they haven't experienced.	● How do books change lives around the world?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.4 **Integration of Knowledge and Ideas** R.1.7, 9 **Text Types and Purposes** W.1.1, 2b, c, 3a, b, c **Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.8, 9 **Comprehension and Collaboration** SL.1.1a, b, d, 2 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.2a, b, 3, 4 **Conventions of Standard English**	**Key Ideas and Details** R.1.2, 3 **Text Types and Purposes** W.1.2c **Inquiry to Build and Present Knowledge** W.1.8 **Comprehension and Collaboration** SL.1.1a **Conventions of Standard English** L.1.5a, d, 6b

				L.1.5a, c, d, 6a, b, d	
Module 2: Creature Features	Through this module, students discover the diverse characteristics, or features, of all kinds of creatures and identify the commonalities across species. By describing both the main ideas and details, students unlock complex messages in informational texts. As they write informative/explanatory responses to text and draw animals, students build the structure and complexity of their writing and thinking in service of developing their own animal expertise. Suggested Student Understandings: ● People can learn about what makes animals similar and different from one another by observing and describing animal features. ● Animal experts describe animals in books, pictures, and videos to help us learn about the natural world and how animals survive. ● When authors and illustrators write or draw about animals, they research them carefully and use a lot of detail so others can learn more about them. ● Informational texts and fictional stories are structurally different. Fictional stories have characters, setting, problems, and resolutions. Informational texts tell facts about a topic.	● What can we discover about animals' unique features?	**Key Ideas and Details** R.1.1, 2, 3 **Craft and Structure** R.1.4 **Integration of Knowledge and Ideas** R.1.7, 8, 9 **Text Types and Purposes** W.1.1, 2a, b, 3a, c **Production and Distribution of Writing** W.1.4, 5, 6 **Inquiry to Build and Present Knowledge** W.1.7, 8 **Comprehension and Collaboration** SL.1.1a, d, 2 **Presentation of Knowledge and Ideas** SL.1.5 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.3b, c, 4 **Conventions of Standard English** L.1.5c, d, 6b	**Text Types and Purposes** W.1.2b **Inquiry to Build and Present Knowledge** W.1.7, 8 **Conventions of Standard English** L.1.5c, d, 6b **Presentation of Knowledge and Ideas** SL.1.5
Module 3: Powerful Forces	Students discover the capacity of wind and the emotions it evokes. The familiar yet intriguing topic of wind introduces students to the key scientific concepts of weather and forces. Students learn sensory words to describe the invisible force of wind and explore how wind moves objects and generates power. As students study characters' reactions to varying intensities of wind, they explore another invisible power: emotions. Students learn vocabulary to describe emotions and	● How do people respond to the powerful force of the wind?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.5, 6 **Integration of Knowledge and Ideas** R.1.7, 8, 9 **Text Types and Purposes** W.1.1, 2b, c, 3a, b, c	**Text Types and Purposes** W.1.2c **Conventions of Standard English** L.1.5c

	interpret stories. The module is an investigation of scientific and social-emotional topics. Suggested Student Understandings: ● Forces like wind can be strong or gentle. ● People can respond differently to the force of the wind. ● People can experience different emotions in reaction to the same event. ● People can use the wind to help them. ● Authors use descriptive words to communicate feelings and sensory perceptions.		**Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.7, 8, 9 **Comprehension and Collaboration** SL.1.1a, b, c, d, 2, 3 **Knowledge of Language** L.1.1, a **Vocabulary Acquisition and Use** L.1.2a, b, 3a, b, c, 4 **Conventions of Standard English** L.1.5b, c, d, 6	
Module 4: Cinderella Stories	In this module, students travel to faraway lands as they explore a range of Cinderella stories from diverse traditional cultures. With each text, they dig into both the story's narrative elements as well as the Cinderella character. They compare the adventures and experiences of the various Cinderella characters while still recognizing the common elements present in each tale. Students learn the importance of citing details from the texts to support their opinions, in addition to reviewing text evidence, prior to formulating their opinions. This learning is applied in their writing throughout the module as students consider what makes the Cinderella character admirable. This module leads to an appreciation for the uniqueness of each Cinderella story as well as an understanding of the common elements that connect one version to another. Suggested Student Understandings: ● There are thousands of Cinderella stories from all over the world.	● Why do people around the world admire Cinderella?	**Key Ideas and Details** R.1.1,2,3 **Craft and Structure** R.1.6 **Integration of Knowledge and Ideas** R.1.7, 9 **Text Types and Purposes** W.1.1, 2a, 3a, c **Production and Distribution of Writing** W.1.4, 5 **Inquiry to Build and Present Knowledge** W.1.7, 8, 9 **Comprehension and Collaboration** SL.1.1a, b, d, 2 **Presentation of Knowledge and Ideas** SL.1.4 **Knowledge of Language** L.1.1, a	**Text Types and Purposes** W.1.2a **Production and Distribution of Writing** W.1.5 **Inquiry to Build and Present Knowledge** W.1.8 **Conventions of Standard English** L.1.6a, d

	- Cultures pass down stories to teach lessons and morals. - Cinderella stories have specific characteristics, including an element of magic. - People admire others for different reasons.	**Vocabulary Acquisition and Use** L.1.2, 3a, b, 4 **Conventions of Standard English** L.1.5a, c, d, 6a, c, d	

UFLI Overview

Lesson Name	Lesson Description	Instructional Standards	Assessed Standards
Lessons 35-41: Alphabet Review & Longer Words	The Alphabet Review and Longer Words Unit provides students with additional practice with decoding and encoding words containing the concepts learned in the previous Alphabet lessons (Lessons 1-34). These lessons have alternate forms (e.g., Lesson 38a, 38b). You can select the version of the lesson that best meets your students' needs, or you can teach all the versions to provide additional review and practice	**Print Concepts** RF.1.1a, b, c, d **Phonological Awareness** RF.1.2a, b, c, d, e **Phonics and Word Recognition** RF.1.3a, b, c, d **Fluency** RF.1.4 **Production and Distribution of Writing** W.J.6 **Conventions of Standard English** L.1.6c, d	All instructional standards are assessed regularly.
Lessons 42-53: Digraphs	A consonant digraph is a combination of two consonant letters that represent a single consonant speech sound. The lessons in this unit are designed to strengthen students' familiarity with consonant digraphs.		
Lessons 54-62: VCe	Vowel-consonant-e (VCe) is a spelling pattern in which a silent e at the end signals a change from the short vowel sound to a long vowel sound (e.g., kit → kite). The lessons in this unit are designed to develop students' skills for reading with words that contain the VCe pattern.		
Lessons 63-68: Reading Longer Words	The Reading Longer Words Unit is students' first introduction to words with more than one syllable. These lessons address word endings, open and closed syllables, and compound words.		
Lessons 69-76: Ending Spelling Patterns	The Ending Spelling Patterns Unit introduces students to spelling patterns that only occur at the end of words, such as, -tch, -dge, or -le. The lessons in this unit are designed to develop students' skills for reading with words that contain these specific spelling patterns.		
Lessons 77-83:	When a vowel is followed by an R, the sound of the vowel often changes and is said to be controlled by the vowel. There are three main r-controlled vowel sounds: the /ar/ sound, as in barn; the /or/ sound, as in corn; and the /er/		

R-Controlled Vowels	sound, as in fern, bird, and curl. The lessons in this unit are designed to build students' proficiency in reading and spelling words that contain r-controlled vowels.		
Lessons 84-88: Long Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent the sound of the first vowel (e.g., team, rain). These lessons are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 89-94: Other Vowel Teams	A vowel team is a combination of letters that represents a vowel sound. These lessons focus on vowel teams that represent a new sound (e.g., draw, book) and vowel teams that include letters that aren't vowels (e.g., dew, high). These lessons are designed to build students' accuracy and automaticity in connecting these vowel teams with the sounds associated with them. The lessons also build students' proficiency in reading and spelling words that contain these vowel teams.		
Lessons 95-98: Diphthongs and Silent Letters	A Diphthong is sound produced by combining two vowels, gliding the tongue from one position to another during articulation (e.g., /ow/, /oy/). These lessons are designed to build students' accuracy and automaticity in recognizing diphthongs. The lessons also build students' proficiency in reading and spelling words that contain diphthongs. The Silent Letters Unit only consists of one lesson, but this lesson instructs students on three common silent letter patterns (e.g., kn-, wr-, and -mb). This lesson is designed to build students' accuracy and automaticity in recognizing silent letter patterns. The lesson also builds students' proficiency in reading and spelling words that contain silent letter patterns.		
Lessons 99-106: Suffixes and Prefixes	Affixes are morphemes that can be added to the beginning (prefix) or end (suffix) of a word. This unit introduces students to several of the most common prefixes and suffixes. The lessons in this unit are designed to strengthen students' familiarity and automaticity with these affixes. These lessons are designed to build students' accuracy and automaticity in recognizing affixes. The lessons also build students' proficiency in reading and spelling words that contain affixes.		
Lessons 107-110:	The lessons in this unit address several spelling changes when adding suffixes, such as the doubling rule, drop -e rule, and changing -y to i rule. The lessons		

Suffix Spelling Changes	build students' proficiency in reading and spelling words that contain suffixes with spelling changes.		