

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts K

Course Number: _____

Suggested Educational Level(s): Kindergarten

Suggested Periods Per Week: 5 **Length of Period:** _____

Suggested Length Of Course: 180

Units Of Credit (If Appropriate): _____

Date Written: Fall 2005 **Date Approved:** December 5, 2005

Date Reviewed: Fall 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Elementary Education

Standards Addressed (code):	1.1.0	1.5.0
	1.2.0	1.6.0
	1.3.0	1.7.0
	1.4.0	1.8.0

Relationship to Other Planned Instruction:

1. The Language Arts curriculum in kindergarten spirals with concepts introduced and revisited with competency to be demonstrated by the end of 180 days.
2. Language Arts is presented with an interdisciplinary approach throughout the kindergarten curriculum.
3. Planned instructions in grades K, 2, and 3 prepare students for the PSSA.

Special Requirements: Modifications for students with special needs.

Writing Team Members:

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Textbook Adoption: *Open Court Reading Level K* (copyright 2000)

Supplemental: "Words I Use When I Write" (2005-2006)

Standards addressed:

1.1.0	Learning to Read Independently
1.2.0	Reading Critically in All Content Areas
1.3.0	Reading, Analyzing and Interpreting Literature
1.4.0	Types of Writing
1.5.0	Quality of Writing
1.6.0	Speaking and Listening
1.7.0	Characteristics and Function of the English Language
1.8.0	Research

**Outline of Content Sequence and Recommended Time
and Specific Educational Objectives to Be Taught:**

TO BE TAUGHT FIRST SEMESTER

- I. Types of Writing (1.4.0)
 - A. Write group narrative pieces
 - Contribute some illustrations
 - II. Quality of Writing (1.5.0)
 - A. Express a simple thought orally
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TO BE TAUGHT SECOND SEMESTER

- I. Learning to read independently (1.1.0)
 - A. Acquire a reading vocabulary by identifying and correctly using number words, color words, rhyming words, and sight words
 - B. After reading demonstrate understanding of fiction text
 - Retell text and summarize main ideas
 - Clarify ideas and understandings through discussion
 - C. Demonstrate comprehension of materials heard/read orally
 - Use appropriate rhythm, flow, meter and pronunciation through practiced text
- II. Reading critically in all content areas (1.2.0)
 - A. Understand oral presentation of informational texts
 - Identify real and make-believe
- III. Reading, analyzing and interpreting literature (1.3.0)
 - A. Identify literary elements of stories describing characters, setting and plot through illustration and oral interpretation
 - B. Identify orally the literary devices in stories
 - Rhyme
 - Rhythm
 - Personification (through group discussion)

- onomatopoeia
- C. Identify the structures in poetry through oral discussion.
 - Pattern books
 - Predictable books
 - Nursery rhymes
- IV. Types of writing (1.4.0)
 - A. Write informational pieces
 - Draws and writes to convey information
- V. Quality of writing (1.5.0)
 - A. Uses written symbols to express a thought on a given topic
 - B. Shows an understanding of organization
 - Arranges pictures to show sequential order
 - Expresses written text to show beginning, middle and end
 - C. Discuss orally the ways to improve detail and order by doing a group story
 - D. Teacher edits writing using conventions of language
 - Spelling
 - Capital letters
 - Punctuation--period, question mark, exclamation point
 - Complete sentences
- VI. Characteristics and function of the English language (1.7.0)
 - A. Recognizes that there are other languages
 - B. Identifies dialogue in literature
- VII. Research (1.8.0)
 - A. Discuss how to learn about topics for research
 - B. Discuss locating essential and non-essential information using appropriate sources
 - C. Organize and present the main ideas from research
 - Draw and sequence pictures
 - Summarize orally

TO BE TAUGHT ALL YEAR

- I. Learning to read independently (1.1.0)
 - A. Before reading identify the purposes of text through discussion
 - B. Preview the text formats: titles and authors
 - C. During reading use knowledge of picture clues, context clues, and sounds to understand new words
 - D. Read picture graphics or picture books using self-monitoring comprehension strategies (predicting)
 - E. Understand the meaning of new vocabulary learned in various subject areas
- II. Reading critically in all content areas (1.2.0)
 - A. Use a variety of media to facilitate learning
 - Computer
 - Tape recorder
 - Television
 - Videos
 - Compact Disc
 - Digital Camera
 - B. Recognize, use, and identify various forms of genre to identify and recognize text purpose
 - Real – non-fiction
 - Make-believe - fiction
 - Nursery rhymes
 - Poetry
 - Fairy tales
- III. Reading, analyzing and interpreting literature (1.3.0)
 - A. Listen to and understand works of literature
 - B. Identify the structures in drama through oral interaction, dialogue, and story enactment

- C. Listen and respond to nonfiction and fiction, including poetry and drama by making inferences and drawing conclusions
- D. Identify cause/effect and problem/solution, and compare/contrast to draw conclusions
- E. Analyze headings, graphics, and charts to derive meaning

IV. Types of writing (1.4.0)

- A. Express opinions with appropriate information

V. Quality of writing (1.5.0)

- A. In a directed group, can contribute to the writing of sentences relating to a central idea
- B. Present written work when appropriate
 - Illustration

VI. Speaking and listening (1.6.0)

- A. Listens to others
 - Shows readiness for listening
 - Focuses on speaker
 - Distinguishes real versus fantasy
- B. Listen to a selection of literature
 - Relate to personal experience
 - Predict what will happen next
 - Tell beginning, middle and end
 - Recognize characters
 - Identify and define new words and concepts
- C. Speak using skills appropriate to formal speech situations
 - Use appropriate volume
 - Use eye contact
 - Use complete sentences
 - Demonstrate awareness of audience
- D. Contribute to discussions
 - Ask relevant questions
 - Respond with appropriate information or opinions to questions asked
 - Listen to and acknowledge the contributions of others

- Display appropriate turn-taking behaviors
 - Express personal needs, ideas, feelings or points of view
- E. Participate in small and large group discussions and presentations.
- Participates in everyday conversation
 - Retells nursery rhymes and short poems
 - Demonstrates knowledge of name, address, telephone number, birthday
 - Deliver short reports (show and tell, seminar), field trip summary included in parenthesis
 - Give simple directions or explanations
- F. Use media for learning purposes
- Recognize radio, television, film and the Internet as part of everyday life
 - Recognize advertisement

Summative Assessments: To be developed by teacher based on Pennsylvania Academic Standards.

Language Arts Department Philosophy for Kindergarten Through Fifth Grade

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.
3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
4. Skills will be integrated not only across the curriculum but also within the course content.
5. Skills should be practical to the demands of everyday communication.

SUMMER READING

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.