**COURSE DESCRIPTION**

**Course Title:** English Language Arts Kindergarten

**Course Number:** 08003

**Course Prerequisites:** None

**Course Description** The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. With guidance and support, students will develop foundational skills of an emergent reader through activities focused on oral language, phonological awareness, and the alphabetic principle. Explicit phonics instruction emphasizes mastery and application of phonetic patterns and accurate reading of decodable text in order to gain meaning. Expressing ideas on a specific topic in the form of verbalizations, drawings, dictation, and/or written words will be developed. Learners will acquire and use grade-appropriate conversational, academic, and domain specific words. This course provides opportunities to participate in conversations with peers and adults to share ideas, collaborate, ask and answer questions in order to communicate clearly and effectively.

**Suggested Grade Level**: Kindergarten

**Length of Course:** Two Semesters

**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 69 PK – 4 Elementary K-6

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 01028

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Reading Wonders Comprehensive Program Kindergarten

**Publisher:** McGraw-Hill Education

**ISBN #:**  978-0-02-119302-8

**Copyright Date:** 2014

**WCSD Board Approval Date:** 6/8/2015

**Supplemental Materials:** Phonemic Awareness: The Skills That They Need To Help Them Succeed! Michael Heggerty, Ed.D., Fundations Level K-Wilson Language Training Corporation

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 2/15/2021

**Date Approved:**  4/12/2021

**Implementation Year:** 2021-2022

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | CC.1.1 | September  November |
| Utilize book handing skills. | CC.1.1.K.A | September  November |
| Demonstrate understanding of the organization and basic features of print. | CC.1.1.K.B | September  November |
| Follow words left to right, top to bottom, and page by page. | CC.1.1.K.B.a | September  November |
| Recognize that spoken words are represented in written language by specific sequences of letters. | CC.1.1.K.B.b | September  January |
| Understand that words are separated by spaces in print. | CC.1.1.K.B.c | October  May |
| Recognize and name all uppercase and lowercase letters of the alphabet. | CC.1.1.K.B.d | September  March |
| Sequence letters of the alphabet. |  | December  March |
| Write all manuscript letters in lower case and uppercase. |  | September  March |
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | CC.1.1.K.C | September  January |
| Breaking a sentence into separate, spoken words and repeating a sentence. |  | September  October |
| Counting the number of words in a sentence. |  | September  October |
| Clapping words in a sentence. |  | September  October |
| Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. | CC.1.1.K.C.a | September  May |
| Hearing and repeating words that rhyme. |  | September  May |
| Rhyme recognition in word pairs, in a series of words, and given the question "Which word rhymes with... " |  | September  May |
| Rhyme production with a familiar word or rime and with a nonsense word. |  | September  May |
| Recite Nursery Rhymes. |  | November  May |
| Count, pronounce, blend, and segment syllables in spoken words. | CC.1.1.K.C.b | October  January |
| Blend and segment onsets and rimes of single-syllable spoken words. | CC.1.1.K.C.c | November  May |
| Blend individual words into compound words. |  | September  November |
| Blending Body-Coda (body of the word and final sound) into spoken words. |  | February  May |
| Blending phonemes (with and without Elkonin boxes) into spoken words. |  | September  May |
| Segmenting spoken words into phonemes. |  | September  May |
| Segment words into syllables. |  | September  May |
| Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. | CC.1.1.K.C.d | September  May |
| Phoneme categorization: Which word begins like? |  | October  April |
| Identifying same onset phonemes in a series of words or sentence. |  | October  April |
| Identifying same final phonemes in a series of words or sentence. |  | October  April |
| Phoneme Location: Identifying a blend as the initial, medial, or final sound. |  | October  April |
| Adding Phonemes: Adding words to make compound words. |  | October  April |
| Adding Phonemes: Adding syllables to words or word parts. |  | October  April |
| Adding Phonemes: Adding initial phonemes to spoken words. |  | October  April |
| Adding Phonemes: Adding final phonemes or syllables to spoken words. |  | October  April |
| Deleting Phonemes: Deleting words from compound words. |  | October  April |
| Deleting Phonemes: Deleting syllables from spoken words. |  | October  April |
| Deleting Phonemes: Deleting initial phonemes from spoken words. |  | October  April |
| Deleting Phonemes: Deleting final phonemes from spoken words. |  | October  April |
| Substituting Phonemes: Substituting a word or syllable in 2 and 3 syllable words. |  | October  April |
| Substituting Phonemes: Substituting the initial phoneme in spoken words. |  | October  April |
| Substituting Phonemes: Substituting the final phoneme in spoken words. |  | October  April |
| Substituting Phonemes: Substituting the medial phoneme in spoken words. |  | October  April |
| Know and apply grade-level phonics and word analysis skills in decoding words. | CC.1.1.K.D | October  May |
| Fluently produce sounds of consonants and short vowels when given the letter. |  | September  January |
| Fluently produce sounds for basic digraphs. |  | March  May |
| Demonstrate basic knowledge of one-to-one letter-sound correspondence. | CC.1.1.K.D.a | September  January |
| Associate the long and short sounds with common spellings for the five major vowels. | CC.1.1.K.D.b | April  May |
| Name and write corresponding letter (s) when given sounds for consonants, consonant digraphs, and short vowels. |  | September  May |
| Read grade-level high-frequency sight words with automaticity. | CC.1.1.K.D.c | September  May |
| Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | CC.1.1.K.D.d | October  May |
| Spell other words phonetically, drawing on knowledge of sound-letter relationships. |  | December  January |
| Read emergent-reader text with purpose and understanding. | CC.1.1.K.E | September  May |
| Echo read a passage with correct phrasing and expression. |  | March  May |
| Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence | CC.1.2 | April  May |
| With prompting and support, identify the main idea and retell key details of text. | CC.1.2.K.A | September  March |
| Identify the main idea and retell key details of text. | CC.1.2.1.A | September  May |
| With prompting and support, answer questions about key details in a text. | CC.1.2.K.B | September  March |
| Ask and answer questions about key details in a text. | CC.1.2.1.B | September  May |
| With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.K.C | September  March |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.1.C | September  May |
| Identify parts of a book (title, author) and parts of a text (beginning, end, details). | CC.1.2.K.E | September  May |
| Use various text features and search tools to locate key facts or information in a text. | CC.1.2.1.E | April  May |
| Use various text features and search tools to locate key facts or information in a text efficiently. | CC.1.2.2.E | April  May |
| With prompting and support, ask and answer questions about unknown words in a text. | CC.1.2.K.F | April  May |
| Answer questions to describe the relationship between illustrations and the text in which they appear. | CC.1.2.K.G | September  May |
| Use the illustrations and details in a text to describe its key ideas. | CC.1.2.1.G | September  May |
| With prompting and support, identify the reasons an author gives to support points in a text. | CC.1.2.K.H | September  March |
| Identify the reasons an author gives to support points in a text. | CC.1.2.1.H | September  May |
| With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. | CC.1.2.K.I | September  March |
| Identify basic similarities in and differences between two texts on the same topic. | CC.1.2.1.I | September  May |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. | CC.1.2.K.J | September  May |
| Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. | CC.1.2.K.K | September  May |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade‐level reading and content. | CC.1.2.1.K | September  May |
| Identify and explain new meanings for familiar words and newly taught words. |  | September  May |
| Actively engage in group reading activities with purpose and understanding. | CC.1.2.K.L | September  May |
| Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. | CC.1.3 | September  May |
| With prompting and support, retell familiar stories including key details. | CC.1.3.K.A | September  March |
| Retell stories, including key details, and demonstrate understanding of their central message. | CC.1.3.1.A | September  May |
| Answer questions about key details in a text. | CC.1.3.K.B | September  May |
| Ask and answer questions about key details in a text. | CC.1.3.1.B | September  May |
| Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | CC.1.3.2.B | September  May |
| With prompting and support, identify characters, settings, and major events in a story. | CC.1.3.K.C | September  March |
| Describe characters, settings, and major events in a story, using key details. | CC.1.3.1.C | September  May |
| Name the author and illustrator of a story and define the role of each in telling the story. | CC.1.3.K.D | September  January |
| Identify who is telling the story at various points in a text. | CC.1.3.1.D | September  May |
| Recognize common types of text. | CC.1.3.K.E | September  May |
| Ask and answer questions about unknown words in a text. | CC.1.3.K.F | September  May |
| Make connections between the illustrations and the text in a story (read or read aloud). | CC.1.3.K.G | September  May |
| Compare and contrast the adventures and experiences of characters in familiar stories. | CC.1.3.K.H | September  May |
| Compare and contrast the adventures and experiences of characters in stories. | CC.1.3.1.H | September  May |
| Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content. | CC.1.3.K.I | September  May |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade‐level reading and content. | CC.1.3.1.I | September  May |
| Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. | CC.1.3.K.J | September  May |
| Actively engage in group reading activities with purpose and understanding. | CC.1.3.K.K | September  May |
| Produce and expand complete sentences in shared language activities. |  | September  May |
| Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | CC.1.4 | September  May |
| Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. | CC.1.4.K.A | September  May |
| Use a combination of drawing, dictating, and writing to focus on one specific topic. | CC.1.4.K.B | September  May |
| Identify and write about one specific topic. | CC.1.4.1.B | September  May |
| With prompting and support, generate ideas and details to convey information that relates to the chosen topic. | CC.1.4.K.C | September  May |
| Develop the topic with two or more facts. | CC.1.4.1.C | September  May |
| Make logical connections between drawing and dictation/writing. | CC.1.4.K.D | September  May |
| Group information and provide some sense of closure. | CC.1.4.1.D | September  May |
| With prompting and support, illustrate using details and dictate/write using descriptive words. | CC.1.4.K.E | September  May |
| Choose words and phrases for effect. | CC.1.4.1.E | September  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.K.F | September  May |
| Capitalize the first word in a sentence and the pronoun I. | CC.1.4.K.F.a | September  May |
| Capitalize names of people. |  | September  May |
| Recognize and use end punctuation. | CC.1.4.K.F.b | September  May |
| Spell simple words phonetically. | CC.1.4.K.F.c | December  May |
| Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. | CC.1.4.K.G | October  May |
| Form an opinion by choosing between two given topics. | CC.1.4.K.H | September  May |
| Support the opinion with reasons. | CC.1.4.K.I | October  May |
| Make logical connections between drawing and writing. | CC.1.4.K.J | October  May |
| Use a variety of words and phrases. | CC.1.4.1.K | September  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.K.L | September  May |
| Capitalize the first word in a sentence and the pronoun I. | CC.1.4.K.L.a | September  May |
| Capitalize words at beginning of sentences and names of people. |  | September  May |
| Recognize and use end punctuation. | CC.1.4.K.L.b | September  May |
| Spell simple words phonetically. | CC.1.4.K.L.c | December  May |
| Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. | CC.1.4.K.M | December  May |
| Establish who and what the narrative will be about. | CC.1.4.K.N | December  May |
| Describe experiences and events. | CC.1.4.K.O | September  May |
| Include thoughts and feelings to describe experiences and events. | CC.1.4.1.O | September  May |
| Recount 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. | CC.1.4.K.P | September  May |
| Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. | CC.1.4.1.P | September  May |
| Use a variety of words and phrases. | CC.1.4.1.Q | September  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.K.R | September  May |
| Capitalize first word in sentence and pronoun I. | CC.1.4.K.R.a | September  May |
| Capitalize words at beginning of sentences and names of people. |  | September  May |
| Recognize and use end punctuation. | CC.1.4.K.R.b | September  May |
| Spell simple words phonetically. | CC.1.4.K.R.c | December  May |
| With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed. | CC.1.4.K.T | January  May |
| With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. | CC.1.4.K.U | January  May |
| Participate in individual or shared research projects on a topic of interest. | CC.1.4.K.V | March  May |
| With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | CC.1.4.K.W | September  May |
| Write routinely over short time frames. | CC.1.4.K.X | September  May |
| Participate in collaborative conversations with peers and adults in small and larger groups. | CC.1.5.K.A | September  May |
| Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | CC.1.5.K.B | September  May |
| Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | CC.1.5.K.C | September  May |
| Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. | CC.1.5.K.D | September  May |
| Speak audibly and express thoughts, feelings, and ideas clearly. | CC.1.5.K.E | September  May |
| Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content. | CC.1.5.K.G | September  May |
| Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. | CC.1.2.2.A | April  May |
| Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | CC.1.2.2.B | September  May |
| Describe the connection between a series of events, concepts, or steps in a procedure within a text. | CC.1.2.2.C | January  May |
| Use various text features and search tools to locate key facts or information in a text efficiently. | CC.1.2.2.E | March  May |
| Explain how graphic representations contribute to and clarify a text. | CC.1.2.2.G | October  May |
| Describe how reasons support specific points the author makes in a text. | CC.1.2.2.H | January  May |
| Compare and contrast the most important points presented by two texts on the same topic. | CC.1.2.2.I | October  May |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. | CC.1.2.2.K | November  May |
| Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. | CC.1.3 | November  May |
| Recount stories and determine their central message, lesson, or moral. | CC.1.3.2.A | September  May |
| Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | CC.1.3.2.B | September  May |
| Describe how characters in a story respond to major events and challenges. | CC.1.3.2.C | September  May |
| Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. | CC.1.3.2.D | January  May |
| Compare and contrast two or more versions of the same story by different authors or from different cultures. | CC.1.3.2.H | September  May |
| Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade‐level reading and content, choosing from a range of strategies and tools. | CC.1.3.2.I | September  May |
| Identify and introduce the topic. | CC.1.4.2.B | September  May |
| Develop the topic with facts and/or definitions. | CC.1.4.2.C | September  May |
| Group information and provide a concluding statement or section | CC.1.4.2.D | April  May |
| Identify the topic and state an opinion. | CC.1.4.2.H | December  May |
| Support the opinion with reasons that include details connected to the opinion. | CC.1.4.2.I | December  May |
| Create an organizational structure that includes reasons and includes a concluding statement. | CC.1.4.2.J | April  May |
| Use a variety of words and phrases to appeal to the audience. | CC.1.4.2.K | September  May |
| Establish a situation and introduce a narrator and/or characters. | CC.1.4.2.N | September  May |
| Include thoughts and feelings to describe experiences and events to show the response of characters to situations. | CC.1.4.2.O | September  May |
| Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | CC.1.4.2.P | September  May |

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include**: performance assessments, projects, tests, and quizzes.