**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:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

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

[x] F – Final Average [x] MP – Marking Period [ ] EXM – Final Exam

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

**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.