

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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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., Foundations 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).

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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 handling 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
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

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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

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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

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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.