

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts Kindergarten

Course Number: 08003

Course Prerequisites: None

Course Description:

The Language Arts Planned Instruction will promote literacy by integrating developmental knowledge with the attitudes, skills, and concepts that children need to make steady progress. In promoting literacy, the teacher may use supportive practices as stated in the Pennsylvania Common Core Standards for Kindergarten. No final exams will be administered.

Suggested Grade Level: Kindergarten

Length of Course: One Semester X Two Semesters Other (Describe)

Units of Credit: None (Insert **NONE** if appropriate.)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):
CSPG 69 PK – 4 Elementary K-6

Certification verified by WCSD Human Resources Department:

 X Yes No

Board Approved Textbooks, Software, Materials:

Title:

Publisher:

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: February 2015

Date Approved: _____

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Language Arts Skills and Concepts		PA Common Core Standards and Eligible Content
<i>1.1 Foundational Skills</i>		
Book Handling		
Utilize book handling skills.		CC.1.1.K.A
Print Concepts		
Demonstrate understanding of the organization and basic features of print <ul style="list-style-type: none">Follow words left to right, top to bottom, and page by page.Recognize that spoken words are represented in written language by specific sequences of letters.Understand that words are separated by spaces in print.Recognize and name all uppercase and lowercase letters of the alphabet.		CC.1.1.K.B
Phonological Awareness		
Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none">Recognize and produce rhyming words.Count, pronounce, blend, and segment syllables in spoken words.Blend and segment onsets and rimes of single-syllable spoken words.Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in three-phoneme (CVC) words.		CC.1.1.K.C
Phonics and Word Recognition		
Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">Demonstrate basic knowledge of one-to-one letter-sound correspondence.Associate the long and short sounds with common spellings for the five major vowels.Read grade-level high-frequency sight words with automaticity.Distinguish between similarly spelled words by identifying the		CC.1.1.K.D

sounds of the letters that differ.	
Fluency	
Read emergent-reader text with purpose and understanding.	CC.1.1.K.E
1.2 Reading Informational Text	
Key Ideas and Details – Main Idea	
With prompting and support, identify the main idea and retell key details of text.	CC.1.2.K.A
Key Ideas and Details – Text Analysis	
With prompting and support, answer questions about key details in a text. Make a connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.K.B CC.1.2.K.C
Craft and Structure – Text Structure	
Identify parts of a book (title, author) and parts of a text (beginning, end, details).	CC.1.2.K.E
Craft and Structure - Vocabulary	
With prompting and support, ask and answer questions about unknown words in a text.	CC.1.2.K.F
Integration and Knowledge of Ideas – Diverse Media	
Answer questions to describe the relationship between illustrations and the text in which they appear.	CC.1.2.K.G
Integrations of Knowledge and Ideas – Evaluating Arguments	
With prompting and support, identify the reasons an author gives to support points in a text.	CC.1.2.K.H
Integration of Knowledge and Ideas – Analysis Across Texts	
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
Vocabulary Acquisition and Use	
Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.	CC.1.2.K.J CC.1.2.K.K
Range of Reading	
Actively engage in group reading activities with purpose and understanding.	CC.1.2.K.L
1.3 Reading Literature	
Key Ideas and Details – Theme	
With prompting and support, retell familiar stories including key details.	CC.1.3.K.A
Key Ideas and Details – Text Analysis	
Answer questions about key details in a text.	CC.1.3.K.B
Key Ideas and Details – Literary Elements	
With prompting and support, identify characters, settings, and major events in a story.	CC.1.3.K.C

Craft and Structure – Point of View	
Name the author and illustrator of a story and define the role of each in telling the story.	CC.1.3.K.D
Craft and Structure – Text Structure	
Recognize common types of text.	CC.1.3.K.E
Craft and Structure - Vocabulary	
Ask and answer questions about unknown words in a text.	CC.1.3.K.F
Integrations of Knowledge and Ideas – Sources of Information	
Sources of Information - Make connections between the illustrations and the text in a story (read or read aloud).	CC.1.3.K.G
Integration of Knowledge and Ideas – Text Analysis	
Compare and contrast the adventures and experiences of characters in familiar stories.	CC.1.3.K.H
Vocabulary Acquisition and Use	
(Strategies) Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade level reading and content. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	CC.1.3.K.I CC.1.3.K.J
Range of Reading	
Actively engage in group reading activities with purpose and understanding.	CC.1.3.K.K
1.4 Writing	
Text Types and Purposes - Informational/Explanatory	
Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.	CC.1.4.K.A
Focus – Use a combination of drawing, dictating, and writing to focus on one specific topic. Content – With prompting and support, generate ideas and details to convey information that relates to the chosen topic. Organization – Make logical connections between drawing and dictation/writing. Style - With prompting and support, illustrate using details and dictate/write using descriptive words.	CC.1.4.K.B CC.1.4.K.C CC.1.4.K.D CC.1.4.K.E
Text Types and Purposes – Opinion/Argumentative	
Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.	CC.1.4.K.G
Focus – Form an opinion by choosing between two given topics. Content – Support the opinion with reasons.	CC.1.4.K.H CC.1.4.K.I CC.1.4.K.J

Organization – Make logical connections between drawing and writing.	
Text Types and Purposes – Narrative	
Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.	CC.1.4.K.M
Focus – Establish “who” and “what” the narrative will be about. Content – Describe experiences and events. Organization – 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.N CC.1.4.K.O CC.1.4.K.P
The Writing Process, Technology and Publication, and Conducting Research	
Writing Process – With guidance and support from adults and peers, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Technology and Publication – With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. Conducting Research – Participate in individual or shared research projects on a topic of interest. Credibility, Reliability, and Validity of Sources - With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.K.T CC.1.4.K.U CC.1.4.K.V CC.1.4.K.W
Range of Writing	
Write routinely over short time frames.	CC.1.4.K.X
Conventions of Standard English	
Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. <ul style="list-style-type: none"> • Capitalize first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. 	CC.1.4.K.F CC.1.4.K.L CC.1.4.K.R
1.5 Speaking and Listening	
Comprehension and Collaboration: Collaborative Discussion – Participate in collaborative conversations with peers and adults in small and larger groups. Comprehension and Collaboration: Critical Listening – Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Comprehension and Collaboration: Evaluating Information – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	CC.1.5.K.A CC.1.5.K.B CC.1.5.K.C

<p>Presentation of Knowledge and Ideas: Purpose, Audience, and Task – Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.</p> <p>Presentation of Knowledge and Ideas: Context – Speak audibly and express thoughts, feelings, and ideas clearly.</p> <p>Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.</p>	<p>CC.1.5.K.D</p> <p>CC.1.5.K.E</p> <p>CC.1.5.K.G</p>
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For essential questions and content, see Curriculum Map - Language Arts Kindergarten

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:

- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments

- Any district approved assessment instrument

Portfolio Assessment: ☐ Yes ☒ No

District-wide Final Examination Required: ☐ Yes ☒ No

Course Challenge Assessment (Describe): Not Applicable

WRITING TEAM: Warren County School District Fourth Grade Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☐ Yes ☒ No
2. Does this course issue a mark/grade for the report card?
 ☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation?
 ☐ Yes ☒ No
5. Is the course eligible for Honor Roll calculation? ☐ Yes ☒ No
6. What is the academic weight of the course?
 ☒ No weight/Non credit ☐ Standard weight
 ☐ Enhanced weight (Describe)