

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Functional English Language Arts K

Course Number: 05113

Course Prerequisites: None

Course Description:

The Functional English Language Arts K course promotes the development of effective oral and written communication by emphasizing phonemic awareness, phonics, fluency, comprehension, and vocabulary acquisition in order to read and write for a variety of functional purposes.

Suggested Grade Level: K

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)

(Insert certificate title and CSPG#) CSPG 61 Special Education PK-12

Certification verified by WCSD Human Resources Department:

 X Yes No

Title: Reading WonderWorks Kit

Publisher: McGraw-Hill Education

ISBN #: 978-0-02-129706-1

Copyright Date: 2014

Date of WCSD Board Approval: June 8, 2015

Suggested Supplemental Materials:

Foundations

Learning A-Z

BOARD APPROVAL:**Date Written:** 1/7/2021**Date Approved:** 2/8/2021**Implementation Year:** 2020-2021**Course Standards****PA Core Standards:** (List by Number and Description)

Standard 1: Foundational Skills

Standard 2: Reading Informational Text

Standard 3: Reading Literature

Standard 4: Writing

Standard 5: Speaking and Listening

WCSD Academic Standards: None**Industry or Other Standards:** None**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 OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

PA Standard: 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Kindergarten

| Eligible Content | Performance Indicators |
|------------------|--|
| CC.1.1.K.A | Utilize book handling skills. |
| CC.1.1.K.B | 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.C | 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 the three phoneme (CVC) words. |
| CC.1.1.K.D | 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 sounds of the letters that differ. |
| CC.1.1.K.E | Read emergent reader text with purpose and understanding. |
| CC.1.2.K.A | With prompting and support, identify the main idea and retell key details of text. |
| CC.1.2.K.B | With prompting and support, answer questions about key details in a text. |
| CC.1.2.K.C | With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text. |

PA Standard-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.

Kindergarten

| Eligible Content | Performance Indicators |
|------------------|---|
| CC.1.2.K.E | Identify parts of a book (title, author) and parts of a text (beginning, end, details). |
| CC.1.2.K.F | With prompting and support, ask and answer questions about unknown words in a text |
| CC.1.2.K.G | Answer questions to describe the relationship between illustrations and the text in which they appear. |
| CC.1.2.K.H | With prompting and support, identify the reasons an author gives to support points in a text. |
| CC.1.2.K.I | With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic. |

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|------------|---|
| CC.1.2.K.J | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| CC.1.2.K.K | Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. |
| CC.1.2.K.L | Actively engage in group reading activities with purpose and understanding. |
| CC.1.2.K.A | With prompting and support, identify the main idea and retell key details of text. |
| CC.1.2.K.B | With prompting and support, answer questions about key details in a text. |
| CC.1.2.K.C | With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text. |

PA Standard: 1.3 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.

Kindergarten

| Eligible Content | Performance Indicators |
|------------------|---|
| CC.1.3.K.A | With prompting and support, retell familiar stories including key details. |
| CC.1.3.K.B | Answer questions about key details in a text. |
| CC.1.3.K.C | With prompting and support, identify characters, settings, and major events in a story. |
| CC.1.3.K.D | Name the author and illustrator of a story and define the role of each in telling the story. |
| CC.1.3.K.E | Recognize common types of text. |
| CC.1.3.K.F | Ask and answer questions about unknown words in a text. |
| CC.1.3.K.G | Make connections between the text in a story (read or read aloud). |
| CC.1.3.K.H | Compare and contrast the adventures and experiences of characters in familiar stories. |
| CC.1.3.K.I | Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content. |
| CC.1.3.K.J | Use words and phrases acquired through conversations, reading, and being read to, and responding to texts. |
| CC.1.3.K.K | Actively engage in group reading activities with purpose and understanding. |

PA Standard: 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Kindergarten

| Eligible Content | Performance Indicators |
|------------------|---|
| CC.1.4.K.A | Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. |
| CC.1.4.K.B | Use a combination of drawing, dictating, and writing to focus on one specific topic |
| CC.1.4.K.C | With prompting and support, generate ideas and details to convey information that relates |
| CC.1.4.K.D | Make logical connections between drawing and dictation/writing. |
| CC.1.4.K.E | With prompting and support, illustrate using details and dictate/write using descriptive words. |
| CC.1.4.K.F | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> •Capitalize the first word in a sentence and the pronoun I. •Recognize and use end punctuation. |

| | |
|------------|--|
| | •Spell simple words phonetically. |
| CC.1.4.K.G | Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. |
| CC.1.4.K.H | Form an opinion by choosing between two given topics. |
| CC.1.4.K.I | Support the opinion with reasons. |
| CC.1.4.K.J | Make logical connections between drawing and writing. |
| CC.1.4.K.L | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. •Capitalize the first word in a sentence and the pronoun I. •Recognize and use end punctuation. •Spell simple words phonetically. |
| CC.1.4.K.M | Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. |
| CC.1.4.K.N | Establish who and what the narrative will be about. |
| CC.1.4.K.O | Describe experiences and events. |
| CC.1.4.K.P | 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.R | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. •Capitalize first word in sentence and pronoun I. •Recognize and use end punctuation. •Spell simple words phonetically. |
| CC.1.4.K.T | 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.U | With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers. |
| CC.1.4.K.V | Participate in individual or shared research projects on a topic of interest |
| CC.1.4.K.W | With guidance and support, recall information from experiences or gather information from provided sources to answer a question |
| CC.1.4.K.X | Write routinely over short time frames. |

PA Standard: 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Kindergarten

| Eligible Content | Performance Indicators |
|------------------|---|
| CC.1.5.K.A | Participate in collaborative conversations with peers and adults in small and larger groups. |
| CC.1.5.K.B | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CC.1.5.K.C | Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| CC.1.5.K.D | Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. |
| CC.1.5.K.E | Speak audibly and express thoughts, feelings, and ideas clearly |
| CC.1.5.K.G | Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content. |

ASSESSMENTS

PASA preparation –PA eligible content to be addressed- The teacher must be knowledgeable of the PDE Assessment Anchors and/or Alternate Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

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

Portfolio Assessment: _____ Yes x No

District-wide Final Examination Required: _____ Yes x No

Course Challenge Assessment (Describe): None

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

| Content Sequence | Dates |
|--|-------|
| Objectives: | |
| Level K | |
| *Segment words in an oral sentence | |
| *Segment words into syllables | |
| *Segment syllable into sounds (phonemes) up to three sounds | |
| *Name all the letters of the alphabet | |
| *Write all the manuscript letters in lower and upper case | |
| *Sequence letters of the alphabet | |
| *Name sounds of consonants (primary) and short vowel sounds when given the letter | |
| *Name corresponding letter(s) when given the sounds of consonants and vowels | |
| *Read and spell approximately 200 CVC words | |
| *Identify the correct punctuation (period or question mark) | |
| *Identify upper case letter use for the beginning of sentences and names of people | |
| *Retell short narrative stories | |
| *Echo-read a passage with correct phrasing and expression | |

WCSD STUDENT DATA SYSTEM INFORMATION

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