

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Functional English Language Arts Grade 1

Course Number: 05119

Course Prerequisites: None

Course Description:

The Functional English Language Arts Grade 1 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: 1

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.

First Grade

Eligible Content	Performance Indicators
CC.1.1.1.B	Demonstrate understanding of the organization and basic features of print. •Recognize the distinguishing features of a sentence.
CC.1.1.1.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). •Distinguish long from short vowel sounds in spoken single-syllable words. •Count, pronounce, blend, and segment syllables in spoken and written words. •Orally produce single-syllable words, including consonant blends and digraphs. •Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. •Add or substitute individual sounds (phonemes) in one syllable words to make new words.
CC.1.1.1.D	Know and apply grade-level phonics and word analysis skills in decoding words. •Identify common consonant digraphs, final-e, and common vowel teams. •Decode one- and two-syllable words with common patterns. •Read grade-level words with inflectional endings. •Read grade appropriate irregularly spelled words.
CC.1.1.1.E	Read with accuracy and fluency to support comprehension. •Read on-level text with purpose and understanding. •Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. •Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

First Grade

Eligible Content	Performance Indicators
CC.1.2.1.A	Identify the main idea and retell key details of text.
CC.1.2.1.B	Ask and answer questions about key details in a text.
CC.1.2.1.C	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
CC.1.2.1.E	Use various text features and search tools to locate key facts or information in a text.

CC.1.2.1.F	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
CC.1.2.1.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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.

First Grade

Eligible Content	Performance Indicators
CC.1.3.1.A	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	Ask and answer questions about key details in a text.
CC.1.3.1.C	Describe characters, settings, and major events in a story, using key details
CC.1.3.1.D	Identify who is telling the story at various points in a text.
CC.1.3.1.E	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.1.G	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
CC.1.3.1.J	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.3.1.K	Read and comprehend literature on grade level, reading independently and proficiently.

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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.

First Grade

Eligible Content	Performance Indicators
CC.1.4.1.A	Write informative/ explanatory texts to examine a topic and convey ideas and information.
CC.1.4.1.B	Identify and write about one specific topic.
CC.1.4.1.C	Develop the topic with two or more facts.
CC.1.4.1.D	Group information and provide some sense of closure.
CC.1.4.1.E	Choose words and phrases for effect.
CC.1.4.1.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • <input type="checkbox"/> Capitalize dates and names of people. • <input type="checkbox"/> Use end punctuation; use commas in dates and words in series. • <input type="checkbox"/> Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
CC.1.4.1.G	Write opinion pieces on familiar topics.
CC.1.4.1.H	Form an opinion by choosing among given topics.
CC.1.4.1.I	Support the opinion with reasons related to the opinion.
CC.1.4.1.J	Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.K	Use a variety of words and phrases.
CC.1.4.1.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • <input type="checkbox"/> Capitalize dates and names of people. • <input type="checkbox"/> Use end punctuation; use commas in dates and words in series. • <input type="checkbox"/> Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
CC.1.4.1.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.1.N	Establish who and what the narrative will be about.

CC.1.4.1.O	Include thoughts and feelings to describe experiences and events.
CC.1.4.1.P	Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.
CC.1.4.1.Q	Use a variety of words and phrases.
CC.1.4.1.R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> •Capitalize dates and names of people. •Use end punctuation; use commas in dates and words in series. •Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
CC.1.4.1.T	With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CC.1.4.1.U	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.1.V	Participate in individual or shared research and writing projects.
CC.1.4.1.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
CC.1.4.1.X	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

First Grade

Eligible Content	Performance Indicators
CC.1.5.1.A	Comprehension and Collaboration: Collaborative Discussion – Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.1.B	Comprehension and Collaboration: Critical Listening – Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
CC.1.5.1.C	Comprehension and Collaboration: Evaluating Information – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CC.1.5.1.D	Presentation of Knowledge and Ideas: Purpose, Audience, and Task – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.5.1.E	Presentation of Knowledge and Ideas: Context – Speak audibly and express thoughts, feelings, and ideas clearly.
CC.1.5.1.F	Integration of Knowledge and Ideas: Multimedia - Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.
CC.1.5.1.G	Conventions of Standard English - Demonstrate command of the conventions of standard English when speaking, based on grade one 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
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Objectives:

Level 1

- *Segment words into syllables
- *Segment syllables into sounds (phonemes)-up to five sounds
- *Name sounds of consonants (primary) and short and long vowel sounds when given the name
- *Name corresponding letter(s) when given the sounds of consonants and vowels
- *Identify the word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables)
- *Read and spell CVC,CCVC,CVCC, CCVCC,CVCe words
- *Read and spell compound words and other words with two syllables
- *Read and Spell words with s, es, ed, ing suffixes
- *Construct sentences using vocabulary words
- *Read controlled stories with fluency, expression and understanding
- *Apply beginning dictionary skills
- *Apply correct punctuation (period, question mark, exclamation point)
- *Apply capitalization rules for beginning of sentences and names of people
- *Retell short narrative stories
- *Retell facts from expository text

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)