**COURSE DESCRIPTION**

**Course Title:** English Language Arts 1

**Course Number:** 08103

**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. 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. Learners will read on level text accurately, with appropriate rate and expression, in order to construct meaning. Learners will acquire and use grade-appropriate conversational, academic, and domain specific words. Expressing ideas in the form of drawings and/or written words for a variety of audiences and purposes will be developed. Learners will use common spelling patterns and conventions to convey their ideas. 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**: Grade 1

**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**: 01029

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-Gr. 1

**Publisher:** McGraw-Hill Education

**ISBN #:**  978-0-02-129214-1

**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 1-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 | SeptemberMay |
| Demonstrate understanding of the organization and basic features of print. | CC.1.1.1.B | SeptemberMay |
| Recognize the distinguishing features of a sentence. | CC.1.1.1.B.a | SeptemberMay |
| Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | CC.1.1.1.C | SeptemberMay |
| Counting the number of words in a sentence. |   | SeptemberMay |
| Repeating a sentence aloud. |   | SeptemberMay |
| Reciting Nursery Rhymes. |   | SeptemberMay |
| Recognizing rhyming words including in a series of words. |   | SeptemberMay |
| Producing a rhyming word with a rime or familiar word, including with a nonsense word.  |   | SeptemberMay |
| Distinguish long from short vowel sounds in spoken single-syllable words. | CC.1.1.1.C.a | JanuaryMay |
| Count, pronounce, blend, and segment syllables in spoken and written words. | CC.1.1.1.C.b | FebruaryMay |
| Blending individual words into compound words. |   | SeptemberMay |
| Blending onset with rime into spoken words. |   | SeptemberMay |
| Blending Body-Coda (body of the word and final sound) into spoken words. |   | SeptemberMay |
| Blending phonemes (sounds) into spoken words. |   | SeptemberMay |
| Segmenting compound words into individual words.  |   | SeptemberMay |
| Segmenting spoken words into onset rime. |   | SeptemberJune |
| Segmenting spoken words into phonemes. |   | SeptemberMay |
| Orally produce single-syllable words, including consonant blends and digraphs. | CC.1.1.1.C.c | DecemberMay |
| Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | CC.1.1.1.C.d | SeptemberMay |
| Isolating the onset phoneme (initial sound) in a series of words. |   | SeptemberMay |
| Phoneme Categorization for initial, medial and final phonemes. |   | SeptemberMay |
| Isolating final syllables in spoken words. |   | SeptemberMay |
| Phoneme location with medial and final phonemes. |   | SeptemberMay |
| Add or substitute individual sounds (phonemes) in one syllable words to make new words. | CC.1.1.1.C.e | SeptemberMay |
| Adding Phonemes: Adding words to make compound words. |   | SeptemberMay |
| Adding Phonemes: Adding syllables to words or word parts. |   | SeptemberMay |
| Adding Phonemes: Adding initial phonemes to spoken words. |   | SeptemberMay |
| Adding Phonemes: Adding final phonemes to spoken words. |   | SeptemberMay |
| Adding Phonemes: Adding a rime to the end of a word. |   | SeptemberMay |
| Adding Phonemes: Adding the second phoneme to make a consonant blend. |   | DecemberMay |
| Deleting Phonemes: Deleting words from compound words. |   | SeptemberMay |
| Deleting Phonemes: Deleting syllables from spoken words. |   | SeptemberMay |
| Deleting Phonemes: Deleting initial phonemes from spoken words. |   | OctoberMay |
| Deleting Phonemes: Deleting final phonemes from spoken words. |   | FebruaryMay |
| Deleting Phonemes: Deleting the rime from the end of a word.  |   | FebruaryMay |
| Deleting Phonemes: Deleting the second phoneme from a consonant blend.  |   | JanuaryMay |
| Substituting Phonemes: Substituting a word or syllable in 2 and 3 syllable words. |   | OctoberMay |
| Substituting Phonemes: Substituting the initial phonemes in spoken words.  |   | SeptemberMay |
| Substituting Phonemes: Substituting the rime in spoken words. |   | DecemberMay |
| Substituting Phonemes: Substituting the final phonemes in spoken words.  |   | JanuaryMay |
| Substituting Phonemes: Substituting the medial (vowel) phonemes in spoken words. |   | JanuaryMay |
| Substituting Phonemes: Substituting the second letter of a consonant blend. |   | FebruaryMay |
| Know and apply grade-level phonics and word analysis skills in decoding words. | CC.1.1.1.D | SeptemberMay |
| Identify common consonant digraphs, final-e, and common vowel teams. | CC.1.1.1.D.a | JanuaryMay |
| Identify word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel consonant-e syllables). |   | SeptemberMay |
| Identify frequently occurring root words and their inflectional forms. |   | SeptemberMay |
| Distinguish long and short vowel sounds. |   | JanuaryMay |
| Name and write corresponding letter (s) when given sounds for consonants, consonant digraphs, and short and long vowels.  |   | SeptemberMay |
| Name sounds for r controlled words. |   | FebruaryMay |
| Name sounds for vowel digraphs and vowel diphthongs. |   | MarchMay |
| Decode one- and two-syllable words with common patterns. | CC.1.1.1.D.b | SeptemberMay |
| Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words. |   | SeptemberMay |
| Read and spell compound words and other words with two-syllables by breaking them into syllables.  |   | JanuaryMay |
| Read grade-level words with inflectional endings. | CC.1.1.1.D.c | SeptemberMay |
| Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing base words.  |   | NovemberMay |
| Read grade appropriate irregularly spelled words. | CC.1.1.1.D.d | SeptemberMay |
| Read with accuracy and fluency to support comprehension. | CC.1.1.1.E | NovemberMay |
| Read on-level text with purpose and understanding. | CC.1.1.1.E.a | NovemberMay |
| Read controlled stories with fluency, expression, and understanding.  |   | NovemberMay |
| Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | CC.1.1.1.E.b | NovemberMay |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.1.E.c | NovemberMay |
| 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 | NovemberMay |
| Identify the main idea and retell key details of text. | CC.1.2.1.A | NovemberMay |
| Ask and answer questions about key details in a text. | CC.1.2.1.B | NovemberMay |
| Describe the connection between two individuals, events, ideas, or pieces of information in a text. | CC.1.2.1.C | NovemberMay |
| Use various text features and search tools to locate key facts or information in a text. | CC.1.2.1.E | NovemberMay |
| Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | CC.1.2.1.F | NovemberMay |
| Use the illustrations and details in a text to describe its key ideas. | CC.1.2.1.G | NovemberMay |
| Identify the reasons an author gives to support points in a text. | CC.1.2.1.H | NovemberMay |
| Identify basic similarities in and differences between two texts on the same topic. | CC.1.2.1.I | NovemberMay |
| 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.J | NovemberMay |
| 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 | NovemberMay |
| Identify and explain new meanings for familiar words and newly taught words.  |   | NovemberMay |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.1.L | NovemberMay |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. | CC.1.3.1.A | NovemberMay |
| Ask and answer questions about key details in a text. | CC.1.3.1.B | SeptemberMay |
| Describe characters, settings, and major events in a story, using key details. | CC.1.3.1.C | NovemberMay |
| Identify who is telling the story at various points in a text. | CC.1.3.1.D | MarchMay |
| 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.E | NovemberMay |
| Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | CC.1.3.1.F | NovemberMay |
| Use illustrations and details in a story to describe characters, setting, or events. | CC.1.3.1.G | NovemberMay |
| Compare and contrast the adventures and experiences of characters in stories. | CC.1.3.1.H | NovemberMay |
| 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, including words that signal connections and relationships between the words and phrases. | CC.1.3.1.J | SeptemberMay |
| Read and comprehend literature on grade level, reading independently and proficiently. | CC.1.3.1.K | NovemberMay |
| Write informative/ explanatory texts to examine a topic and convey ideas and information. | CC.1.4.1.A | MarchMay |
| Identify and write about one specific topic. | CC.1.4.1.B | MayMay |
| Develop the topic with two or more facts. | CC.1.4.1.C | MayMay |
| Group information and provide some sense of closure. | CC.1.4.1.D | JanuaryMay |
| Choose words and phrases for effect. | CC.1.4.1.E | FebruaryMay |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.1.F | SeptemberMay |
| Capitalize dates and names of people. | CC.1.4.1.F.a | SeptemberMay |
| Apply capitalization rules for beginning of sentences and names of people, places and dates.  |   | SeptemberMay |
| Use end punctuation; use commas in dates and words in series. | CC.1.4.1.F.b | SeptemberMay |
| Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. | CC.1.4.1.F.c | SeptemberMay |
| Write opinion pieces on familiar topics. | CC.1.4.1.G | FebruaryMay |
| Form an opinion by choosing among given topics. | CC.1.4.1.H | FebruaryMay |
| Support the opinion with reasons related to the opinion.  | CC.1.4.1.I | FebruaryMay |
| Create an organizational structure that includes reasons and provides some sense of closure. | CC.1.4.1.J | FebruaryMay |
| Use a variety of words and phrases. | CC.1.4.1.K | AprilMay |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.1.L | FebruaryMay |
| Capitalize dates and names of people. | CC.1.4.1.L | FebruaryMay |
| Use end punctuation; use commas in dates and words in series. | CC.1.4.1.L | FebruaryMay |
| Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. | CC.1.4.1.L | FebruaryMay |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.1.M | NovemberMay |
| Establish who and what the narrative will be about. | CC.1.4.1.N | NovemberMay |
| Include thoughts and feelings to describe experiences and events. | CC.1.4.1.O | NovemberMay |
| 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 | DecemberMay |
| Use a variety of words and phrases. | CC.1.4.1.Q | DecemberMay |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.1.R | SeptemberMay |
| Capitalize dates and names of people. | CC.1.4.1.R | SeptemberMay |
| Use end punctuation; use commas in dates and words in series. | CC.1.4.1.R | SeptemberMay |
| Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. | CC.1.4.1.R | SeptemberMay |
| 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.T | NovemberMay |
| With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. | CC.1.4.1.U | MarchMay |
| Participate in individual or shared research and writing projects. | CC.1.4.1.V | MayMay |
| With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | CC.1.4.1.W | JanuaryMay |
| 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. | CC.1.4.1.X | SeptemberMay |
| Participate in collaborative conversations with peers and adults in small and larger groups. | CC.1.5.1.A | SeptemberMay |
| 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.B | SeptemberMay |
| 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.C | SeptemberMay |
| Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | CC.1.5.1.D | MayMay |
| Produce complete sentences when appropriate to task and situation. | CC.1.5.1.E | DecemberMay |
| Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings. | CC.1.5.1.F | NovemberMay |
| Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content. | CC.1.5.1.G | DecemberMay |

**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.