

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

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](#)

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: 01029

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Core Knowledge Language Arts
Publisher: Amplify
ISBN #: 978-1-63948-753-0
Copyright Date: 2022
WCSD Board Approval Date: May 09, 2022

Supplemental Materials: Heggerty Phonemic Awareness Curriculum, Amplify Reading, mCLASS Reading, CKLA and mCLASS Intervention Toolkit

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/13/2022
Date Approved: Click or tap to enter a date.
Implementation Year: **2022-2023**

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 AND CONCEPTS

Marking Period 1

Knowledge Strand:

- Understanding key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and understand the meaning behind sayings and phrases
- Narrative writing
- Develop an understanding of different types of fiction
- Set a purpose for listening and identify important information in a text
- Explore informational writing through collecting and synthesizing information and recording it
- Set a purpose for listening and make text-to-text connections
- Retell stories using story grammar and a correct sequence of events
- Compare and contrast fairytales and folktales
- Common themes in tales

Skills Strand:

- Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds
- Spell words with double letter spellings
- Consonant digraphs
- Identify and spell Tricky Words
- Read decodable stories
- Answer comprehension questions orally and/or in writing after reading each story
- Read and write long vowel sounds, including separated vowel digraphs (CVCe words)
- Identify and use common and proper nouns
- Spell dictated words

Marking Period 2

Knowledge Strand:

- Understanding key vocabulary
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Set a purpose for listening and identify important information in a text
- Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph
- Explore opinion writing by stating an opinion and supplying reasons to support it

Skills Strand:

- Answer comprehension questions orally and/or in writing after reading each story
- Read and write long vowel sounds, including separated vowel digraphs (CVCe words)
- Identify and use common and proper nouns
- Spell dictated words

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- Identify and spell Tricky Words
- Read and write words with various vowel sounds
- Distinguish between words with similar vowel sounds
- Identify and spell Tricky Words
- Spell grade-level words correctly
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Read decodable stories to practice fluency
- Understand that fables are stories that teach lessons or morals
- Understand that fables often feature characters that are talking animals
- Read and write words with r-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly
- Divide multi-syllable words into parts
- Read and write past tense verbs with –ed
- Compose descriptive writing pieces
- Introduction to informational text features such as headings and a picture glossary

Marking Period 3

Knowledge Strand:

- Understanding key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Explore informational writing through collecting and synthesizing information, and recording it in a journal and/or graphic organizer
- Deepen comprehension by identifying the elements of a fairy tale
- Compare and contrast literary ideas such as fantasy/reality and hero/villain
- Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale
- Understanding that fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar
- Explore concepts such as bravery/heroism and good/evil life lessons

Skills Strand:

- Read and write words with r-controlled vowels
- Review long vowel spellings, including digraphs
- Identify and use contractions
- Spell grade-level words correctly

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- Divide multi-syllable words into parts
- Read and write past tense verbs with –ed
- Compose descriptive writing pieces
- Introduction to informational text features such as headings and a picture glossary
- Segment and blend two-syllable words
- Review single and double-letter consonants
- Form plural nouns by adding –s and –es
- Write words with suffixes –ed or –ing
- Spell grade level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion
- Read decodable stories to practice fluency
- Answer comprehension questions orally and/or in writing after reading each story
- Segment and blend two-syllable words
- Read and write spelling alternatives
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to antecedents
- Use the writing process to compose a personal narrative

Marking Period 4

Knowledge Strand:

- Understanding key vocabulary
- Set a purpose for listening
- Deepen comprehension through “Somebody Wanted But So Then” strategy
- Identify important information and sequence events in a text
- Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph

Skills Strand:

- Segment and blend two-syllable words
- Read and write spelling alternatives
- Use past, present, and future verb tenses
- Build phrases and expand sentences using adjectives
- Match pronouns to antecedents
- Use the writing process to compose a personal narrative
- Read decodable stories to practice fluency
- Students answer comprehension questions orally and/or in writing after reading each story.
- Spell grade-level words correctly
- Identify and use plural nouns
- Identify and use correct noun-verb agreement

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- Write sentences using conjunctions
- Use the writing process to compose instructional writing

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Utilize book handling skills.	CC.1.1.1.A	MP1, P2, MP3, MP4
Demonstrate understanding of the organization and basic features of print.	CC.1.1.1.B	MP1, P2, MP3
Recognize the distinguishing features of a sentence.	CC.1.1.1.B.1	MP1, MP2, MP3, MP4
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	CC.1.1.1.C	MP1, MP2, MP3, MP4
Distinguish long from short vowel sounds in spoken single-syllable words.	CC.1.1.1.C.1	MP1, MP2, MP3
Count, pronounce, blend, and segment syllables in spoken and written words.	CC.1.1.1.C.2	MP1, MP2, MP3, MP4
Orally produce single-syllable words, including consonant blends and digraphs.	CC.1.1.1.C.3	MP1, MP2, MP3
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	CC.1.1.1.C.4	MP1, MP2, MP3
Add or substitute individual sounds (phonemes) in one-syllable words to make new words.	CC.1.1.1.C.5	MP1, MP2, MP3, MP4
Know and apply grade-level phonics and word analysis skills in decoding words.	CC.1.1.1.D	MP1, MP2, MP3, MP4
Identify common consonant digraphs, final-e, and common vowel teams.	CC.1.1.1.D.1	MP1, MP2, MP3, MP4
Decode one and two-syllable words with common patterns.	CC.1.1.1.D.2	MP1, MP2, MP3, MP4
Read grade-level words with inflectional endings.	CC.1.1.1.D.3	MP2, MP3, MP4
Read grade-appropriate irregularly spelled words.	CC.1.1.1.D.4	MP1, MP2, MP3, MP4
Read with accuracy and fluency to support comprehension.	CC.1.1.1.E	MP1, MP2, MP3, MP4
Read on-level text with purpose and understanding.	CC.1.1.1.E.1	MP1, MP2, MP3, MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	CC.1.1.1.E.2	MP1, MP2, MP3, MP4
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.1.E.3	MP2, MP3
Reading Informational Text: Students read, understand, and respond to informational text-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	CC.1.2.1	MP1, MP2, MP3, MP4
Identify the main idea and retell key details of text.	CC.1.2.1.A	MP1, MP2, MP3, MP4
Ask and answer questions about key details in a text.	CC.1.2.1.B	MP1, MP2, MP3, MP4
Describe the connection between two individual, events, ideas, or pieces of information in a text.	CC.1.2.1.C	MP1, MP2, MP3, MP4
Use various text features and search tools to locate key facts or information in a text.	CC.1.2.1.E	MP2, MP3,
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CC.1.2.1.F	MP1, MP2, MP3, MP4
Use the illustrations and details in a text to describe its key ideas.	CC.1.2.1.G	MP1, MP2, MP3, MP4
Identify the reasons an author gives to support points in a text.	CC.1.2.1.H	MP2, MP3, MP4
Identify basic similarities in and differences between two texts on the same topic.	CC.1.2.1.I	MP1, MP2, MP3, MP4
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	MP1, MP2, MP3, MP4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.	CC.1.2.1.K	MP1, MP2, MP3, MP4
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.1.L	MP1, MP2, MP3, MP4
Reading Literature: Students read and respond to works of literature-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	CC.1.3.1	MP1, MP2, MP3, MP4

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Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CC.1.3.1.A	MP1, MP2, MP3, MP4
Ask and answer questions about key details in a text.	CC.1.3.1.B	MP1, MP2, MP3, MP4
Describe characters, settings, and major events in a story, using key details.	CC.1.3.1.C	MP1, MP2, MP3, MP4
Identify who is telling the story at various points in a text.	CC.1.3.1.D	MP1, MP2, MP3
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	MP2
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.3.1.F	MP1, MP2, MP3, MP4
Use illustrations and details in a story to describe characters, setting, or events.	CC.1.3.1.G	MP1, MP2, MP3, MP4
Compare and contrast the adventures and experiences of characters in stories.	CC.1.3.1.H	MP1, MP3, MP4
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content	CC.1.3.1.I	MP1, MP2, MP3, MP4
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	MP1, MP2, MP3, MP4
Read and comprehend literature on grade-level, reading independently and proficiently.	CC.1.3.1.K	MP1, MP2, MP3, MP4
Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4.1	MP1, MP2, MP3, MP4
Write informative/ explanatory texts to examine a topic and convey ideas and information.	CC.1.4.1.A	MP1, MP2, MP3, MP4
Identify and write about one specific topic.	CC.1.4.1.B	MP1, MP2, MP3, MP4
Develop the topic with two or more facts.	CC.1.4.1.C	MP1, MP2, MP3, MP4
Group information and provide some sense of closure.	CC.1.4.1.D	MP1, MP2, MP3, MP4
Choose words and phrases for effect.	CC.1.4.1.E	MP1, MP2, MP3, MP4

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Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.F	MP1, MP2, MP3, MP4
Capitalize dates and names of people.	CC.1.4.1.F.1	MP1, MP2, MP3, MP4
Use end punctuation; use commas in dates and words in series.	CC.1.4.1.F.2	MP1, MP2, MP3, MP4
Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	CC.1.4.1.F.3	MP1, MP2, MP3, MP4
Write opinion pieces on familiar topics.	CC.1.4.1.G	MP2, MP3, MP4
Form an opinion by choosing among given topics.	CC.1.4.1.H	MP2, MP3, MP4
Support the opinion with reasons related to the opinion.	CC.1.4.1.I	MP2, MP3, MP4
Create an organizational structure that includes reasons and provides some sense of closure.	CC.1.4.1.J	MP2, MP3, MP4
Use a variety of words and phrases.	CC.1.4.1.K	MP2, MP3, MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.L	MP2, MP3, MP4
Capitalize dates and names of people.	CC.1.4.1.L.1	MP2, MP3, MP4
Use end punctuation; use commas in dates and words in series.	CC.1.4.1.L.2	MP2, MP3, MP4
Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	CC.1.4.1.L.3	MP2, MP3, MP4
Write narratives to develop real or imagined experiences or events.	CC.1.4.1.M	MP1, MP2, MP3

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Establish who and what the narrative will be about.	CC.1.4.1.N	MP1, MP2, MP3
Include thoughts and feelings to describe experiences and events	CC.1.4.1.O	MP1, MP2, MP3
Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.	CC.1.4.1.P	MP1, MP2, MP3
Use a variety of words and phrases.	CC.1.4.1.Q	MP1, MP2, MP3
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.R	MP1, MP2, MP3, MP4
Capitalize dates and names of people.	CC.1.4.1.R.1	MP1, MP2, MP3, MP4
Use end punctuation; use commas in dates and words in series.	CC.1.4.1.R.2	MP1, MP2, MP3, MP4
Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.	CC.1.4.1.R.3	MP1, MP2, MP3, MP4
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	MP2, MP3, MP4
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	MP2, MP3, MP4
Participate in individual or shared research and writing projects.	CC.1.4.1.V	MP1, MP2, MP3, MP4
With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.1.W	MP1, MP2, MP3, MP4
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	MP1, MP2, MP3, MP4
Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5.1	MP1, MP2, MP3, MP4
Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.1.A	MP1, MP2, MP3, MP4

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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	MP1, MP2, MP3, MP4
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	MP1, MP3, MP4
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CC.1.5.1.D	MP1, MP2, MP3, MP4
Produce complete sentences when appropriate to task and situation.	CC.1.5.1.E	MP1, MP2, MP3, MP4
Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	CC.1.5.1.F	MP1, MP2, MP3, MP4
Demonstrate command of the conventions of standard English when speaking based on grade 1 level and content.	CC.1.5.1.G	MP1, MP2, MP3, MP4

ASSESSMENTS

PDE 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, benchmark assessments, projects, tests, and quizzes.