



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Language Arts	Length of Course: Full Year
Grade Level(s): Kindergarten	Periods Per Cycle: 6
Units of Credit: N/A	Length of Period: 2 Hours
Classification: Required	Total Instructional Time: 360 Hours

Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Kid Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	PSSA Released Passages	Videos/DVDs
Higher Level Questioning	Question-Answer Relationships	Wait-Time
Homework	Quizzes	Wait-Time Extended
Interaction Sequence		

Assessments

Daze – Cloze Comprehension Passage	Reports	Unit Tests – Journeys 2011
Homework	Selection Tests	DRA (Developmental Reading Assessment)
Oral Projects	Study Island Benchmarks	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Presentations	Teacher Observations	
Projects	Teacher-Made Tests and Quizzes	

Materials/Resources

4 Square Writing
Destination Reading
Earobics – Reading Intervention Program
Guest Speakers
Imagination Station
Internet

Journeys 2011 [Houghton-Mifflin]
Leveled Readers
Mentor Texts
Resource Books
SAS (Standards Aligned System)

Study Island
Supplemental Readings
Trade Books, Picture Books, Big Books
Trait Crates
Videos / DVDs

Adopted: 1/27/88

Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Book Handling	CC.1.1.K.A – Utilize book handling skills.
Print Concepts	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 upper and lower case letters of the alphabet.
Phonological Awareness	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 onset and rhymes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.
Phonics and Word Recognition	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.
Fluency	CC.1.1.K.E. – Read emergent-reader text with purpose and understanding.

1.2 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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.K.A – With prompting and support, identify the main idea and retell key details of text.
Key Ideas and Details – Text Analysis	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 individual, events, ideas, or pieces of information in a text.
Craft and Structure – Text Structure	CC.1.2.K.E – Identify parts of a book (title, author) and parts of a text (beginning, end, details).
Craft and Structure – Vocabulary	CC.1.2.K.F – With prompting and support, ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.K.G – Answers questions to describe the relationship between illustrations and the text in which they appear.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.K.H – With prompting and support, identify the reasons an author gives to support points in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	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.
Vocabulary Acquisition and Use	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.
Range of Reading	CC.1.2.K.L – Actively engage in group reading activities with purpose and understanding.

1.3 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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.K.A – With prompting and support, retell familiar stories including key details.
Key Ideas and Details – Text Analysis	CC.1.3.K.B – Answer questions about key details in a text.
Key Ideas and Details – Literary Elements	CC.1.3.K.C – With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure – Point of View	CC.1.3.K.D – Name the author and illustrator of a story and define the role of each in telling the story.
Craft and Structure – Text Structure	CC.1.3.K.E – Recognize common types of text.
Craft and Structure – Vocabulary	CC.1.3.K.F – Ask and answer questions about unknown words in a text.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.K.G – Make connections between the illustrations and the text in a story (read or read aloud).
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.K.H – Compare and contrast the adventures and experiences of characters in familiar stories.
Vocabulary Acquisition and Use – Strategies	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.
Vocabulary Acquisition and Use	CC.1.3.K.J – Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
Range of Reading	CC.1.3.K.K – Actively engage in group reading activities with purposes and understanding.

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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.K.A – Use a combination of drawing, dictating, and writing to compose informative/explanatory texts.
Informative/Explanatory Focus	CC.1.4.K.B – Use a combination of drawing, dictating, and writing to focus on one specific topic.
Informative/Explanatory Content	CC.1.4.K.C – With prompting and support, generate ideas and details to convey information that relates to the chosen topic.
Informative/Explanatory Organization	CC.1.4.K.D – Make logical connections between drawing and dictation/writing.
Informative/Explanatory Style	CC.1.4.K.E. – With prompting and support, illustrate using details and dictate/write using descriptive words.
Informative/Explanatory Conventions of Language	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 first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
Opinion/Argumentative	CC.1.4.K.G – Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.
Opinion/Argumentative Focus	CC.1.4.K.H – Form an opinion by choosing between two given topics.
Opinion/Argumentative Content	CC.1.4.K.I – Support the opinion with reasons.
Opinion/Argumentative Organization	CC.1.4.K.J – Make logical connections between drawing and writing.
Opinion/Argumentative Conventions of Language	CC.1.4.K.L – Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative	CC.1.4.K.M – Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.
Narrative Focus	CC.1.4.K.N – Establish “who” and “what” the narrative will be about.
Narrative Content	CC.1.4.K.O – Describe experiences and events.
Narrative Organization	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.
Narrative Conventions of Language	CC.1.4.K.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 first word in sentence and pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically.
Production and Distribution of Writing / Writing Process	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.
Technology and Publication	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.
Conducting Research	CC.1.4.K.V – Participate in individual or share research projects on a topic of interest.
Credibility, Reliability, and Validity of Sources	CC.1.4.K.W – With guidance and support, recall information from experiences or gather information from provided sources to answer a question.
Range of Writing	CC.1.4.K.X - Write routinely over short time frames.

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.K.A – Participate in collaborative conversations with peers and adults in small and larger groups.
Comprehension and Collaboration / Critical Listening	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.
Comprehension and Collaboration / Evaluating Information	CC.1.5.K.C – Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.K.D – Share stories, familiar experiences, and interests speaking clearly enough to be understood by all audiences using appropriate volume.
Presentation of Knowledge and Ideas / Context	CC.1.5.K.E – Speak audibly and express thoughts, feelings, and ideas clearly.
Conventions of Standard English	CC.1.5.K.G – Demonstrate command of the conventions of standard English when speaking based on kindergarten level and content.