

**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 chose the correct code that corresponds with the course.

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**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., Foundations 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).

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**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	CC.1.1	September May
Demonstrate understanding of the organization and basic features of print.	CC.1.1.1.B	September May
Recognize the distinguishing features of a sentence.	CC.1.1.1.B.a	September May
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	CC.1.1.1.C	September May
Counting the number of words in a sentence.		September May
Repeating a sentence aloud.		September May
Reciting Nursery Rhymes.		September May
Recognizing rhyming words including in a series of words.		September May
Producing a rhyming word with a rime or familiar word, including with a nonsense word.		September May
Distinguish long from short vowel sounds in spoken single-syllable words.	CC.1.1.1.C.a	January May
Count, pronounce, blend, and segment syllables in spoken and written words.	CC.1.1.1.C.b	February May
Blending individual words into compound words.		September May
Blending onset with rime into spoken words.		September May
Blending Body-Coda (body of the word and final sound) into spoken words.		September May
Blending phonemes (sounds) into spoken words.		September May
Segmenting compound words into individual words.		September May
Segmenting spoken words into onset rime.		September June
Segmenting spoken words into phonemes.		September May
Orally produce single-syllable words, including consonant blends and digraphs.	CC.1.1.1.C.c	December May
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	CC.1.1.1.C.d	September May
Isolating the onset phoneme (initial sound) in a series of words.		September May
Phoneme Categorization for initial, medial and final phonemes.		September May
Isolating final syllables in spoken words.		September May

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Phoneme location with medial and final phonemes.		September May
Add or substitute individual sounds (phonemes) in one syllable words to make new words.	CC.1.1.1.C.e	September May
Adding Phonemes: Adding words to make compound words.		September May
Adding Phonemes: Adding syllables to words or word parts.		September May
Adding Phonemes: Adding initial phonemes to spoken words.		September May
Adding Phonemes: Adding final phonemes to spoken words.		September May
Adding Phonemes: Adding a rime to the end of a word.		September May
Adding Phonemes: Adding the second phoneme to make a consonant blend.		December May
Deleting Phonemes: Deleting words from compound words.		September May
Deleting Phonemes: Deleting syllables from spoken words.		September May
Deleting Phonemes: Deleting initial phonemes from spoken words.		October May
Deleting Phonemes: Deleting final phonemes from spoken words.		February May
Deleting Phonemes: Deleting the rime from the end of a word.		February May
Deleting Phonemes: Deleting the second phoneme from a consonant blend.		January May
Substituting Phonemes: Substituting a word or syllable in 2 and 3 syllable words.		October May
Substituting Phonemes: Substituting the initial phonemes in spoken words.		September May
Substituting Phonemes: Substituting the rime in spoken words.		December May
Substituting Phonemes: Substituting the final phonemes in spoken words.		January May
Substituting Phonemes: Substituting the medial (vowel) phonemes in spoken words.		January May
Substituting Phonemes: Substituting the second letter of a consonant blend.		February May
Know and apply grade-level phonics and word analysis skills in decoding words.	CC.1.1.1.D	September May
Identify common consonant digraphs, final-e, and common vowel teams.	CC.1.1.1.D.a	January May
Identify word structures such as blends, digraphs, base words, suffixes, syllable types (closed and vowel consonant-e syllables).		September May

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Identify frequently occurring root words and their inflectional forms.		September May
Distinguish long and short vowel sounds.		January May
Name and write corresponding letter (s) when given sounds for consonants, consonant digraphs, and short and long vowels.		September May
Name sounds for r controlled words.		February May
Name sounds for vowel digraphs and vowel diphthongs.		March May
Decode one- and two-syllable words with common patterns.	CC.1.1.1.D.b	September May
Read and spell CVC, CCVC, CVCC, CCVCC, CVCe words.		September May
Read and spell compound words and other words with two-syllables by breaking them into syllables.		January May
Read grade-level words with inflectional endings.	CC.1.1.1.D.c	September May
Read and spell words with -s, -es, -ed, -ing suffixes when added to non-changing base words.		November May
Read grade appropriate irregularly spelled words.	CC.1.1.1.D.d	September May
Read with accuracy and fluency to support comprehension.	CC.1.1.1.E	November May
Read on-level text with purpose and understanding.	CC.1.1.1.E.a	November May
Read controlled stories with fluency, expression, and understanding.		November May
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	CC.1.1.1.E.b	November May
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.1.E.c	November May
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	November May
Identify the main idea and retell key details of text.	CC.1.2.1.A	November May
Ask and answer questions about key details in a text.	CC.1.2.1.B	November May
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	CC.1.2.1.C	November May
Use various text features and search tools to locate key facts or information in a text.	CC.1.2.1.E	November May
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CC.1.2.1.F	November May
Use the illustrations and details in a text to describe its key ideas.	CC.1.2.1.G	November May

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Identify the reasons an author gives to support points in a text.	CC.1.2.1.H	November May
Identify basic similarities in and differences between two texts on the same topic.	CC.1.2.1.I	November May
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	November May
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	November May
Identify and explain new meanings for familiar words and newly taught words.		November May
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.1.L	November May
Retell stories, including key details, and demonstrate understanding of their central message or lesson.	CC.1.3.1.A	November May
Ask and answer questions about key details in a text.	CC.1.3.1.B	September May
Describe characters, settings, and major events in a story, using key details.	CC.1.3.1.C	November May
Identify who is telling the story at various points in a text.	CC.1.3.1.D	March May
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	November May
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CC.1.3.1.F	November May
Use illustrations and details in a story to describe characters, setting, or events.	CC.1.3.1.G	November May
Compare and contrast the adventures and experiences of characters in stories.	CC.1.3.1.H	November May
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	September May
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	September May
Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.1.K	November May
Write informative/ explanatory texts to examine a topic and convey ideas and information.	CC.1.4.1.A	March May
Identify and write about one specific topic.	CC.1.4.1.B	May May
Develop the topic with two or more facts.	CC.1.4.1.C	May May
Group information and provide some sense of closure.	CC.1.4.1.D	January May

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Choose words and phrases for effect.	CC.1.4.1.E	February May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.F	September May
Capitalize dates and names of people.	CC.1.4.1.F.a	September May
Apply capitalization rules for beginning of sentences and names of people, places and dates.		September May
Use end punctuation; use commas in dates and words in series.	CC.1.4.1.F.b	September May
Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	CC.1.4.1.F.c	September May
Write opinion pieces on familiar topics.	CC.1.4.1.G	February May
Form an opinion by choosing among given topics.	CC.1.4.1.H	February May
Support the opinion with reasons related to the opinion.	CC.1.4.1.I	February May
Create an organizational structure that includes reasons and provides some sense of closure.	CC.1.4.1.J	February May
Use a variety of words and phrases.	CC.1.4.1.K	April May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.L	February May
Capitalize dates and names of people.	CC.1.4.1.L	February May
Use end punctuation; use commas in dates and words in series.	CC.1.4.1.L	February May
Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	CC.1.4.1.L	February May
Write narratives to develop real or imagined experiences or events.	CC.1.4.1.M	November May
Establish who and what the narrative will be about.	CC.1.4.1.N	November May
Include thoughts and feelings to describe experiences and events.	CC.1.4.1.O	November May
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	December May
Use a variety of words and phrases.	CC.1.4.1.Q	December May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.1.R	September May
Capitalize dates and names of people.	CC.1.4.1.R	September May

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Use end punctuation; use commas in dates and words in series.	CC.1.4.1.R	September May
Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.	CC.1.4.1.R	September May
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	November May
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	March May
Participate in individual or shared research and writing projects.	CC.1.4.1.V	May May
With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.1.W	January May
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	September May
Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.1.A	September May
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	September May
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	September May
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	CC.1.5.1.D	May May
Produce complete sentences when appropriate to task and situation.	CC.1.5.1.E	December May
Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.	CC.1.5.1.F	November May
Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.	CC.1.5.1.G	December May



## **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.