



**SPRING GROVE AREA SCHOOL DISTRICT**



**PLANNED COURSE OVERVIEW**

<b>Course Title:</b> English Language Arts	<b>Length of Course:</b> Full Year
<b>Grade Level(s):</b> Kindergarten	<b>Periods Per Cycle:</b> 6
<b>Units of Credit:</b> N/A	<b>Length of Period:</b> 2 Hours
<b>Classification:</b> Required	<b>Total Instructional Time:</b> 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           | Question-Answer Relationships | Videos                    |
| Higher Level Questioning | Quizzes                       | Wait-Time                 |
| Homework                 |                               | Wait-Time Extended        |
| Interaction Sequence     |                               |                           |

***Assessments***

- |                          |                                |                                   |
|--------------------------|--------------------------------|-----------------------------------|
| District Benchmark Tests | Reports                        | Acadience                         |
| Homework                 | Teacher Observations           | BAS (Benchmark Assessment System) |
| Presentations            | Teacher-Made Tests and Quizzes | CORE                              |
| Projects                 |                                |                                   |

## ***Materials/Resources***

4 Square Writing  
Foundations  
Heggerty  
Ipad (one to one)

Leveled Readers (F&P)  
Mentor Texts  
Resource Books  
SAS (Standards Aligned System)

SeeSaw  
Supplemental Readings  
Trade Books, Picture Books, Big Books  
Videos

**Adopted:** 1/27/88

**Revised:** 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13, 5/22/23

[https://springgroveareascho.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURR/English Language Arts/2023/Kindergarten/REWRITE\\_Planned Course Overview - ELA Gr K.doc](https://springgroveareascho.sharepoint.com/sites/PrivateSGASD/Shared Documents/AASG/NEWCURR/English Language Arts/2023/Kindergarten/REWRITE_Planned Course Overview - ELA Gr K.doc)

<b>1.1 Foundational Skills</b>	
<b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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"> <li>• Follow words left to right, top to bottom, and page by page.</li> <li>• Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>• Understand that words are separated by spaces in print.</li> <li>• Recognize and name all upper and lower case letters of the alphabet.</li> </ul>
Phonological Awareness	CC.1.1.K.C – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words.</li> <li>• Count, pronounce, blend, and segment syllables in spoken words.</li> <li>• Blend and segment onset and rhymes of single syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words.</li> </ul>
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"> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondence.</li> <li>• Associate the long and short sounds with common spellings for the five major vowels.</li> <li>• Read grade level high-frequency sight words with automaticity.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>
Fluency	CC.1.1.K.E. – Read emergent-reader text with purpose and understanding.

<b>1.2 Reading Informational Text</b>	
<b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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.

<b>1.3 Reading Literature</b>	
<b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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 purpose and understanding.

<b>1.4 Writing</b>	
<b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
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.

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<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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"> <li>• Capitalize first word in sentence and pronoun I.</li> <li>• Recognize and use end punctuation.</li> <li>• Spell simple words phonetically.</li> </ul>
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.

<b>1.5 Speaking and Listening</b>	
<b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
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.