

<h2>Mifflin County School District Planned Instruction</h2>
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Title of Planned Instruction: Language Arts

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: K

Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing fluency and comprehension; to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success.

Required Time: One year

Course Credit: 1.0

NOTE: Items in **BOLD** print represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001  
Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

Maryann S. Keefer  
Julie A. Yoder  
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Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening  
 Standard: 1.1 Learning to Read Independently  
 Grade: K

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading text, identify the story types (e.g., real vs. make-believe).	<ul style="list-style-type: none"> <li>• Preview illustrations.</li> <li>• Activate prior knowledge.</li> <li>• Generate predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Oral answers</li> </ul>
<b>B. Apply concepts of print (e.g., title, author, book parts, directionality of letters or words), locate known letters and/or words. Determine relationships between illustrations and within text, and understand that print conveys a message.</b>	<ul style="list-style-type: none"> <li>• <b>Preview text.</b></li> <li>• <b>Utilize correct book handling skills.</b></li> <li>• <b>Recognize and name capital and lowercase letters.</b></li> <li>• <b>Recognize known words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral answers</b></li> <li>• <b>Written answers</b></li> <li>• <b>Portfolio</b></li> <li>• <b>Teacher observation</b></li> </ul>
<b>C. During reading, apply phonemic awareness, phonological awareness, phonetic analysis, and develop a basic sight word vocabulary.</b>	<ul style="list-style-type: none"> <li>• <b>Use letter-sound links.</b></li> <li>• <b>Apply phonemic awareness concepts (i.e., rhyming, alliteration, chunking).</b></li> <li>• <b>Utilize visual and context clues to predict unknown words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whole group</b></li> <li>• <b>Teacher observation</b></li> <li>• <b>Class participation</b></li> <li>• <b>Phonemic Awareness test</b></li> <li>• <b>Individualized testing</b></li> </ul>
<b>D. Understand text read orally.</b>	<ul style="list-style-type: none"> <li>• <b>Predict and revise predictions.</b></li> <li>• <b>Make associations with picture clues (Picture Walk).</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Whole group</b></li> <li>• <b>Class discussion</b></li> <li>• <b>Teacher observation</b></li> </ul>
<b>E. Acquire a basic sight vocabulary.</b>	<ul style="list-style-type: none"> <li>• <b>Identify common words.</b></li> <li>• <b>Read environmental print.</b></li> <li>• <b>Read word families.</b></li> <li>• <b>Read some high frequency words.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Oral answer</b></li> <li>• <b>Teacher observation</b></li> <li>• <b>Games</b></li> <li>• <b>Portfolio</b></li> </ul>

<p><b>F. Read using basic sight vocabulary in various subjects.</b></p>	<ul style="list-style-type: none"> <li>• Use context clues.</li> <li>• Use visual clues.</li> <li>• Use letter/sound correspondence.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral answer</li> <li>• Portfolio</li> <li>• Teacher observation</li> <li>• Demonstrations</li> </ul>
<p><b>G. Demonstrate understanding and interpretation of text.</b></p>	<ul style="list-style-type: none"> <li>• Retell/Summarize story (orally or illustrations), identifying and explaining main ideas and relevant details.</li> <li>• Make inferences about the story.</li> <li>• Draw conclusions.</li> <li>• Construct a written or oral response.</li> <li>• Answer questions (support answers by revisiting text).</li> <li>• Apply new information from text to known information.</li> <li>• Identify/Interpret the concept of Same vs. Different.</li> </ul>	<ul style="list-style-type: none"> <li>• Written/oral answers</li> <li>• Teacher observation</li> <li>• Class participation</li> </ul>
<p><b>H. Demonstrate reading fluency (e.g., finger plays, poems, nursery rhymes, rereading familiar text, patterned sentences) and comprehension in reading.</b></p>	<ul style="list-style-type: none"> <li>• Read familiar material orally.</li> <li>• Answer questions in complete simple sentences orally/written regarding the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Whole group modeling</li> </ul>

Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.2 Reading Critically in All Content Areas  
Grade: K

<p><b>A. Identify story type (e.g., real vs. make believe), and determine essential information.</b></p>	<ul style="list-style-type: none"> <li>• Listen to and discuss content of informational text.</li> <li>• Distinguish between essential vs. nonessential information.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Class discussion</li> <li>• Oral answers</li> </ul>
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<p>B. Identify and use a variety of media.</p>	<ul style="list-style-type: none"> <li>• Use computers and other types of media.</li> <li>• Use the library.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Class participation</li> <li>• Modeling</li> <li>• Demonstration</li> </ul>
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<p>C. Verbalize and identify various forms of genre.</p>	<p>Listen to and discuss stories, poems, and nursery rhymes.</p>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Demonstration</li> <li>• Discussion</li> </ul>
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Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade: K

<p>A. Become familiar with a variety of works of literature.</p>	<p>Listen to a variety of works of literature.</p>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Class participation</li> <li>• Demonstration</li> </ul>
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<p>B. Identify literary elements in stories.</p>	<p>Discuss characters, settings, story sequence, and plot.</p>	<ul style="list-style-type: none"> <li>• Oral answers</li> <li>• Discussions</li> <li>• Interviews</li> <li>• Teacher observation</li> </ul>
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<p>C. Identify literary devices in stories.</p>	<p>Use rhyme, repetition, rhythm, and story patterns.</p>	<ul style="list-style-type: none"> <li>• Oral answers</li> <li>• Written answers</li> <li>• Portfolio</li> <li>• Teacher observation</li> <li>• Class participation</li> </ul>
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<p>D. Recognize and complete predictable language patterns.</p>	<p>Use choral reading, read alouds, predictable reading pattern books, and nursery rhymes.</p>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Whole group</li> <li>• Modeling</li> <li>• Class participation</li> </ul>
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E. Identify dialogue in simple text.	Discuss what the characters say.	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Teacher observation</li> <li>• Oral answer</li> <li>• Class participation</li> </ul>
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F. Respond to works of literature.	<ul style="list-style-type: none"> <li>• Discuss the stories, poems, etc.</li> <li>• Create a drawing of the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written answers</li> <li>• Modeling</li> <li>• Class participation</li> </ul>
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Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.4 Types of Writing  
Grade: K

A. Write to express an idea of a story or personal experience.	<ul style="list-style-type: none"> <li>• Use illustrations.</li> <li>• Write a sentence or story using “Kid Writing.”</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written answers</li> <li>• Conferencing</li> <li>• Demonstration</li> <li>• Teacher observation</li> <li>• Kid Writing sample</li> </ul>
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B. Write to inform.	<ul style="list-style-type: none"> <li>• Write lists, letters, descriptions, and instructions.</li> <li>• Use illustrations when relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Written answers</li> <li>• Teacher observation</li> <li>• Portfolio</li> <li>• Kid Writing sample</li> </ul>
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C. Write a personal opinion.	Write about personal feelings of a given topic.	<ul style="list-style-type: none"> <li>• Written answers</li> <li>• Teacher observation</li> <li>• Kid Writing sample</li> </ul>
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Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.5 Quality of Writing  
Grade: K

A. Retell or write a story.	<ul style="list-style-type: none"> <li>• Give story a title.</li> <li>• Stay on topic.</li> <li>• Make sense.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral and written answers</li> <li>• Kid Writing sample</li> </ul>
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B. Use prewriting strategies.	<ul style="list-style-type: none"> <li>• Select topic.</li> <li>• Gather ideas.</li> <li>• Brainstorm.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Small group</li> <li>• Class discussion</li> <li>• Modeling</li> </ul>
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		<ul style="list-style-type: none"> <li>• Kid Writing sample</li> </ul>
C. Dictate or write a story that makes sense.	Follow sequentially to include a beginning, middle, and end.	<ul style="list-style-type: none"> <li>• Oral and written answers</li> <li>• Teacher observation</li> <li>• Kid Writing Sample</li> </ul>
D. Write using complete sentences.	Write a simple sentence using nouns and verbs.	<ul style="list-style-type: none"> <li>• Written answers</li> <li>• Teacher observation</li> <li>• Modeling</li> <li>• Kid Writing sample</li> </ul>
E. Revise writing.	Check with teacher's assistance to ensure that all ideas and information are present, and the text follows a logical sequence.	<ul style="list-style-type: none"> <li>• Conferencing</li> <li>• Written answers</li> <li>• Kid Writing sample</li> </ul>
F. Edit writing.	<ul style="list-style-type: none"> <li>• Proofread.</li> <li>• Check spelling.</li> <li>• Check capital/lowercase letters.</li> <li>• Check end marks and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/rubric</li> <li>• Kid Writing sample</li> </ul>
G. Publish and/or share writing.	<ul style="list-style-type: none"> <li>• Show and tell.</li> <li>• Read the publication.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Whole group</li> <li>• Teacher observation</li> <li>• Kid Writing sample</li> </ul>
H. Use formal manuscript handwriting.	<ul style="list-style-type: none"> <li>• Use correct handwriting techniques (e.g., posture, holding pencil, paper position, directionality, and spacing).</li> <li>• Use correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>• Written answers</li> <li>• Teacher observation</li> <li>• Demonstration</li> <li>• Kid Writing sample</li> </ul>

Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.6 Speaking and Listening  
Grade: K

A. Listen to others.	<ul style="list-style-type: none"> <li>• Formulate and verbalize questions.</li> <li>• Distinguish between reality and fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group</li> <li>• Teacher observation</li> <li>• Demonstration</li> <li>• Class participation</li> </ul>
B. Relate a selection to a similar experience.	<ul style="list-style-type: none"> <li>• Listen to a selection of literature.</li> <li>• Predict what will happen next.</li> <li>• Retell beginning, middle, and end.</li> <li>• Identify characters and new words and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Whole group</li> <li>• Teacher observation</li> <li>• Demonstration</li> <li>• Oral answers</li> <li>• Discussion</li> </ul>
C. Speak using appropriate speech skills.	<ul style="list-style-type: none"> <li>• Use complete thoughts in sentence form.</li> <li>• Use appropriate volume and pace.</li> <li>• Pronounce most words correctly.</li> <li>• Make eye contact, and use expressions, gestures, and body language.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral answers</li> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Demonstration</li> <li>• Oral presentation</li> </ul>
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask questions to gain information.</li> <li>• Respond to questions asked.</li> <li>• Listen to the contributions of others.</li> <li>• Display appropriate turn-taking behaviors.</li> <li>• Provide information.</li> <li>• Express personal needs, ideas, feelings, or points of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral answers</li> <li>• Class participation</li> <li>• Whole-small group</li> <li>• Demonstration</li> <li>• Teacher observation</li> </ul>
E. Participate in group discussion.	<ul style="list-style-type: none"> <li>• Participate in small and large group discussion.</li> <li>• Participate in everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Small/whole group</li> <li>• Oral answers</li> <li>• Class discussion</li> </ul>

	conversation. <ul style="list-style-type: none"> <li>• Give simple presentations (e.g., show and tell).</li> <li>• Use oral language to work cooperatively with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Teacher observation</li> <li>• Class participation</li> </ul>
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F. Recognize media for learning purposes.	<ul style="list-style-type: none"> <li>• Use different forms of media (e.g., television, radio, film, and Internet) as part of everyday life.</li> <li>• Recognize advertisements.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole group discussion</li> <li>• Teacher observation</li> <li>• Class participation</li> <li>• Demonstration</li> </ul>
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Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.7 Characteristics and Functions of the English Language  
Grade: K

A. Recognize that there are other languages.	Discuss other languages.	<ul style="list-style-type: none"> <li>• Whole/small group discussion</li> <li>• Class participation</li> <li>• demonstration</li> </ul>
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B. Identify dialogue in literature.	Discuss dialogue in a given story.	<ul style="list-style-type: none"> <li>• Whole/small group</li> <li>• Class discussion</li> <li>• Teacher observation</li> </ul>
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Strand: Reading, Writing, Speaking, and Listening  
Standard: 1.8 Research  
Grade: K

A. Research topics.	Discuss topics using prior knowledge.	<ul style="list-style-type: none"> <li>• Whole/small group instruction</li> <li>• Oral answers</li> <li>• Class discussion</li> <li>• Projects</li> </ul>
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B. Locate topic information.	Use appropriate sources and strategies (e.g., pictures, prior knowledge, discussions).	<ul style="list-style-type: none"> <li>• Whole/small group instruction</li> <li>• Oral/written answers</li> <li>• Discussions</li> </ul>
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C. Present researched topic.	Organize and present information (e.g., draw/sequence pictures, and summarize orally).	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Portfolio</li> <li>• Written answers</li> <li>• Teacher observation</li> </ul>
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> <li>• Whole group instruction</li> <li>• Small group instruction</li> <li>• Flexible groups</li> <li>• Cooperative groups</li> <li>• Peer revising and editing</li> <li>• Writing workshop</li> <li>• Teacher and peer conferencing</li> <li>• Games</li> <li>• Projects</li> <li>• Creative activities</li> <li>• Class discussion</li> <li>• Modeling process</li> <li>• Direct instruction</li> <li>• Self-reflection</li> <li>• Newspapers (used in literacy activities)</li> <li>• Kid Writing (required)</li> </ul>