

	Word Recognition and Word Study	Fluency	Speaking	Listening and Viewing
First 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> Segment and blend onset and rime Phonics Say and write first 26 phonograms <p>Word Recognition</p> <ul style="list-style-type: none"> Make progress in acquiring Dolch 220 Basic Sight vocabulary and 95 Common Nouns <p>Vocabulary</p> <ul style="list-style-type: none"> Know the meaning of words encountered frequently in grade I reading and oral language contexts 	<p>Concepts of Print</p> <ul style="list-style-type: none"> Directionality (left to right, top to bottom, page by page, front to back) <p>Comprehension</p> <ul style="list-style-type: none"> Use punctuation cues (periods and question marks) 	<p>Conventions</p> <ul style="list-style-type: none"> Be aware that language differs from storybooks and classroom as a function of linguistic and cultural group membership <p>Discourse</p> <ul style="list-style-type: none"> Respond to multiple text types by reflecting, making meaning and making connections 	<p>Conventions</p> <ul style="list-style-type: none"> Use effective listening and viewing behaviors in large and small group settings <p>Response</p> <ul style="list-style-type: none"> listen to or view and discuss a variety of genres.
Second 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> blend phonemes <p>Phonics</p> <ul style="list-style-type: none"> say and write 40 phonograms <p>Word Recognition</p> <ul style="list-style-type: none"> make progress in acquiring Dolch 220 Basic Sight vocabulary and 95 common Noun <p>Vocabulary</p> <ul style="list-style-type: none"> know the meaning of words encountered frequently in grade I reading and oral language contexts 	<p>Comprehension</p> <ul style="list-style-type: none"> use multiple reading strategies use phonograms to sound out use picture clues look for chunks/little words Skip word and go on Backtrack Does it sound right? 	<p>Conventions</p> <ul style="list-style-type: none"> focus on developing proper grammar skills <p>Discourse</p> <ul style="list-style-type: none"> tell/retell familiar stories (realistic fiction, fantasy,folktale) using a problem/solution pattern, appropriate story grammar, proper sequence and a prop while maintaining appropriate posture, eye contact and volume for effect 	<p>Conventions</p> <ul style="list-style-type: none"> ask appropriate questions during a presentation or report <p>Response</p> <ul style="list-style-type: none"> Review first nine weeks skills
Third 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> segment and count phonemes <p>Phonics</p> <ul style="list-style-type: none"> say and write 55 phonograms <p>Word Recognition</p> <ul style="list-style-type: none"> make progress in acquiring Dolch 220 Basic Sight vocabulary and 95 Common Nouns <p>Vocabulary</p> <ul style="list-style-type: none"> know the meaning of words encountered frequently in grade I reading and oral language contexts 	<p>Comprehension</p> <ul style="list-style-type: none"> use semantic cues (including pictures) and syntactic cues to construct the specific meaning intended; use context cues to select between alternative meanings self correct when word does not make sense in context use a variety of fix-up strategies when meaning breaks down (word substitutions, slowing down, re-reading read back own writing recognize use of ALL CAPITALS 	<p>Conventions</p> <ul style="list-style-type: none"> use singular and plural nouns use singular and possessive pronouns (my/mine, his/her,hers/your/s) <p>Discourse</p> <ul style="list-style-type: none"> explore and use language to communicate with a variety of audiences and for different purposes (requests, problem-solve,look for solutions, construct relationships, courtesies) use verb tenses consistently 	<p>Conventions</p> <ul style="list-style-type: none"> listen to the comments of a peer and respond on topic and add a connected idea understand how the source of the message effects the receiver's response (student/student, student/teacher) <p>Response</p> <ul style="list-style-type: none"> respond to multiple text types in order to reflect, make meaning and make connections
Fourth 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> isolate and approximate phonemes <p>Phonics</p> <ul style="list-style-type: none"> say and write 55 phonograms introduce 55-71 phonograms <p>Word Recognition</p> <ul style="list-style-type: none"> make progress in acquiring Dolch 220 Basic Sight vocabulary and 95 Common Nouns <p>Vocabulary</p> <ul style="list-style-type: none"> know the meaning of words encountered frequently in grade I reading and oral language contexts 	<p>Comprehension</p> <ul style="list-style-type: none"> recognize grade I frequently encountered words in print and out of context automatically in context determine the meaning of words and phrases (objects, actions, concepts, content) using strategies and resources read aloud using intonation, pauses and emphasis independently read aloud unfamiliar text with 95% accuracy in appropriately leveled books 	<p>Conventions</p> <ul style="list-style-type: none"> use conjunctions to express relationships (because,if,after) use inflected endings (-s,-es,-ed,-ing,-er,-est) <p>Discourse</p> <ul style="list-style-type: none"> engage in substantive conversation, remaining focuses on subject matter with interchanges building on prior responses in the context of literature discussions, paired conversations or other interactions plan and deliver presentations or reports using an informational, organizational pattern 	<p>Conventions</p> <ul style="list-style-type: none"> experience messages and differentiate between sender, receiver and message. <p>Response</p> <ul style="list-style-type: none"> select, listen to, view and respond to both classic and contemporary texts recognized for quality and literary merit

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Language Arts Grade 1

Pacing Guide



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Partnering with students, parents and the community to provide exceptional, personalized education.