

	Word Recognition and Word Study	Fluency	Speaking	Listening and Viewing
First 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> identify and reproduce rhymes count syllables understand the alphabetic principal-that sounds in words are expressed by the letters of the alphabet <p>Phonics</p> <ul style="list-style-type: none"> letter names and phonograms a-z <p>Vocabulary</p> <ul style="list-style-type: none"> concept words naming words (singular and plural) describing words 	<p>Concepts of Print</p> <ul style="list-style-type: none"> directionality (left to right, top to bottom) capital at the beginning of sentence end punctuation 	<p>Conventions</p> <p>Use language to:</p> <ul style="list-style-type: none"> construct relationships express sentiment communicate courtesies <p>Discourse</p> <ul style="list-style-type: none"> engage in substantive conversation in the context of literature discussions, paired conversations, and other interactions 	<p>Conventions</p> <ul style="list-style-type: none"> understand and follow one and two- step directions <p>Response</p> <ul style="list-style-type: none"> listen to or view and discuss a variety of genres
Second 9 Weeks	<p>Phonics</p> <ul style="list-style-type: none"> letter names and phonograms a-z <p>Word Recognition</p> <ul style="list-style-type: none"> automatically use picture (semantic) clues predicting words <p>Vocabulary</p> <ul style="list-style-type: none"> movement words family words types of clothing action words order words position words number words 	<p>Concepts of Print</p> <ul style="list-style-type: none"> return sweep word spacing first/last letter in a written word match spoken words to print (1 to 1 correspondence) distinguish between letter/word/sentence 	<p>Conventions</p> <p>Use language to:</p> <ul style="list-style-type: none"> explain list, name, describe look for solutions solve problems pronounce most sounds <p>Discourse</p> <ul style="list-style-type: none"> engage in substantive conversation, remaining focused on subject matter briefly tell/retell about interests (include at least topic and key) 	<p>Conventions</p> <ul style="list-style-type: none"> use effective listening and viewing behaviors in large and small group settings use eye contact be attentive be supportive differentiate between sender and receiver <p>Response</p> <ul style="list-style-type: none"> review 1st nine weeks skills
Third 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> Segment and blend onsets and rimes Blend phonemes Recognize that words are composed of sounds blended together and carry meaning <p>Phonics</p> <ul style="list-style-type: none"> matches upper and lower case letters begin to associate letters and sounds, particularly initial and final consonants <p>Word Recognition</p> <ul style="list-style-type: none"> recognize a small number (10) of frequently encountered, personally meaningful words imprint automatically high-frequency words: I, like, is, the, a, to, said, see, you, my <p>Vocabulary</p> <ul style="list-style-type: none"> weather action nouns ,comparing words, use picture clues, prediction, other people, opposites, parts of a car, words for travel 	<p>Concepts of Print</p> <ul style="list-style-type: none"> quotation marks recognize use of ALL CAPITALS first/last letter in a written word follow familiar written text while pointing to matching words 	<p>Conventions</p> <ul style="list-style-type: none"> Speak in complete, coherent sentences Be aware that language differs from playground and classroom as a function of linguistic and cultural group membership <p>Discourse</p> <ul style="list-style-type: none"> engage in substantive conversation with interchanges, beginning to build on prior responses briefly tell/retell familiar experiences (including at least characters, setting, and events) plan and deliver brief presentations using description, appropriate features, and several facts 	<p>Conventions</p> <ul style="list-style-type: none"> listen to each other and respond appropriately <p>Response</p> <ul style="list-style-type: none"> respond to multiple text types listened to or viewed by discussing, drawing, and/or writing in order to reflect, make meaning, make connections, take a position, and share understanding
Fourth 9 Weeks	<p>Phonemic Awareness</p> <ul style="list-style-type: none"> segment and substitute phonemes (initial sounds) <p>Phonics</p> <ul style="list-style-type: none"> automatically name all letters use grapho-phonemic (letter-sound) cues to recognize a few one-syllable words when presented completely out of context <p>Word Recognition</p> <ul style="list-style-type: none"> recognize a few of the Dolch 220 Basic Sight vocabulary words automatically high-frequency words: in, and, at, look, on, it, an, of, are, be <p>Vocabulary</p> <ul style="list-style-type: none"> animal names other words frequently encountered in oral language contexts in context, determine the meaning of familiar words and phrases using strategies and resources 	<p>Concepts of Print</p> <ul style="list-style-type: none"> demonstrate automatic understanding of concepts of print (Skills are assessed and developed with MLPP concepts of print. Concepts of Print expectations are not written in K GLCEs.) 	<p>Conventions</p> <ul style="list-style-type: none"> Make presentations or reports ("Show and Tell") in standard American English if it is their first language <p>Discourse</p> <ul style="list-style-type: none"> Use an informational organizational pattern description to plan/deliver presentation or report 	<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"> listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit

*With acknowledgement of the Lansing School District whose timeline was adapted for use by WLPS.



Language Arts Kindergarten

Pacing Guide



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