

Introduction to Your Language Arts Pacing Guide

Pacing Guides create a realistic time frame for instruction and assessment which is compatible with student growth and achievement. The following tips may be helpful as you begin using the Pacing Guide:

- Read through the Pacing Guide.
- Correlate the district's Curriculum Guide with the essential skills within each 9-week time frame.
- Introduce 9-week content skills according to the Pacing Guide, incorporating year-long concepts. *Remember, skills can be introduced earlier than listed, but not later, and can be assessed at any point after introduction.*
- Compare your current pace to the Pacing Guide and adjust as needed.
- Review your year long goals and adjust them as needed.
- Follow the Pacing Guide to present critical content, incorporating it into selected theme.
- Continue to reinforce skills and concepts throughout the year until mastery is achieved.
- Become familiar with sequencing at previous and subsequent grade levels.

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Grade 1		Essential Language Arts Skills					
Theme/Concept Core Genre (A)		Comprehension Skills & Strategies Narrative Text (B2, C2)	Comprehension Skills & Strategies Informational Text (B3, C2)	Written & Oral Communication (B4, D1, D2)	Language Structure & Grammar Mechanics & Grammar		
First 9 Weeks	<p>Narrative Text</p> <ul style="list-style-type: none"> • picture books • concept books • fantasy (imaginative fiction featuring strange settings and bizarre characters) <p>Informational Text simple how-to books</p> <p>Key Ideas/Values/Beliefs*</p> <ul style="list-style-type: none"> • friendship • family 	<p>Narrative Text Characteristics</p> <ul style="list-style-type: none"> • recognizes sense of story (beginning, middle, end) • identify physical features and feelings of characters <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • activate prior knowledge • predict outcomes • summarize • distinguish between fantasy and realism <p>Metacognition Strategies</p> <ul style="list-style-type: none"> • visualize – 'see in head' 	<p>Features and Patterns</p> <ul style="list-style-type: none"> • illustrations <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • note details • text organizations <ul style="list-style-type: none"> ○ description ○ simple sequence – directions, steps, enumeration) ○ cause and effect • follow directions <p>Metacognitions Strategies</p> <ul style="list-style-type: none"> • visualize 	<p>Written Narrative Text</p> <ul style="list-style-type: none"> • write a personal narrative using illustrations; write a simple description <p>Oral Communication</p> <ul style="list-style-type: none"> • retell an event/experience • place emphasis on key words • orally retell a picture book or realistic fiction story <p>Performance Tasks</p> <ul style="list-style-type: none"> • indicate sense of story (beginning,middle,end) 	<p>Spelling</p> <ul style="list-style-type: none"> • accurately spell words from 1st quarter 1st grade list (TBD) <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> • capitalize beginning of sentences, first and last names <p>Usage and Parts of Speech</p> <ul style="list-style-type: none"> • identify nouns and verbs <p>Handwriting</p> <ul style="list-style-type: none"> • write upper and lower case D'Nealian letters • leave spaces between words 		
	Second 9 Weeks	<p>Narrative Text</p> <ul style="list-style-type: none"> • folk tale* <i>a characteristically anonymous, timeless, and priceless tale circulated among same people)</i> • picture books <p>Informational Text</p> <ul style="list-style-type: none"> • science and social studies magazines • environmental text <p>Key Ideas/Values/Beliefs*</p> <ul style="list-style-type: none"> • family • loyalty, responsibility, love 	<p>Narrative Text Characteristics</p> <ul style="list-style-type: none"> • identify setting (where and when) • identify problem/solution • recognize how various cultures and our common heritage are represented in classic and contemporary literature <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • retell a folktale or legend • draw conclusion <p>Metacognition Strategies</p> <ul style="list-style-type: none"> • question • evaluate <p>illustrate and/or write to reflect</p>	<p>Features and Patterns</p> <ul style="list-style-type: none"> • labeled photographs <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • text organization <ul style="list-style-type: none"> ○ compare/contrast • identify simple topic, main idea and details • categorize/classify <p>Metacognition Strategies</p> <ul style="list-style-type: none"> • evaluate • illustrate and/or write to reflect 	<p>Written Narrative Text</p> <ul style="list-style-type: none"> • write a personal narrative <p>Written Informational Text</p> <ul style="list-style-type: none"> • write a how-to that gives directions using sequence pattern <p>Performance Tasks</p> <ul style="list-style-type: none"> • indicate sequence of events • indicate physical features of characters • use graphic organizer when planning (i.e. Think,Draw,Write,Discuss) 	<p>Spelling</p> <ul style="list-style-type: none"> • accurately spell words from 2nd quarter 1st grade list (TBD) • in the context of writing spell frequently encountered one-syllable words from environmental sources correctly <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> • use periods correctly at end of telling sentence (declarative) <p>Usage and Parts of Speech</p> <ul style="list-style-type: none"> • identify complete sentences • identify naming part of a sentence • identify telling part of a sentence <p>Handwriting</p> <ul style="list-style-type: none"> • fluently write upper and lower case D'Nealian letters 	
		Third 9 Weeks	<p>Narrative Text</p> <ul style="list-style-type: none"> • realistic fiction • poetry • pattern stories <p>Informational Text</p> <ul style="list-style-type: none"> • review all of the above <p>Key Ideas/Values/Beliefs*</p> <ul style="list-style-type: none"> • diversity • tolerance, appreciation, honor, responsibility 	<p>Narrative Text Characteristics</p> <ul style="list-style-type: none"> • identify problem/solution • identify how illustrators use illustrations to support story elements • discuss most important ideas and themes in a text <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • monitor and clarify • make generalizations • problem solve <p>Metacognition Strategies</p> <ul style="list-style-type: none"> • make text-to-self, text-to-text and text-to-world connections 	<p>Features and Patterns</p> <ul style="list-style-type: none"> • titles • graphs and tables <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • use journals and logs • use KWL • text organization <ul style="list-style-type: none"> ○ problem/solution • graphically represent key ideas and details across texts <p>Metacognition Strategies</p> <ul style="list-style-type: none"> ○ make text-to-self, text-to—text, and text-to-world connections 	<p>Written Narrative Text</p> <ul style="list-style-type: none"> • write a simple fantasy with a beginning, middle, and end • approximate poetry based on reading a wide variety of grade level appropriate published poetry <p>Written Informational Text</p> <ul style="list-style-type: none"> • write an informational piece that addresses a focus question using compare/contrast or cause/effect pattern <p>Performance Tasks</p> <ul style="list-style-type: none"> • with teacher support, consider their audience and purpose for their writing • incorporate literary language (e.g. Once upon a time....) 	<p>Spelling</p> <ul style="list-style-type: none"> • accurately spell words from 3rd quarter 1st grade list (TBD) • use environmental sources (word wall,word lists) to spell correctly <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> • capitalize common nouns, proper nouns and pronoun "I" • use question marks correctly at end of an asking sentence (interrogative) • use exclamation marks correctly at end of an exclamatory sentence4 <p>Usage and Parts of Speech</p> <ul style="list-style-type: none"> • use "I" and "me" appropriately in sentences • use singular and plural nouns • use pronouns he, she it, they <p>Handwriting</p> <ul style="list-style-type: none"> • fluently write upper and lower case D'Nealian letters
			Fourth 9 Weeks	<p>Narrative Text</p> <ul style="list-style-type: none"> • realistic fiction • folktales <p>Informational Text</p> <ul style="list-style-type: none"> • science and social studies selections <p>Key Ideas/Values/Beliefs*</p> <ul style="list-style-type: none"> • cooperation, friendship • duty, consideration, tolerance. <p>* Key Ideas may change to core democratic values TBD</p>	<p>Narrative Text Characteristics</p> <ul style="list-style-type: none"> • identify sequence of events • identify how authors/illustrators use transitional words (e.g. before, after, now, finally) to indicate a sequence of events and sense of story <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • use graphic organizers to sequence events in a story • map story elements across texts • identify author's perspective <p>Metacognition Strategies</p> <ul style="list-style-type: none"> • discuss which comprehension strategies worked and did not work with extensive teacher guidance 	<p>Features and Patterns</p> <p>Comprehension Strategies and Skill Development</p> <ul style="list-style-type: none"> • retell up to three important ideas and details of familiar text in sequence • sort and order information with teacher guidance • recognize patterns in stories • identify how authors use text features to communicate meaning • text organization compare/contrast <p>Metacognition Strategies</p>	<p>Written Narrative Text</p> <ul style="list-style-type: none"> • write a personal narrative using transitional words; write a friendly letter; write a set of instructions <p>Written Informational Text</p> <ul style="list-style-type: none"> • use a teacher-selected topic to write one research question, locate and begin to gather information from teacher-gathered sources and organize information <p>Performance Tasks</p> <ul style="list-style-type: none"> • use steps in the writing process to approximate a published piece