

# 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.

Scott Menzel  
Superintendent



WHITMORE LAKE PUBLIC SCHOOLS

8877 Main Street  
Whitmore Lake, MI 48189

(734) 449-4464

Kindergarten		Essential Language Arts Skills			
Theme/Concept Core Genre (A)		Comprehension Skills & Strategies Narrative Text (B2, C2)	Comprehension Skills & Strategies Informational Text (B3, C2)	Written Communication (B4, D1, D2)	Language Structure & Grammar Mechanics & Grammar
First 9 Weeks	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• nursery rhymes, chants, finger-plays</li> <li>• wordless picture books</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• concept books</li> </ul> <p><b>Key Ideas/Values/Beliefs</b></p> <ul style="list-style-type: none"> <li>• self-identity</li> <li>• family</li> <li>• friendship</li> <li>• rules</li> <li>• autonomy, responsibility, orderliness, obedience</li> </ul>	<p><b>Narrative Text Characteristics</b></p> <ul style="list-style-type: none"> <li>• Identify how authors/illustrators use pictures and illustrations to support the understanding of settings and characters</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Make meaningful predictions based on illustrations or portions of stories</li> </ul>	<p><b>Features and Patterns</b></p> <ul style="list-style-type: none"> <li>• Explain how authors/illustrators use text features (pictures and drawings) to enhance the understanding of key ideas</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Make meaningful predictions based on illustrations</li> </ul>	<p><b>Writing Genre Narrative</b></p> <ul style="list-style-type: none"> <li>• draw a brief personal narrative using pictures</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• draw and "label" images</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>• capitalize first letters of names</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• form letters in name</li> </ul>
	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• songs</li> <li>• realistic fiction (Me and My Family)</li> <li>• pattern stories</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• picture books</li> </ul> <p><b>Key Ideas/Values/Beliefs</b></p> <ul style="list-style-type: none"> <li>• family</li> <li>• honesty, kindness, responsibility</li> <li>• empathy</li> </ul>	<p><b>Narrative Text Characteristics</b></p> <ul style="list-style-type: none"> <li>• discuss story elements (characters, setting, events) in shared reading</li> <li>• reflect on our common heritage as well as cultures from around the world</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• story structure (beginning, middle, end)</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>• visualize</li> </ul>	<p><b>Features and Patterns</b></p> <ul style="list-style-type: none"> <li>• descriptive text organizational pattern (definitions, enumeration)</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• review above skills</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>• visualize</li> </ul>	<p><b>Writing Genre Narrative</b></p> <ul style="list-style-type: none"> <li>• review above</li> </ul> <p><b>Writing Process/Performance Task Narrative</b></p> <ul style="list-style-type: none"> <li>• write/draw a brief personal narrative using pictures</li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• gather information from teacher-supplied texts</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use semi-phonemic spelling</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>• begin to capitalize "I"</li> <li>• begin to use end punctuation marks</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• write from left to right and top to bottom</li> <li>• form upper and lower case letters</li> </ul>
	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• stories</li> <li>• fantasy (animals as people)</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• environmental text</li> <li>• science, mathematics, and social studies selections</li> </ul> <p><b>Key Ideas/Values/Beliefs</b></p> <ul style="list-style-type: none"> <li>• rules</li> <li>• restraint, obedience, empathy</li> </ul>	<p><b>Narrative Text Characteristics</b></p>	<p><b>Features and Patterns</b></p> <ul style="list-style-type: none"> <li>• review all of the above</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• activate prior knowledge</li> <li>• retell up to three events from familiar text using own words or phrases</li> <li>• explore fantasy vs. realism (fiction/nonfiction)</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>• respond to multiple texts read by discussing, drawing, and/or writing</li> </ul>	<p><b>Writing Genre Narrative</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use semi-phonemic spelling</li> <li>• spell a small number (10) frequently encountered and personally meaningful words correctly</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>• review above</li> </ul> <p><b>Usage and Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• write simple phrases or sentences</li> <li>• use action words</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• begin to leave space between words and word-like clusters</li> </ul>
	<p><b>Narrative Text</b></p> <ul style="list-style-type: none"> <li>• poetry</li> </ul> <p><b>Informational Text</b></p> <ul style="list-style-type: none"> <li>• review all of the above</li> <li>• science, mathematics, and social studies selections</li> </ul> <p><b>Key Ideas/Values/Beliefs</b></p> <ul style="list-style-type: none"> <li>• cooperation, friendship</li> <li>• orderliness</li> </ul>	<p><b>Narrative Text Characteristics</b></p> <ul style="list-style-type: none"> <li>• review all of the above</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• self-monitor comprehension when reading familiar grade level appropriate text</li> <li>• begin to use story grammar to identify author's perspective</li> <li>• categorize/classify</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>• recognize text quality and literary merit</li> <li>• make text-to-text and text-to-self connections</li> <li>• with teacher guidance, recognize how to assess personal work and the work of others</li> </ul>	<p><b>Features and Patterns</b></p> <ul style="list-style-type: none"> <li>• sequential text organizational pattern (direction, steps, procedures)</li> </ul> <p><b>Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• apply knowledge from what has been read to them from grade-level appropriate science, mathematics, and social studies texts</li> </ul> <p><b>Metacognition Strategies</b></p> <ul style="list-style-type: none"> <li>• apply significant knowledge from what has been read in grade-level appropriate science, mathematics, and social studies texts</li> <li>• with teacher guidance, recognize how to assess personal work and the work of others</li> </ul>	<p><b>Writing Genre Narrative</b></p> <ul style="list-style-type: none"> <li>• write a brief personal narrative</li> <li>• approximate poetry with teacher guidance</li> </ul> <p><b>Informational</b></p> <ul style="list-style-type: none"> <li>• write a brief informational piece</li> <li>• contribute to a class research project using the writing process</li> </ul> <p><b>Writing Process/Performance Task Narrative</b></p> <ul style="list-style-type: none"> <li>• use a copy -and-change method to approximate poetry</li> </ul> <p><b>Informational</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• use semi-phonemic spelling</li> <li>• use environmental sources (word wall, word lists)</li> <li>• use structural cues (beginning and simpler ending sounds)</li> </ul> <p><b>Punctuation and Capitalization</b></p> <ul style="list-style-type: none"> <li>• begin to use capitalization and ending punctuation</li> </ul> <p><b>Usage and Parts of Speech</b></p> <ul style="list-style-type: none"> <li>• revise own writing by reading it to peers, requesting suggestions and clarifications that support meaning</li> </ul>