

Ganado Unified School District

Kindergarten- ELA



PACING Guide SY 2015-2016

	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Unit 1 Week 1 1 st Quarter All year Materials: Main Selection Title: What about Bear? Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection:	Print Concept 1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. (K.RF.1)	Big Idea: What can we learn when we try new things? EQ-How can we get along with friends?	K.RF.1 I can tell how a book is organized. K.RF.1a. I can follow words from left to right, top to bottom, and page by page K.RF.1b I know that written words represent spoken words K.RF.1c I know that words are separated by spaces in print K.RF.1d I know and can name all of the letters of the alphabet	Title Author Illustrator noun

Ganado Unified School District

Kindergarten- ELA



PACING Guide SY 2015-2016

<p>Title: "How to be a friend" Genre: Informational Text Text Feature: Photographs</p>				
<p>Unit 1 Week 2 1st Quarter All year Main selection title: Pouch! Genre: Fantasy Strategy: Ask and Answer Questions Skill: Key Details (Use Illustrations) Paired Selection Title: "Baby Animals on the Move"</p>	<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel- 	<p>Weekly Concept: Get Up and Go! EQ: How Do Baby Animals Move?</p> 	<p>K.RF.2 I can use words, syllables, and sounds</p> <p>K.RF.2a I can name words that rhyme.</p> <p>K.RF.2b I can count and say syllables</p> <p>K.RF.2c I can put together words parts I can take apart word parts.</p> <p>K.RF.2d I can read CVC words. I can say each sound of a word.</p> <p>K.Rf.2e I can change sounds in words to make new words.</p>	<p>Fantasy Fable Opinion Details</p>

Ganado Unified School District

Kindergarten- ELA


PACING Guide SY 2015-2016

<p>Genre: Informational Text Text Feature: Labels</p>	<p>consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.) d.Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K.RF.2)</p>			
<p>Unit 1 Week 3 1st Quarter</p>	<p>Phonics and Word Recognition 1.Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Use your senses How can your senses help you learn?</p> 	<p>K.RF.3 I can decode words. K.RF.3a I know the sounds of each consonant. K.RF.3b I can spell words with short and long vowels sounds. K.RF.3c I can read sight words K.RF.3d I can tell how two words that sound alike are different.</p>	<p>Informational text Observation poetry</p>

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

	<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K.RF.3)</p>			
<p>Unit 2 Week 1 1st Quarter</p>	<p>READING INFORMATIONAL Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text. (K.RI.1)</p> <p>2. With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)</p>	<p>Big Idea: Let's Explore What can you find out when you explore</p> <p>Tools we use EQ-How do tools help us to explore?</p>	<p>K.RI.1 I can ask and answer questions about what I read</p> <p>K.RI.2 I can tell the topic and details of a story.</p>	<p>Photographs Sentence Verb</p>
<p>Unit 2 Week 2 1st Quarter All year</p>	<p>READING INFORMATIONAL Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text. (K.RI.4)</p> <p>5. Identify the front cover, back cover, and title page of a book. (K.RI.5)</p> <p>6. Name the author and illustrator of a</p>	<p>Shapes all around us EQ-What shapes do you see around you?</p>	<p>K.RI.4 I can ask and answer questions about words I do not know in a story.</p> <p>K.RI.5 I can name the parts of a book</p>	<p>Rectangle Circle Square Triangle</p>

Ganado Unified School District

Kindergarten- ELA



PACING Guide SY 2015-2016

	text and define the role of each in presenting the ideas or information in a text. (K.RI.6)		K.RI.6 I can name the author and illustrator and tell what they do.	
Unit 2 Week 3 1 st Quarter All year	INTEGRATION OF KNOWLEDGE AND IDEAS With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (K.RI.7)	World of Bugs EQ-What kind of bugs do you know about?	K.RI.7 I can tell how the pictures and the words go together.	Caption Word web Sort
Ltk,"OL{Unit 3 Week 1 1 st Quarter All year	KEY IDEAS AND DETAILS 1.With prompting and support, ask and answer questions about key details in a text. (K.RL.1)	Big Idea: Going Places What can you learn by going to different places Rules to go by EQ-What rules do we follow in different places?	K.RL.1 I can ask and answer questions about what was read.	Visualize Punctuation Retell Predict
Unit 3 Week 2 1 st Quarter	KEY IDEAS AND DETAILS 2.With prompting and support, retell familiar stories, including key details. (K.RL.2)	Sounds around us EQ-What are the different sounds we hear?	K.RL.2 I can retell a story.	Events Period Vocabulary

Ganado Unified School District

Kindergarten- ELA


PACING Guide SY 2015-2016

				
	CRAFT AND STRUCTURE		K.RL.5 I can tell the differences between stories, poems, and other things to read.	
	Recognize common types of texts (e.g., storybooks, poems). (K.RL.5)			
Unit 3 Week 3	Text Types and Purposes	The Places We Go EQ- What places do you go to during the week?	K.W.1 I can use pictures and words to tell what I think about a topic or a book.	Characters Setting Map
1 st Quarter All year	<ol style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). (K.W.1) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some 		<p>K.W.2 I can use pictures and words to tell about a topic.</p> <p>K.W.3 I can use pictures and words to tell about the events in a story. I can tell the events in order.</p>	

Ganado Unified School District

Kindergarten- ELA

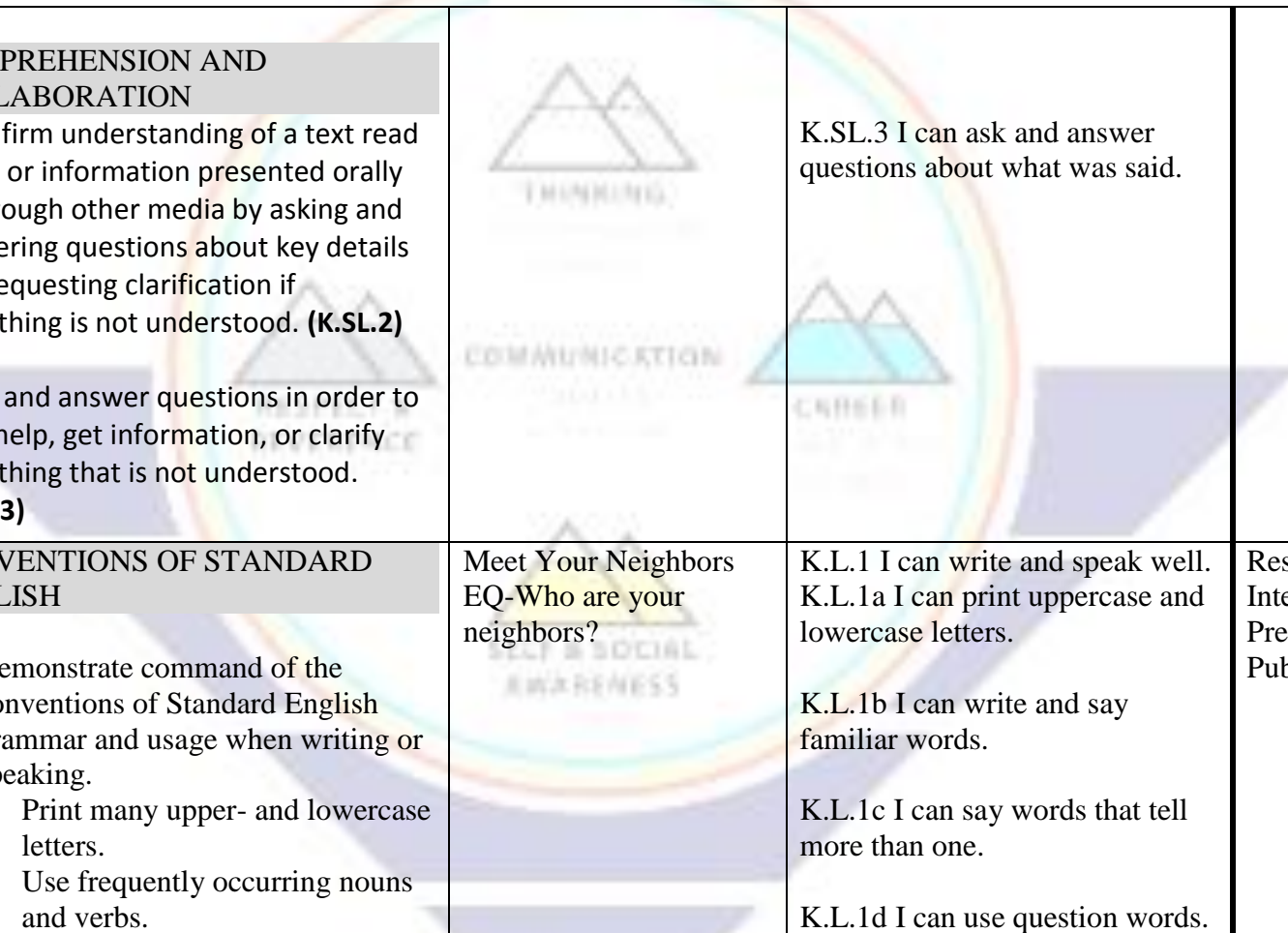
PACING Guide SY 2015-2016

<p>1st Quarter All year</p>	<p>information about the topic. (K.W.2)</p> <hr/> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K.W.3)</p>		<p>I can tell how the story made me feel.</p>	
<p>Unit 4 Week 1</p>	<p>COMPREHENSION AND COLLABORATION</p> <p>1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges. (K.SL.1)</p>	<p>Big Idea: Around the Neighborhood What do you know about the people and the places in your neighborhood Rules to go by EQ-What Rules do we follow in different places?</p>	<p>K.SL.1 I can take part in group talks about topics and stories.</p> <p>K.SL.1a I can listen to and share with others.</p> <p>K.SL.1b I can have conversations with others.</p> <p>K.SL.2 I can ask and answer questions about what was read.</p>	<p>Adjective Category Revise Draft</p>

Ganado Unified School District

Kindergarten- ELA

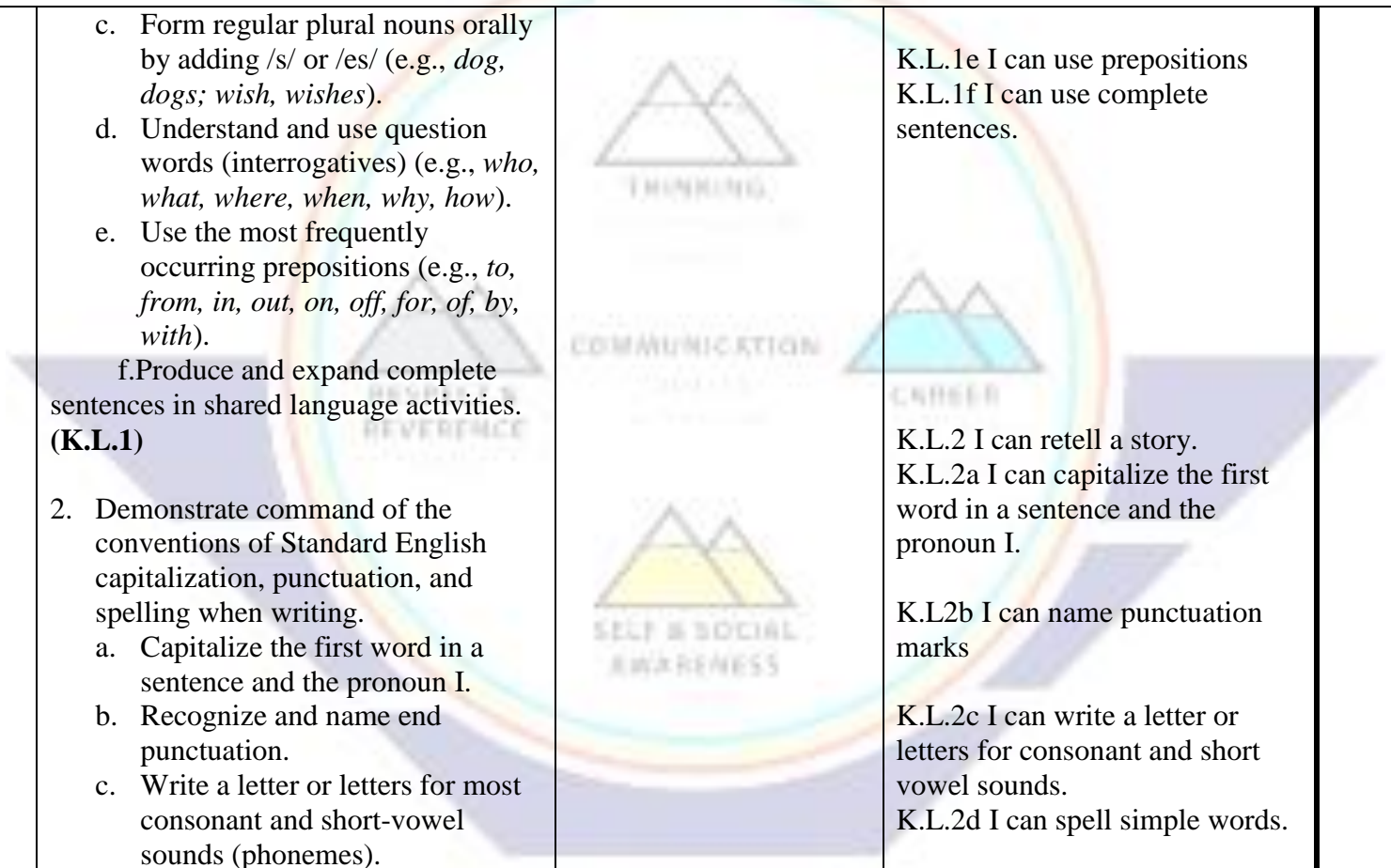
PACING Guide SY 2015-2016

	<p>COMPREHENSION AND COLLABORATION</p> <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2)</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)</p>		<p>K.SL.3 I can ask and answer questions about what was said.</p>	
<p>Unit 4 Week2 1st Quarter</p>	<p>CONVENTIONS OF STANDARD ENGLISH</p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. 	<p>Meet Your Neighbors EQ-Who are your neighbors?</p>	<p>K.L.1 I can write and speak well. K.L.1a I can print uppercase and lowercase letters. K.L.1b I can write and say familiar words. K.L.1c I can say words that tell more than one. K.L.1d I can use question words.</p>	<p>Research Internet Present Publish</p>

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

	<p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities. (K.L.1)</p> <p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>		<p>K.L.1e I can use prepositions K.L.1f I can use complete sentences.</p> <p>K.L.2 I can retell a story. K.L.2a I can capitalize the first word in a sentence and the pronoun I.</p> <p>K.L.2b I can name punctuation marks</p> <p>K.L.2c I can write a letter or letters for consonant and short vowel sounds. K.L.2d I can spell simple words.</p>	
--	---	---	--	--

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (K.L.2)			
Unit 4 Week 3 2 nd Quarter (All Year starting from 2 nd Qtr)	Fluency 4. Read emergent-reader texts with purpose and understanding. (K.RF.4)	Pitch In EQ-How can people help to make your	K.RF.4 I can understand what I read.	
Unit 5 Week 1 2 nd Quarter All year	READING INFORMATIONAL Key Ideas and Details 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (K.RI.3) 3. With prompting and support, identify characters, settings, and major events in a story. (K.RL.3)	Big Idea: Wonders of nature What kinds of things can you find growing in nature? How does your garden grow? EQ-What do living things need to grow?	K.RI.3 I can tell how two people, palaces, or things are connected in a story. K.L.3 I can name the characters, settings, and events in a story.	Pronoun Rhyme Event Beginning Vocabulary Strategy: Plurals
Unit 5 Week 2 2 nd Quarter	CRAFT AND STRUCTURE 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K.RL.6)	Trees EQ-How do living things change as they grow?	K.RL.6 I can tell about the author and illustrator of a story.	Fact Topic Fairy Tale Diagram

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

				Vocabulary Strategy Inflectional Ending -ed
Unit 5 Week3 2 nd Quarter	INTEGRATION OF KNOWLEDGE AND IDEAS 7.With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (K.RL.7)	Fresh from the Farm EQ-What kinds of things grow on a farm?	K.RL.7 I can tell how the story and the pictures go together.	Reread Lists Vocabulary Strategy Context Clues
Unit 6 Week 1 2 nd Quarter All year	INTEGRATION OF KNOWLEDGE AND IDEAS 9.With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (K.RI.9)	Big Idea: Weather all Seasons How do weather and seasons affect us? Concept- The Four Seasons EQ-How are the seasons different?	K.RI.9 I can compare two stories.	Plural pattern Vocabulary strategy: Context Clues (multiple-meaning words, unknown phrases)
Unit 6 Week 2 2 nd Quarter	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY 10.Actively engage in group reading activities with purpose and understanding. (K.RL.10)	What's the weather? EQ-What happens in different kinds of weather?	K.RL.10 I can take part in group reading activities.	Narrative Folktale Speech bubbles Dialogue Vocabulary Strategy: Shades and meaning

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

<p>(RI 10-All year)</p>	<p>10. Actively engage in group reading activities with purpose and understanding. (K.RI.10)</p> <p>a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. (AZ.K.RI.10)</p>	 <p>THINKING</p> <p>COMMUNICATION</p>	<p>K.RI.10 I can take part in group reading activities.</p>	
<p>Unit 6 Week 3</p> <p>3rd Quarter</p>	<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p> <p>RI; 8. With prompting and support, identify the reasons an author gives to support points in a text. (K.RI.8)</p> <p>RL; 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (K.RL.9)</p>	<p>Stormy Weather EQ- How can you stay safe in bad weather?</p>  <p>SELF & SOCIAL AWARENESS</p>	<p>K.RI.8 I can tell what the author is thinking and why.</p> <p>K.RI.9 I can compare characters and events from different stories.</p>	<p>Purpose Report Myth Vocabulary Strategy: Question words</p>

Ganado Unified School District

Kindergarten- ELA

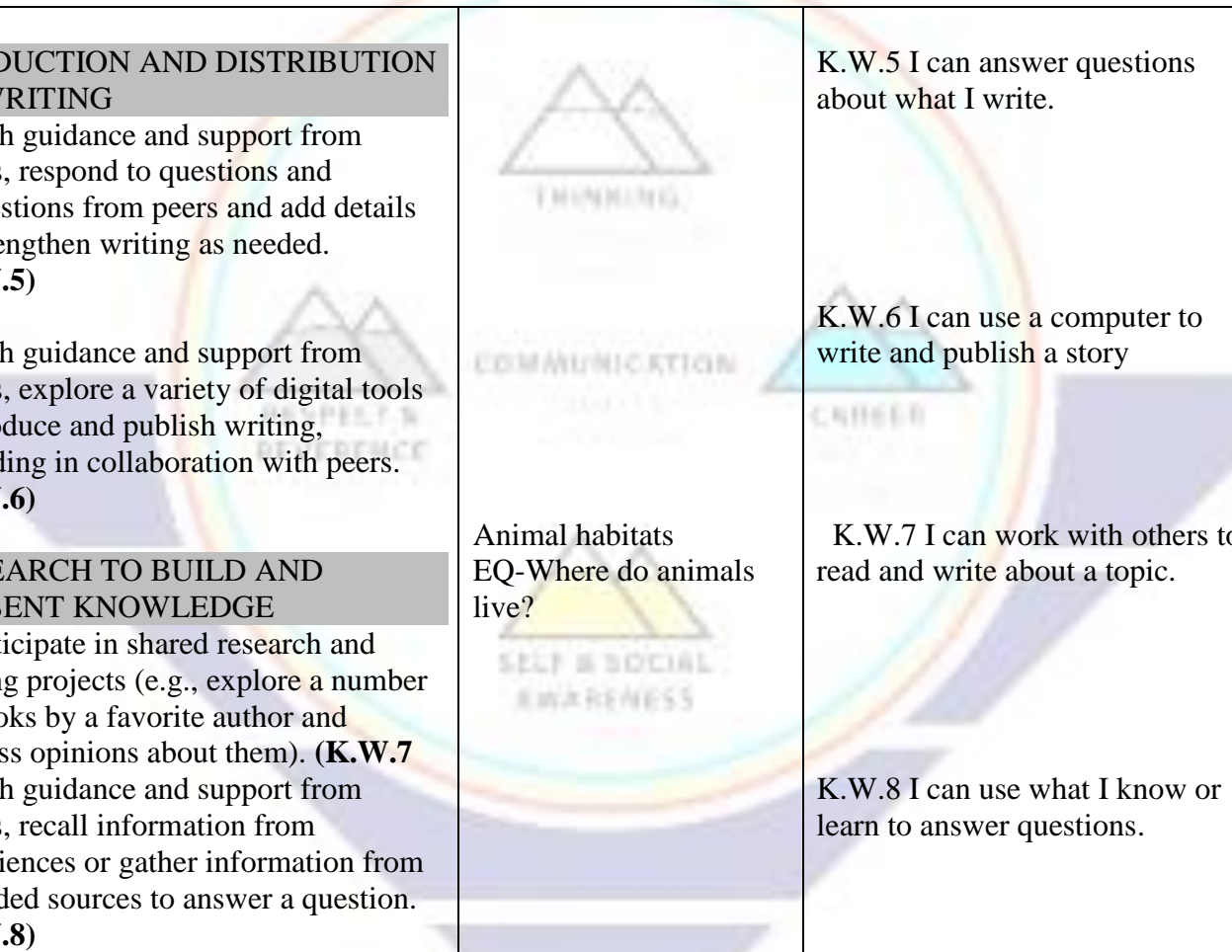
PACING Guide SY 2015-2016

<p>Unit 7 Week 1 3rd Quarter</p>	<p>CRAFT AND STRUCTURE 4. Ask and answer questions about unknown words in a text. (K.RL.4)</p>	<p>Big Idea: The Animal Kingdom What are different kinds of animals? Baby Animals EQ- How are some animals the alike and how are they different?</p>	<p>K.RL.4 I can ask and answer questions about words I do not know in a story.</p>	<p>Same Different Verb Inquiry Vocabulary strategy: Compound words</p>
<p>Unit 7 Week 2 3rd Quarter</p>	<p>PRODUCTION AND DISTRIBUTION OF WRITING 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (K.W.4) a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. (AZ.K.W.4)</p>	<p>Pet Pals? EQ-How do you take care of different kinds of pets?</p>	<p>K.W..4 I can use pictures and words to tell about a topic.</p>	<p>Explain Prediction Vocabulary Strategy: Prepositions</p>

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

<p>Unit 7 Week 3 3rd Quarter</p>	<p>PRODUCTION AND DISTRIBUTION OF WRITING</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (K.W.5)</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (K.W.6)</p> <p>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K.W.7)</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K.W.8)</p>	 <p>Animal habitats EQ-Where do animals live?</p>	<p>K.W.5 I can answer questions about what I write.</p> <p>K.W.6 I can use a computer to write and publish a story</p> <p>K.W.7 I can work with others to read and write about a topic.</p> <p>K.W.8 I can use what I know or learn to answer questions.</p>	<p>Question Answer Glossary Vocabulary Strategy: Shades of meaning</p>
---	--	--	--	--

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

<p>Unit 8 Week1 Week 2 Week 3</p> <p>3rd Quarter</p>	<p>9.(Begins in grade 4) (K.W.9) RANGE OF WRITING</p> <p>10.(Begins in grade 3) (K.W.1)</p> <p>VOCABULARY ACQUISITION AND USE</p> <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut,</i> 	<p>On the move EQ-What can help you go from here to there?</p> <p>My U.S.A EQ- What do you know about our country?</p> <p>Look to the sky. EQ-What do you see in the Sky?</p>	<p>Prepositions Order Headings Vocabulary strategy: Context Clues</p> <p>History Text Vocabulary strategy: Synonyms</p> <p>Smiles</p>
---	---	---	---

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

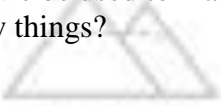
3 rd Quarter	<p><i>prance</i>) by acting out the meanings. (K.L.5.)</p> <p>6.Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K.L.6)</p>			
-------------------------	---	--	--	--

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Unit 9 Week 1 Week 2 Week 3 4 th Quarter	VOCABULARY ACQUISITION AND USE 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i>	Big Idea: Things Change How do things Change? Growing Up EQ-How can you help out at home? Good Citizens EQ-What do good Citizens do? Our Natural Resources	K.L.4 I know the meaning of unknown and multiple-meaning words and phrases. K.L.4a I can learn new meanings for words I know. K.L.4b I can use prefixes and suffixes to find the meaning of an unknown word.	Selection Describing words Directions Vocabulary strategy: Prefixes and suffixes Question words Context clues

Ganado Unified School District

Kindergarten- ELA

PACING Guide SY 2015-2016

	<p>is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. (K.L.4)</p>	<p>EQ-How can things in nature be used to make new things?</p>  <p>THINKING</p>		
4 th Quarter	Standards from 1 st , 2 nd , 3 rd Quarter continued in 4 th Quarter			

