

Ganado Unified School District

(English Language Arts/1st Grade)

PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Reading Literature				
1 st Quarter Journeys Lessons:	1.RL.2 <u>Retell stories</u> , including <u>key details</u> , and demonstrate understanding of their <u>central message or lesson</u> .	<p>What happens in the beginning, middle, and end?</p> <p>What is a lesson?</p> <p>What is a message?</p> <p>What is the character(s)'s problem and how is it solved?</p> <p>What is the story trying to teach you?</p>	<p>Retell story in their own words.</p> <p>Use 3 key details in their retell.</p> <p>Identify the problem and how it is solved.</p> <p>Identify the lesson or message the author is presenting.</p>	<p>Retell</p> <p>Story</p> <p>Key details</p> <p>Central message</p> <p>Lesson</p>
1 st Quarter Journeys Lessons:	1.RL.3 Describe <u>characters</u> , <u>settings</u> , and <u>major events</u> in a story, using <u>key details</u> .	<p>Who are the characters?</p> <p>Does the setting change throughout the story?</p> <p>How does the character feel at the beginning of story and at the end of</p>	<p>Identify character(s), setting(s), and plot.</p> <p>Using 1 or 2 specific words from the text, describe a character(s), or the setting.</p> <p>Use what the characters say and do to describe them in</p>	<p>Describe</p> <p>Characters</p> <p>Setting(s)</p> <p>Major events</p> <p>Key details</p>

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		<p>the story?</p> <p>What word or words in the text describes the character(s) or setting(s).</p> <p>What word or words in the text describe the major event(s).</p>	<p>the text.</p> <p>Use 1 to 2 from the text to describe the major event(s) in the story.</p> <p>Retell the major events in the story using key details.</p>	
<p>1st Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RL.7 Use <u>illustrations</u> and <u>details</u> in a story to <u>describe its characters, setting, or events.</u></p> <p>1st quarter-guided</p> <p>2nd quarter-use illustrations and details to describe characters</p> <p>4th quarter-describe setting & events</p>	<p>What are the kinds of illustrations? (pictures, photos, graphs, maps, etc.)</p> <p>What do the illustrations tell us about the story?</p>	<p>Identify and tell the different types of illustrations used with the text.</p> <p>Along with the text, use the illustration to identify the character(s), setting, or events.</p>	<p>Illustrations</p> <p>Details</p> <p>Describe</p> <p>Characters</p> <p>Setting(s)</p> <p>Events</p>
Reading Informational				
<p>1st Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RI.1 <u>Ask</u> and <u>answer questions</u> about <u>key details</u> in a text. (guided with adult support)</p>	<p>What, Why, When, Where, Who, and How _____ ? specific to the text.</p> <p>How did you know</p>	<p>Locate key facts in the text.</p> <p>Understand to answer questions with specific facts from the text.</p>	<p>Questions</p> <p>Key details</p> <p>Text</p> <p>Ask/answer</p> <p>Facts</p> <p>Information</p>

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		where to find the information (word)?	Support their answer using the text.	
1 st Quarter Journeys Lessons:	1.RI.2 Identify <u>main topic</u> and retell <u>key details</u> of a text.	<p>What is the main topic?</p> <p>What are facts?</p> <p>What are 3 facts that support the main topic?</p> <p>Why did the author write this text?</p> <p>What did you learn about _____ (main topic)?</p>	<p>Tell what the text is mostly about. (main topic)</p> <p>Use facts to support the main topic.</p> <p>Retell key details and facts.</p> <p>Determine why the author wrote the text (use clues/facts).</p>	<p>Main topic</p> <p>Key details</p> <p>Facts</p> <p>Informational text</p> <p>Information</p> <p>Non-fiction</p>
1 st Quarter Journeys Lessons:	1.RI.3 Describe the <u>connection between two individuals, events, ideas, or pieces of information</u> in a text.	<p>What are the facts given in the text?</p> <p>What are the relationships between information in a text?</p> <p>What happens first to cause something to happen next?</p> <p>What connections do you see between the</p>	<p>Identify 2 individuals, events, or pieces of information within the text.</p> <p>Describe the relationships between the individuals, events, or pieces of information.</p> <p>Use cause and effect to describe relationship between individuals, events or pieces of information.</p>	<p>Connection</p> <p>Individuals (characters)</p> <p>Events</p> <p>Ideas</p> <p>Information</p>

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		information provided by the text?		
1 st Quarter Journeys Lessons:	1.RI.7 Use <u>the illustrations</u> and details in a text to describe its <u>key ideas</u> .	What story information does the illustration have? What are the key details you find in the text?	Identify character(s), setting, and key details in the illustration to give information about the main idea. Identify details in the text that about the character(s), setting, or give reference to the main idea.	Illustrations Details Key ideas
1 st Quarter Journeys Lessons:	1.RI.10a With prompting and support, read <u>informational texts</u> appropriately complex for grade 1. a. With prompting and support, read <u>functional texts</u> including <u>history, social studies, science, and technical texts</u> , appropriately complex for grade 1. Guided/Independent 3 rd /4 th	What was the text about? Can you tell about 3-4 facts you read in the text? What did you learn from the text? What was your favorite photo or illustration in the text? Why? What fact did you find interesting in the text?	Read with guidance and prompting informational text with procity and fluency. Retell text in student's own words. (guide with prompting of beginning, middle, end or first, next, and last) Include 2 -3 facts (key details) in retelling in sequence. ((guide with prompting of beginning, middle, end or first, next,	Informational texts Functional text History Social studies Science Technical text

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		Why?	and last)	
Reading Foundational Skills				
1 st Quarter	<p>1.RF.1a Demonstrate understanding of the <u>organizations and basic features of print</u>.</p> <p>a. Recognize the distinguishing <u>features of a sentence</u> (e.g., <u>first word, capitalization, ending punctuation</u>).</p>	<p>What word is capitalized?</p> <p>Which word in a sentence should be capitalized?</p> <p>What ending punctuation should be used?</p> <p>Where should the ending punctuation be placed?</p>	<p>Identify the word that is capitalized in a sentence.</p> <p>Understand that the first word in a sentence must be capitalized.</p> <p>Identify the location of the ending punctuation.</p> <p>Identify and name the types of ending punctuation.</p>	<p>Organization</p> <p>Basic features</p> <p>Print</p> <p>Sentence</p> <p>First (beginning)</p> <p>Capitalization</p> <p>Ending</p> <p>Punctuation</p>
1 st Quarter	<p>1.RF.2b Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u>.</p> <p>b. Orally produce <u>single-syllable words by blending sounds (phonemes)</u>, including <u>consonant blends</u>.</p> <p>Note: CVC – and introduce consonant blends. (guide)</p>	<p>What are the short vowel sounds?</p> <p>What are the consonant sounds?</p> <p>What is a cvc word?</p> <p>How would you say a cvc word (blend)?</p>	<p>Name all consonant and short vowel letter names.</p> <p>Understand that a letter makes one sound (phoneme).</p> <p>Orally produce the short vowel sounds and all single-consonant sounds.</p>	<p>Spoken words</p> <p>Syllables</p> <p>- single (cvc)</p> <p>Sounds (phonemes)</p> <p>Consonant</p> <p>Vowel</p> <p>Consonant Blends</p>

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		<p>What is the purpose of blending sounds?</p>	<p>Blend single consonant sounds with short vowel sounds.</p> <p>Distinguish between short vowel sounds.</p>	
1 st Quarter	<p>1.RF.2c Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u>.</p> <p>c. Isolate and <u>pronounce initial, medial vowel, and final sounds (phonemes)</u> in spoken <u>single syllable words</u>.</p>	<p>What is the first (beginning) sound in the word?</p> <p>What is the final (ending) sound in the word?</p> <p>What is the short vowel sound (middle)?</p>	<p>Identify the short vowel sound.</p> <p>Identify the first sounds in a word, final sound, medial sound.</p>	<p>Spoken words</p> <p>Single Syllables</p> <p>Sounds (phonemes)</p> <p>Pronounce Initial</p> <p>Medial</p> <p>Final</p>
1 st Quarter	<p>1.RF.2d Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u>.</p> <p>d. <u>Segment spoken single-syllable words</u> into their complete sequence of <u>individual sounds (phonemes)</u>.</p>	<p>What are the sounds in the word? (produced in sequence)</p> <p>What does segment mean?</p>	<p>Orally produce single syllable words.</p> <p>Segment cvc words into their individual sounds.</p> <p>Tell the sounds in a word. (sequence B/M/F)</p>	<p>Spoken words</p> <p>Syllables</p> <p>Sounds (phonemes)</p> <p>Segment</p> <p>Sequence (beginning, middle, end)</p> <p>Individual Sounds</p>
Language				

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1 st Quarter	<p>1.L.1a Demonstrate <u>command of the conventions</u> of Standard English <u>grammar</u> and usage when writing or speaking.</p> <p>a. <u>Print all upper and lower case letters.</u></p>	<p>Is a given letter uppercase or lowercase?</p> <p>How are the uppercase and lowercase letters similar/different?</p> <p>What letters are hanging letters (g, j, p, q, y)?</p>	<p>Write all uppercase and lowercase letters from top to bottom.</p> <p>Distinguish between uppercase and lowercase letters.</p>	<p>Conventions Grammar Print Capitalization Uppercase Lowercase Letters</p>
1 st Quarter	<p>1.L.1b Demonstrate <u>command of the conventions</u> of Standard English <u>grammar</u> and usage when writing or speaking.</p> <p>b. Use <u>common, proper, and possessive nouns.</u> (common)</p>	<p>What are nouns for people?</p> <p>What are nouns for animals?</p> <p>What are nouns for places?</p> <p>What are nouns for things?</p>	<p>Identify nouns for people, places, animals, and things.</p> <p>Sort nouns into specific categories.</p> <p>Use common nouns when writing sentences.</p> <p>Identify common nouns in a sentence.</p>	<p>noun Common nouns Proper nouns Possessive nouns</p>
1 st Quarter	<p>1.L.1h Demonstrate <u>command of the conventions</u> of Standard English <u>grammar</u> and usage when writing or speaking.</p> <p>h. Use <u>determiners</u> (e.g., <u>articles, demonstratives</u>)</p>	<p>What are articles?</p> <p>Can you find the articles in a sentence?</p> <p>Are articles only used at the beginning of a</p>	<p>Identify the articles in a sentence.</p> <p>Understand the difference between "A" and "An".</p> <p>Capitalized articles used at</p>	<p>Grammar Determiners Articles demonstratives</p>

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		sentence?	the beginning of a sentence.	
1 st Quarter	1.L.2a Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. a. <u>Capitalize dates and names of people.</u> (Names of People, dates)	Why are names of people capitalized? Why do we capitalize the names of dates?	Identify names of people in text. Identify date/months in text. Demonstrate the use of capital letters of names when writing. Demonstrate the use of capital letters of months in dates or in text when writing.	Capitalize Dates Months Names (people, name given to animal)
1 st Quarter The Reading Teacher's Book of Lists	1.L.2b Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. b. Use <u>end punctuation for sentences.</u> (period)	What does a period look like? What does a period mean? Where do you find a period? How do you find a period? Where would you put a period in your writing?	Identify the period in a sentence in isolation and in text. Understand that a period is concluding (ending) a statement. Demonstrate the use of a period in text of personal writing.	End punctuation Sentence Statement Question Period Question mark Exclamation mark
1 st Quarter The Reading Teacher's Book of Lists	1.L.2c Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. c. Use <u>commas in dates and to</u>	What does a comma look like? What does a comma mean?	Identify the comma in the date in isolation and in text. Understand that a comma is to separate information such as	Comma Dates Separate List of words in series

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	<p><u>separate single words in a series.</u> (comma in dates 1st quarter, comma in a series 3rd quarter)</p>	<p>Where do you find a comma in the date?</p> <p>Where do you find a comma in text?</p> <p>How do you find a comma?</p> <p>Where would you place a comma when writing you are writing the date?</p>	<p>numbers in the date or single words a statement.</p> <p>Demonstrate the use of a comma in text of writing the date.</p>	
<p>1st Quarter</p> <p>The Reading Teacher's Book of Lists</p>	<p>1.L.2d Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <p>d. Use <u>conventional spelling</u> for words with <u>common spelling patterns</u> and for frequently occurring <u>irregular words</u>. (word families, sight words/ short vowel 1st/2nd quarter, long vowel pairs into 2nd quarter, long vowel pairs 3rd quarter)</p>	<p>What is a word family?</p> <p>What words can you make by changing the beginning sound with the word family __at? (apply word family words as applicable).</p> <p>How can you change a word of a word family? (beginning or ending sound of either cvc or long vowel pair word)</p>	<p>Understand onset/rime.</p> <p>Know basic cvc word family patterns (ie. __at, __it, __ig, __en).</p> <p>Know basic long vowel pair word family patterns (ie. __eet, __oat, __i(__)e).</p> <p>Know basic spelling of irregular words (ie. __ight)</p> <p>Replace beginning consonant sound to create meaningful words.</p>	<p>Spelling word patterns</p> <p>Word families</p> <p>Irregular words</p> <p>Onset</p> <p>Rime</p> <p>Blending</p> <p>Change</p> <p>Replace beginning/ending sound</p>

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		What strategy would you use to figure out (decode) that unknown word?	Replace ending consonant sound to create meaningful words. Apply sound patterns of when creating words in their personal writing.	
1 st Quarter The Reading Teacher's Book of Lists Alphabet Letter Sound Chart	1.L.2e Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. e. <u>Spell untaught words phonetically</u> drawing on <u>phonemic awareness</u> and <u>spelling conventions</u> .	Can you blend the sounds to create a word? Can you segment the word to hear the beginning, middle, end (final) sound(s)? Do you see a word or word family you already know?	Make the relationship between consonant letter and sound (phoneme). Make the connection between vowel letter short/long sound. Blend sounds together to create a word. Segment sounds of a word. Use text that is surrounding the words to gather meaning to reference meaning of how word is used.	Spelling Consonant Sounds Short vowel sounds Long vowel sounds Sound out – decode Blend segment
1 st Quarter Close Reading Strategies	1.L.4a Determine or clarify the <u>meaning of unknown</u> and <u>multiple meaning words</u> and <u>phrases</u> based on grade 1 reading and content, choosing flexibility from an array of strategies.	If you read the whole sentence what clues do you see that will help you figure out the word/phrase?	Use text that is surrounding the words to gather information to reference meaning of the word or phrases. Use illustration to gather	Unknown Multiple meaning Words Phrases Sentence Clue

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	<p>a. Use <u>sentence level context</u> as a <u>clue to the meaning of a word or phrase</u>.</p>	<p>What information is in the illustration might help you understand the word/phrase?</p> <p>What have you read so far that will give you a clue about the word/phrase?</p> <p>When you read the sentence/phrase and connect it to the illustration do they match? Why?</p> <p>Can you give me an example or definition of the word?</p>	<p>meaning of the word.</p> <p>Give an example or definition of word based upon student's own personal experience either in connection to self, text, or world.</p>	<p>Example Definition Connection Self Text World</p>
<p>1st Quarter</p> <p>The Reading Teacher's Book of Lists</p>	<p>1.L.4b Determine or clarify the meaning of <u>unknown</u> and <u>multiple meaning words</u> and <u>phrases</u> based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring <u>affixes</u> as a <u>clue to the meaning of a word</u>. (prefixes: re-, un, non, pre,) (suffixes: 2nd quarter)</p>	<p>What prefix do you see?</p> <p>What does that affix mean?</p> <p>What is the root word? What does it mean?</p> <p>How did you change</p>	<p>Understand the meaning of prefix and suffix.</p> <p>Know different prefixes and the meaning.</p> <p>Know different suffixes and the meaning.</p>	<p>Meaning of a word Phrases Prefix Suffix</p>

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		the root word when you added the prefix ____? What does the word mean now?		
1 st Quarter	<p>1.L.4c Determine of clarify the <u>meaning of unknown and multiple meaning words and phrases</u> based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <p>c. Identify frequently occurring <u>root words</u> (e.g., look) and their <u>inflectional forms</u> (e.g., looks, looked, looking).</p>	<p>Can you locate the root word in all of these words (series of words with the root word).</p> <p>How do you know that these (2 or 3) words are similar? (they have the same root word)</p> <p>Can you add inflectional ending to a root word to make new words? Can you write them?</p>	<p>Understand how to add an ending to word to create new word, however keep the same (root) word embedded in the word.</p> <p>Identify the root word in a series of words with inflectional forms.</p> <p>Create a series of words with the use of a root word and the inflectional endings.</p>	<p>Root words (base words)</p> <p>Endings</p> <p>Inflectional forms</p>
1 st Quarter	<p>1.L.5c With Guidance and support from adults, demonstrate understanding of <u>word relationships and nuances</u> in word meanings.</p> <p>c. Identify <u>real-life connections between words and their use</u> (e.g., note places at home that are cozy).</p>	<p>If you read the whole sentence what clues do you see that will help you figure out the word/phrase?</p> <p>What information is in the illustration might help you understand the word/phrase?</p>	<p>Use text that is surrounding the words to gather information to reference meaning of the word or phrases.</p> <p>Use illustration to gather meaning of the word.</p> <p>Give an example or definition of word based upon student's own</p>	<p>Word relationship</p> <p>Nuances</p> <p>Real-life connections words</p>

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		<p>What have you read so far that will give you a clue about the word/phrase?</p> <p>When you read the sentence/phrase and connect it to the illustration do they match? Why?</p> <p>Can you give me an example or definition of the word?</p>	<p>personal experience either in connection to self, text, or world.</p>	
Writing				
1 st Quarter	<p>1.W.3 Write <u>narratives</u> in which they <u>recount two or more appropriately sequenced events</u>, include some <u>details regarding what happened</u>, use <u>temporal words to signal event order</u>, and provide some sense of <u>closure</u>. (teacher model-sequencing and closures)</p>	<p>What is a narrative?</p> <p>What is the purpose of a narrative?</p> <p>Why should your narrative be in order?</p>	<p>Retell a personal experience orally in sequential order.</p> <p>Provide 3-4 details about the experience (character, setting, simple plot).</p> <p>Write about an experience in sequential order.</p>	<p>Narrative</p> <p>Sequence</p> <p>Events</p> <p>Details</p> <p>Temporal words</p> <p>Event order</p> <p>Closure</p>
1 st Quarter	<p>1.W.4a With guidance and support from adults, produce <u>writing</u> in which the <u>development</u> and <u>organization</u> are <u>appropriate to task and purpose</u>.</p>	<p>What is functional writing?</p> <p>When would you use</p>	<p>Name the different kinds of functional writing pieces.</p> <p>Write a list of rules for the</p>	<p>Develop</p> <p>Organize</p> <p>Task</p> <p>Purpose</p>

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	<p>(Grade specific expectations for writing types are defined in standard 1-3 above).</p> <p>a. With guidance and support from adults, produce <u>functional writing</u> (e.g., <u>classroom rules</u>, <u>experiments</u>, <u>notes/messages</u>, <u>friendly letters</u>, <u>labels</u>, <u>graphs/tablets</u>, <u>directions</u>, <u>posters</u>) in which the development and organization are <u>appropriate to task and purpose</u>.</p>	<p>functional writing?</p> <p>How is functional writing similar or different to narratives, informative, and opinion writing?</p>	<p>classroom.</p> <p>Write a friendly letter including the date, a greeting, a body, and a salutation.</p> <p>Label pictures and illustrations with captions.</p> <p>Produce functional writing pieces with guidance from the teacher.</p>	<p>Functional writing</p> <p>Rules</p> <p>Experiment report</p> <p>Notes</p> <p>Messages</p> <p>Friendly letter</p> <p>Label</p> <p>Graphs</p> <p>Tablets</p> <p>Directions</p> <p>Poster</p>
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Reading Literature				
2 nd Quarter	1.RL.1 <u>Ask and answer questions</u> about <u>key details</u> in a text.	Who is the main character? What is the setting? What happens in the beginning? What happens in the middle? What happens at the end?	Identify the character(s). Identify the setting. Retell the story in sequence. Answer questions about key details prompted by teacher.	Characters Setting Plot Text Fiction Fantasy Literature Details
2 nd Quarter	1.RL.2 <u>Retell stories</u> , including <u>key details</u> , and demonstrate understanding of their <u>central message</u> or <u>lesson</u> .	What happens in the beginning, middle, and end? What is a lesson? What is a message? What is the character(s)'s problem and how is it solved? What is the story trying	Retell story in their own words. Use 3 key details in their retell. Identify the problem and how it is solved. Identify the lesson or message the author is presenting.	Lesson Message Retell Key details Fable Folktale Fiction

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		to teach you?		
2 nd Quarter	1.RL.3 Describe <u>characters</u> , <u>settings</u> , and <u>major events</u> in a story, using <u>key details</u> .	<p>Who are the characters?</p> <p>Does the setting change throughout the story?</p> <p>How does the character feel at the beginning of story and at the end of the story?</p> <p>What word or words in the text describes the character(s) or setting(s).</p> <p>What word or words in the text describe the major event(s).</p>	<p>Identify character(s), setting(s), and plot.</p> <p>Using 1 or 2 specific words from the text, describe a character(s), or the setting.</p> <p>Use what the characters say and do to describe them in the text.</p> <p>Use 1 to 2 from the text to describe the major event(s) in the story.</p> <p>Retell the major events in the story using key details.</p>	<p>Character</p> <p>Setting</p> <p>Key details</p> <p>Major event</p> <p>Describe</p> <p>Characteristic</p>
2 nd Quarter	1.RL.5 Explain <u>major differences between books</u> that tell <u>stories</u> and books that give <u>information</u> , drawing on a wide reading of a range of text types.	<p>What is genre?</p> <p>What are the kinds of genres?</p> <p>What book most likely tells a story?</p>	<p>Identify the genre of a book.</p> <p>Sort titles by genre.</p> <p>Explain differences between books based upon title and story line.</p>	<p>Compare</p> <p>Contrast</p> <p>Title</p> <p>Genre</p> <p>Story</p> <p>Facts</p> <p>Information</p>

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		<p>What book most likely gives information?</p> <p>How do you know if a book gives information and tells a story?</p>		<p>Fiction</p> <p>Non-fiction</p>
2 nd Quarter	1.RL.7 Use <u>illustrations</u> and <u>details</u> in a story to describe its <u>characters</u> , <u>setting</u> , or <u>events</u> .	<p>Why would an author include an illustration?</p> <p>What does the illustration tell you about the story?</p> <p>How does this illustration help understand the story?</p> <p>What word or words in the text relate to the illustration?</p>	<p>Understand how an illustration supports the text and vice versa.</p> <p>Describe a character using the text and illustration.</p> <p>Describe the setting using the text and illustration.</p> <p>Tell information about the illustration.</p>	<p>Illustration</p> <p>Fiction</p> <p>Character</p> <p>Setting</p> <p>Events</p>
Reading Informational				
2 nd Quarter	1.RI.4 Ask and answer <u>questions</u> to help <u>determine or clarify the meaning of words and phrases</u> in a text.	<p>What is the sentence about?</p> <p>What does this phrase mean?</p>	<p>Describe the meaning of words and phrases in a text.</p> <p>Use context clues to understand unknown words and phrases.</p>	<p>Non-fiction</p> <p>Informational text</p> <p>questions</p> <p>phrases</p> <p>meaning of words</p> <p>clarify</p>

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		<p>What do you see in the illustration that can help you understand the word/phrase?</p> <p>What words give you clues to understand the meaning?</p>	<p>Use illustrations and pictures to help understand unknown words or phrases.</p>	<p>determine definition</p> <p>context clues</p>
2 nd Quarter	<p>1.RI.5 Know and use various <u>text features</u> (e.g. <u>heading, tables of contents, glossaries, electronic menus, icons</u>) to <u>locate key facts or information</u> in a text.</p>	<p>What is a text feature?</p> <p>What are the different kinds of text features?</p> <p>What is the purpose of a specific text feature? (e.g., A table is for ___?)</p> <p>Where would you find ___?</p> <p>What text feature would you use to find ___?</p>	<p>Identify the different types of text features in a text.</p> <p>Describe the purpose of a specific text feature.</p> <p>Compare and contrast the different types of text features.</p>	<p>Table</p> <p>Heading</p> <p>Table of contents</p> <p>Glossary</p> <p>Index</p> <p>Icons</p> <p>Menus</p> <p>Labels</p> <p>Captions</p> <p>Illustrations</p> <p>Pictures</p> <p>Graphs</p> <p>Maps</p>
2 nd Quarter	<p>1.RI.6 <u>Distinguish between information</u> provided by <u>pictures or other illustrations</u> and <u>information</u> provided by the words in a text.</p>	<p>What information does the text give?</p> <p>What information does the illustration give?</p>	<p>Locate specific details within text or illustration prompted by the teacher.</p> <p>Describe key details from the text.</p>	<p>Informational text</p> <p>Picture</p> <p>Illustration</p> <p>Diagram</p> <p>Graph</p> <p>Details</p>

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		<p>How is information similar or different given from the text and illustrations? (prompted)</p> <p>What does the illustration tell you that the text does not?</p> <p>What does the text tell you that the illustration does not?</p>	<p>Describe key details provided by the illustration.</p> <p>Compare and contrast the key details given by the text and illustration.</p>	
Reading Foundational Skills				
2 nd Quarter	<p>1.RF.2b Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u>.</p> <p>a. Orally produce <u>single-syllable words by blending sounds (phonemes), including consonant blends (blends)</u>.</p>	<p>What are the short vowel sounds?</p> <p>What are the consonant sounds?</p> <p>What is a cvc word?</p> <p>How would you say a cvc word (blend)?</p> <p>What is the purpose of blending sounds?</p>	<p>Name all consonant blends.</p> <p>Blend consonant blends with short vowel sounds.</p> <p>Apply blends to decoding words.</p>	<p>Consonant Blends</p> <p>CVC</p> <p>Vowels</p> <p>Decode</p> <p>Blend</p>

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2 nd Quarter	1.RF.3a Know and apply level phonics and word analysis skills in decoding words. a. Know the spelling sound correspondences for common constant digraphs.	What is a digraph? What sounds do digraphs make? How is a digraph different from a blend?	Name all digraphs. Blend digraphs with short vowel sounds. Apply digraphs to decoding words. Spell words with digraphs.	Digraph Blend Decode Vowel
2 nd Quarter	1.RF.3b Know and apply level phonics and word analysis skills in decoding words. b. Decode regularly spelled one syllable words.	What is a syllable? How would you spell one syllable words?	Segment individual phonemes in a single-syllable word. Blend individual sounds into a single-syllable word.	Syllable CVC Blend Decode Consonant Vowel
2 nd Quarter	1.RF.3f Know and apply level phonics and word analysis skills in decoding words. f. Read words with inflectional endings.	What are inflectional endings? What are the different inflectional endings you can add to a base word?	Identify the base word in a series of words with inflectional endings. Identify the inflectional ending on a base word. Read words with inflectional endings.	Base word Inflectional ending Root word
2 nd Quarter	1.RF.3g Know and apply level phonics and word analysis skills in decoding words. g. Recognize and read grade appropriate irregularly spelled	Is this word spelled the way it sounds? How is this word irregular?	Identify high frequency words. Identify irregularly spelled words.	High frequency word Irregular Spelling

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	words.		Explain phonetics vs. irregular spelling.	
Language				
2 nd Quarter The Reading Teacher's BOOK of LISTS	1.L1b Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking. b. Use <u>common, proper,</u> and <u>possessive nouns.</u> (proper)	What are nouns for people? What are nouns for animals? What are nouns for places? What are nouns for things?	Identify nouns for people, places, animals, and things. Sort nouns into specific categories. Use common nouns when writing sentences. Identify common nouns in a sentence.	noun Common nouns Proper nouns Possessive nouns
2 nd Quarter The Reading Teacher's BOOK of LISTS	1.L.1c Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).	What is singular? What is plural? How would a noun change if the verb is plural? How would a verb change if the noun is plural?	Identify the noun and verb in sentence. Distinguish between plural and singular nouns. Create sentences with matching verbs and nouns. Write sentences with matching nouns and verbs in regards to subject-verb agreement.	Verbs Nouns Plural Singular Subject-verb agreement Is-are We-were

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<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.1f Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>f. Use frequently occurring adjectives.</p>	<p>What is an adjective?</p> <p>What do adjectives do?</p> <p>What can adjectives describe?</p> <p>What adjectives are similar or different?</p>	<p>Identify adjectives.</p> <p>Create adjectives for specific nouns.</p> <p>Sort adjectives by the attributes they describe.</p> <p>Write sentences using adjectives to describe nouns.</p>	<p>Adjective</p> <p>Noun</p> <p>Color</p> <p>Size</p> <p>Shape</p> <p>Number</p> <p>Appearance</p> <p>Feeling</p> <p>Senses</p>
<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.1k Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>k. Write multiple sentences in an order that supports a main idea or story.</p>	<p>What happened first, next, and last?</p> <p>What happened in the beginning, middle, and end?</p> <p>What is your topic sentence?</p> <p>What are 3 key details that support your main idea?</p>	<p>Write a paragraph that includes a topic sentence and 3 detail sentences.</p> <p>Write a story that includes sentences that have a beginning, middle, and end.</p>	<p>Main idea</p> <p>Topic sentence</p> <p>Key details</p> <p>Paragraph</p> <p>Sequence of events</p>
<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.2a Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <p>a. <u>Capitalize dates and names of people.</u> (Dates)</p>	<p>What is a date?</p> <p>What is the importance of writing the date?</p> <p>What word is</p>	<p>Understand that months of the year and days of the week are capitalized.</p> <p>Capitalize dates in own writing.</p>	<p>Capitalize</p> <p>Dates</p> <p>Names of people</p>

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<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.2b Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <p>b. Use <u>end punctuation for sentences</u>. (<u>exclamation mark !!!</u>)</p>	<p>capitalized in a date?</p> <p>What is an exclamation mark?</p> <p>When do you use an exclamation mark?</p>	<p>Identify sentences that require an exclamation mark.</p> <p>Change simple sentences into an exclamatory sentence.</p>	<p>End punctuation</p> <p>Sentence</p> <p>Statement</p> <p>Question</p> <p>Period</p> <p>Question mark</p> <p>Exclamation mark</p>
<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.2d Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <p>d. Use <u>conventional spelling</u> for words with <u>common spelling patterns</u> and for frequently occurring <u>irregular words</u>. (word families with consonant blends/digraphs, sight words)</p>	<p>What do word families have in common?</p> <p>How do word families help you spell words?</p>	<p>Generate words from word families.</p> <p>Sort words into word families.</p> <p>Create words with onset and rime.</p>	<p>Spelling word patterns</p> <p>Word families</p> <p>Irregular words</p>
<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.4b Determine or clarify the meaning of <u>unknown</u> and <u>multiple meaning words</u> and <u>phrases</u> based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring <u>affixes</u> as a <u>clue to the meaning of a word</u>. (un-)</p>	<p>What is a prefix?</p> <p>How does adding un- to the beginning of a word change the meaning?</p>	<p>Read words with the prefix un-.</p> <p>Describe the meaning of words with the prefix un-.</p> <p>Add the prefix un- to words.</p>	<p>Meaning of a word</p> <p>Phrases</p> <p>Affixes</p> <p>Prefix</p>

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<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.5b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</p>	<p>What words can you use to describe a _____'s attributes?</p> <p>What words go together? Why?</p> <p>What words do not go together? Why?</p>	<p>Describe meanings of words.</p> <p>Categorize words by definitions and attributes.</p>	<p>Attribute</p> <p>Category</p> <p>Define</p> <p>Word relationships</p> <p>Word meanings</p>
<p>2nd Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p>1.L.5d With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>What are synonyms?</p> <p>What are antonyms?</p> <p>What words mean the same as ___?</p> <p>Which word shows more? Less?</p>	<p>Show understanding of similar verbs by acting them out or drawing them.</p> <p>Choose the best verb that matches a situation's meaning.</p> <p>Choose the best adjective that best describes the noun.</p>	<p>Verbs</p> <p>Adjectives</p> <p>Synonyms</p> <p>Antonyms</p> <p>Suffixes</p>
<p>Writing</p>				
<p>2nd Quarter</p>	<p>1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>What is the topic?</p> <p>What are facts and details about the topic?</p>	<p>Identify a topic.</p> <p>Locate 3-4 facts about a topic.</p> <p>Write an informative piece that</p>	<p>Informative</p> <p>Explanatory</p> <p>Closure</p> <p>Main topic</p> <p>Main idea</p>

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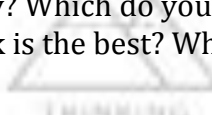
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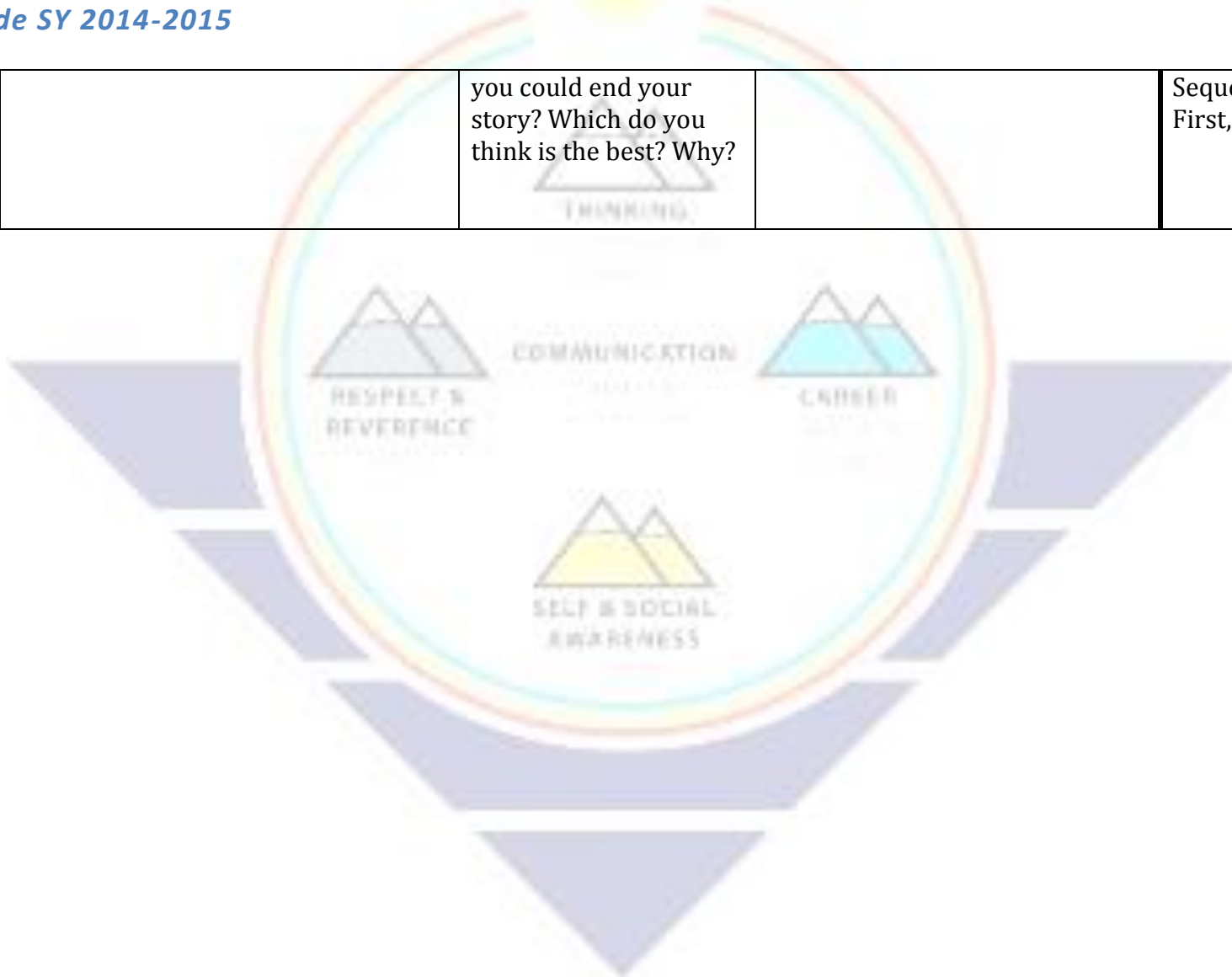
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		What is your purpose as the author for writing this piece?	names the topic and provides 3-4 facts about the topic.	Key details Cite Text support Facts Information
2 nd Quarter	1.W.4a With guidance and support from adults, produce <u>writing</u> in which the <u>development</u> and <u>organization</u> are <u>appropriate to task and purpose</u> . (Grade specific expectations for writing types are defined in standard 1-3 above). a. With guidance and support from adults, produce <u>functional writing</u> (e.g., <u>classroom rules</u> , <u>experiments</u> , <u>notes/messages</u> , <u>friendly letters</u> , <u>labels</u> , <u>graphs/tablets</u> , <u>directions</u> , <u>posters</u>) in which the development and organization are <u>appropriate to task and purpose</u> .	What is functional writing? When would you use functional writing? How is functional writing similar or different to narratives, informative, and opinion writing?	Name the different kinds of functional writing pieces. Write a list of rules for the classroom. Write a friendly letter including the date, a greeting, a body, and a salutation. Label pictures and illustrations with captions. Produce functional writing pieces with guidance from the teacher.	Develop Organize Task Purpose Functional writing Rules Experiment report Notes Messages Friendly letter Label Graphs Tablets Directions Poster
2 nd Quarter	1.W.3 Write <u>narratives</u> in which they <u>recount two or more appropriately sequenced events</u> , include some <u>details regarding what happened</u> , use <u>temporal words to signal event order</u> , and provide some sense of <u>closure</u> . (less guided/more independent)	What is a narrative? Do your details help the reader understand your story? What are three ways	Write a narrative using first, next, last or beginning, middle, and end (temporal words) to signal event order. Provide a strong sense of closure.	Narrative Narrative response Story Closure Beginning Middle End

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		<p>you could end your story? Which do you think is the best? Why?</p> 		<p>Sequence of events First, next, last</p>
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Reading Literature				
3 rd Quarter Journeys Lessons:	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>What did the story teach you?</p> <p>What other stories teach this same lesson?</p> <p>Could the story be teaching another lesson?</p> <p>How would you teach someone this same lesson?</p> <p>Write a story that teaches the same lesson.</p>	<p>Retell the story in own words using key details.</p> <p>Identify the lesson or message the author is presenting.</p> <p>Compare other stories that teach the same lesson or give the same message.</p> <p>Write a story that teaches a lesson or gives a message.</p>	<p>Retell</p> <p>Story</p> <p>Key details</p> <p>Central message</p> <p>Lesson</p> <p>Fable</p> <p>Folktale</p> <p>Fiction</p> <p>Fantasy</p> <p>Realistic fiction</p>
3 rd Quarter Journeys Lessons:	1.RL.3 Describe characters, settings, and major events in a story, using key details.	<p>Who are the characters?</p> <p>Does the setting change throughout the story?</p> <p>How does the character</p>	<p>Identify character(s), setting(s), and plot.</p> <p>Using 1 or 2 specific words from the text, describe a character(s), or the setting.</p>	<p>Characters</p> <p>Setting</p> <p>Plot</p> <p>Events</p> <p>Sequence of events</p> <p>Key detail</p> <p>Major events</p>

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		<p>feel at the beginning of story and at the end of the story?</p> <p>What word or words in the text describes the character(s) or setting(s).</p> <p>What word or words in the text describe the major event(s).</p>	<p>Use what the characters say and do to describe them in the text.</p> <p>Use 1 to 2 words from the text to describe the major event(s) in the story.</p> <p>Retell the major events in the story using key details.</p>	
<p>3rd Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>What is a poem?</p> <p>What word(s) in a poem describe feelings?</p> <p>What word(s) in a poem describe the senses?</p> <p>What is another phrase or word that could be used to substitute?</p> <p>In this text, ___ what word is used that is similar (vocabulary) to</p>	<p>Identify words in a poem that describe feelings.</p> <p>Identify words in a poem that describe the senses.</p> <p>Describe the senses that a character portrays.</p> <p>Compare this one poem to another similar poem.</p> <p>Write a poem using words to describe senses and feelings.</p>	<p>Poem</p> <p>Senses</p> <p>Sight</p> <p>Touch</p> <p>Hear</p> <p>See</p> <p>Taste</p> <p>Phrase</p> <p>Feeling</p> <p>Adjectives</p>

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<p>3rd Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RL.6 Identify who is telling the story at various points in a text.</p>	<p>____?</p> <p>Who is telling the story?</p> <p>Is there more than one person telling the story?</p> <p>Would the story change if a different person told the story? If so, how would it change?</p>	<p>Identify who is telling the story by using key details and text clues.</p> <p>Determine how many individuals are telling the story.</p> <p>Predict how a story would change if someone different told the story.</p>	<p>Author</p> <p>Characters</p> <p>Narrator</p> <p>Quotation mark</p> <p>Point of view</p>
<p>3rd Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories. (characteristics)</p>	<p>Who are the characters?</p> <p>What are characteristics for each character in a story?</p> <p>What is similar about what two characters do in a story?</p> <p>What is different between two characters in a story?</p>	<p>Identify the characters in a story.</p> <p>Use key details about what a character says, does, and feels to describe the character.</p> <p>Describe an individual character's traits (physical, personality, feelings).</p> <p>Compare and contrast the characteristic's of multiple characters in a story.</p>	<p>Compare</p> <p>Contrast</p> <p>Top hat</p> <p>Adventure</p> <p>Experience</p> <p>Plot</p> <p>Problem</p> <p>Character</p>

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Reading Informational				
3 rd Quarter Journeys Lessons:	1.RI.8 Identify the reasons an author gives to support points in a text.	What is the author's purpose? What facts does the author give? Can you locate the facts in the given text?	Identify the author's purpose. Locate facts in a text that an author uses to support his/her purpose. Write an expository piece on a similar topic.	Reason Support Cite Author Key detail Purpose Informational text Non-fiction
3 rd Quarter Journeys Lessons:	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	What is similar about the information the two pieces give? What is different about the information the two pieces give?	Identify the similarities in two texts on a same topic (could include illustrations, instructions, diagrams, graphs). Identify the differences between two texts on a same topic (could include illustrations, instructions, diagrams, graphs).	Similar Different Compare/contrast Texts Informational text Non-fiction Illustrations Pictures
Reading Foundational Skills				
3 rd Quarter Journeys Lessons:	1.RF.2a Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u> . a. Distinguish <u>long from short vowel sounds</u> in spoken <u>single syllable words</u> .	What is the difference between long vowels and short vowels? What vowel sound do you hear in the middle of the word ____? Is the sound short or long?	Distinguish between long and short vowel sounds. Determine if a spoken word has a long or short vowel sound. Change vowel sounds in a word from short to long, long to short	Syllables Vowel Short/long Letter sound

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		Can you change the short vowel sound in a word to a long vowel to make a new word?	(if applicable).	
3 rd Quarter Journeys Lessons:	1.RF.3c Know and apply grade-level <u>phonics and word analysis skills</u> in decoding words. c. Know <u>final -e</u> and common <u>vowel team</u> conventions for representing <u>long vowel sounds</u> .	What vowel pairs make long vowel sounds? Can you give an example of a word that has a long vowel pair? How does the final -e at the end of a word change the vowel sounds?	Name the long vowel sounds. Identify long vowel pairs in words. Identify words with long vowel pairs. Classify words into categories based on their long vowel pairs and sounds. Decode words with final -e and vowel pairs when reading.	Long vowel Vowel pairs Diphthongs
3 rd Quarter Journeys Lessons:	1.RF.3d Know and apply grade-level <u>phonics and word analysis skills</u> in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	What is a syllable? What does each syllable in a word have? (vowel sound) Where would you split this word ___ into its syllables?	Understand what syllables are. Segment a word into its syllables. Identify the number of syllables in a word. Explain how each syllable has a vowel sound.	Syllable Vowel sound

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			Determine where to segment a word into its syllables.	
3 rd Quarter Journeys Lessons:	1.RF.4a <u>Read</u> with sufficient <u>accuracy</u> and <u>fluency</u> to support comprehension. a. Read on-level text with purpose and understanding.	What is fluency? What is prosody? What is tone?	Ask and answer questions about a text. Retell a text using 3 or more details in a meaningful sequence. Explain a connection to the story (text-to-text, text-to-self, text-to-world).	Fluency Accuracy Comprehension Purpose Understanding
Language				
3 rd Quarter Journeys Lessons: The Reading Teacher's Book of Lists	1.L1b Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking. b. Use <u>common, proper,</u> and <u>possessive nouns</u> . (possessive)	What is a possessive noun? How do you use a possessive noun?	Identify possessive nouns. Read possessive nouns. Distinguish between common, proper, and possessive nouns.	Noun Common noun Proper noun Possessive noun
3 rd Quarter Journeys Lessons: The Reading Teacher's	1.L1e Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking. e. Use <u>verbs to convey a sense of past, present, and future</u> (e.g., Yesterday I walked home;	What are verbs? What do verbs do? What is past? Present? Future?	Identify verbs. Determine if a verb is present, past, or future. Change verbs into their past, present, and future tense.	Present Past Future Verb Verb tense

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Book of Lists	Today I walk home; Tomorrow I will walk home.)	What ways can you change a verb?	Write sentences using verbs correctly in own personal writing.	
3 rd Quarter Journeys Lessons: The Reading Teacher's Book of Lists	1.L.1j Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking. j. Produce and expand <u>complete simple and compound declarative, interrogative, imperative, and exclamatory sentences</u> in response to prompts.	What is a statement? What is a command? What is a question? What is an exclamation? How can you change or add to an exclamatory sentence to make it more specific or descriptive (voice)?	Identify if a sentence tells, asks, or shows a strong feeling. Distinguish between declarative, imperative, interrogative, and exclamatory sentences. Use correct end punctuation at the end of statements, commands, questions, and exclamatory sentences. Identify in text why a character uses one of the kinds of sentences. Write different kinds of sentences.	Statement Command Question Exclamatory Period Question mark Exclamation mark Sentence End punctuation How/When/Why/ Where/What etc.
3 rd Quarter Journeys Lessons: The Reading Teacher's	1.L.2b Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. b. Use <u>end punctuation</u> for sentences. (question mark)	What is a question mark? When should a sentence end with a question mark?	Understand how to respond to interrogative sentences specific to when, where, why, how, etc. Identify sentences that ask. Write sentences that ask	Question mark Capitalization End Punctuation Who, what, when, where, how, why

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Book of Lists		What words begin a question sentence? (who, what, when, where, how, why)	(interrogative). Use question marks at the end of interrogative sentences.	
3 rd Quarter The Reading Teacher's Book of Lists	1.L.2c Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. c. Use <u>commas in dates and to separate single words in a series.</u> (in a series of words)	What is a comma? Where do commas go to separate words in a list? How would you put a list of words into a sentence?	Identify a comma. Create a group of 3-4 words for a specific category (i.e., purple, green, yellow, and red). Use a comma to separate a series of words in sentence. Demonstrate the use of a comma in a series of words in personal writing.	Punctuation Comma Series of words List
3 rd Quarter Journeys Lessons: The Reading Teacher's Book of Lists	1.L.2d Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing. d. Use conventional <u>spelling for words with common spelling patterns</u> and for frequently occurring <u>irregular words.</u> (vowel pairs)	What are vowel pairs? Do vowel pairs make a short or long vowel sound?	Identify vowel pairs in words. Read vowel pairs with the correct sound. Write words with vowel pairs.	Vowel pairs Spelling patterns
3 rd Quarter	1.L.4b Determine or clarify the meaning of unknown and multiple-	What is a suffix?	Identify words with suffixes -ly and -ful.	suffix Word clues

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The Reading Teacher's Book of Lists	meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word. (-ly, -ful)	What do suffixes do to a word? What does a word mean with the suffix -ly? -ful?	Add the suffixes -ly and -ful to base words. Tell/describe the meaning of words with suffixes -ly and -ful.	Base word
Writing				
3 rd Quarter Journeys Lessons:	1.W.2 Write informative/explanatory texts in which they <u>name a topic</u> , <u>supply some facts about the topic</u> , and <u>provide some sense of closure</u> .	What is your purpose as the author for writing this piece? How do the facts support your topic? Where did you find your facts?	Identify a topic. Locate 3-4 facts about a topic. Write an informative piece that uses facts to construct a deeper meaning. Cite resources used and provide a sense of closure.	Informative Explanatory Closure Main topic Main idea Key details Cite Text support Facts Information
3 rd Quarter	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (guided and teacher modeling)	What is an opinion? How is it similar or different from a fact? What is a topic? What reasons from the text help make your opinion?	Distinguish between fact and opinion. Give an opinion about a topic. Provide 2-3 opinions for a topic. Produce a shared writing piece about a topic with reasons and a sense of closure.	Opinion Reason Fact Introduce Topic Support Main Idea Title Closure

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<p>3rd Quarter</p> <p>Journeys Lessons:</p>	<p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>What is important about your experience?</p> <p>What happened first? Next? Last?</p> <p>Where in the text did you find the information?</p>	<p>Recall information from personal experiences to create a personal narrative.</p> <p>Gather information from a text to answer questions about a topic.</p> <p>Relate information to their own experiences.</p> <p>Produce a shared writing piece (paragraph).</p>	<p>Experience Information Recall Sources</p>
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Reading Literature				
4 th Quarter Journeys Lessons:	1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.	<p>What does the illustration tell about the story?</p> <p>What word or words in the text relate to the illustration?</p> <p>What does the illustration show that the text does not? (vice versa)</p>	<p>Describe a character using details and illustrations as clues.</p> <p>Describe the setting throughout a story using details and illustrations.</p> <p>Describe events in a story using details and illustrations.</p> <p>Make inferences about a character(s), setting, or events in a story from the text and illustrations.</p>	<p>Illustration</p> <p>Details</p> <p>Characters</p> <p>Setting</p> <p>Events</p> <p>Text feature</p> <p>Describe</p>
4 th Quarter Journeys Lessons:	1.RL.9 Compare and contrast the adventures and experiences of characters in stories. (experiences)	<p>What does a character do that another character does not?</p> <p>How is a character similar/different to another character from a different story?</p>	<p>Describe the similarities and differences between different aspects of multiple characters in a story (i.e., personality, actions, mannerisms, thoughts, etc.).</p> <p>Compare and contrast the adventures and experiences of multiple characters within a text.</p>	<p>Compare</p> <p>Contrast</p> <p>Similar</p> <p>Different</p> <p>Characters</p> <p>Adventures</p> <p>Experiences</p> <p>Plot</p>

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			Compare and contrast the adventures and experiences of characters across multiple texts.	
4 th Quarter Journeys Lessons:	1.RL.10 With prompting and support, <u>read prose and poetry of appropriate complexity</u> for grade 1.	What is a poem? What is a prose? What is the purpose of poems? What is the poem about? How do you know (text support)?	Read poems with fluency and prosody. Describe the meaning of poems read. Identify what the poem is about.	Prose Poem Poetry Genre Purpose
Reading Informational				
4 th Quarter Journeys Lessons:	1.RI.7 Use the illustrations and details in a text to describe its key ideas.	What do the illustrations tell us about the key details? How do the illustrations support the key details? How does the text support the illustration?	Describe key details using illustrations (pictures, graphs, etc.) Describe key details using the text. Describe key details using illustrations and text to support.	Illustrations Key details Describe Key ideas Informational text
4 th Quarter Journeys Lessons:	1.RI.8 Identify the reasons an author gives to support points in a text.	What is the author's purpose for writing the text? What would be your	Identify the author's purpose from the details and reasons given in the text. Predict how a text would change if	Author Purpose Informational text Non-fiction Reasons

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		<p>purpose for writing an expository text?</p> <p>If an author changed his/her purpose, how do you think the text would change?</p>	<p>the author changed his/her purpose.</p> <p>Cite reasons an author gives directly from the text.</p>	<p>Supporting facts</p> <p>Information</p>
<p>4th Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>What information does the text give that the illustration does not? (vice versa)</p> <p>What information would you add to either the text or illustration to make the two pieces similar? Or different?</p>	<p>Write a piece for an illustration that provides similarities and differences.</p> <p>Draw an illustration for a text that includes two details not found in the text.</p> <p>Draw an illustration for a text that provides the same facts found in the text.</p>	<p>Similarity</p> <p>Difference</p> <p>Text-to-text</p> <p>Topics</p> <p>Main idea</p> <p>Informational text</p> <p>Text features</p>
Reading Foundations				
<p>4th Quarter</p> <p>Journeys</p> <p>Lessons:</p>	<p>1.RF.3e Know and apply grade-level <u>phonics and word analysis skills in decoding words</u>.</p> <p>e. <u>Decode two-syllable words</u> following basic patterns by breaking the words into syllables.</p>	<p>What is a syllable?</p> <p>How would you spell one syllable words?</p> <p>How many syllables are in this ___ word?</p> <p>What does each</p>	<p>Segment individual phonemes in a single-syllable word.</p> <p>Blend individual sounds into a single-syllable word.</p> <p>Segment a two-syllable word into its syllables.</p>	<p>Syllables</p> <p>Double consonant</p> <p>Vowel</p> <p>CVC</p> <p>Consonant</p> <p>Blend</p> <p>Decode</p>

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		syllable have? (vowel sound)		
4 th Quarter Journeys Lessons:	1.RF.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. b. Use frequently occurring affixes as a clue to the meaning of a word.	Does the word have a prefix? Does the word have a suffix? What is the base word?	Identify the base word. Identify the prefix or suffix. Use a prefix or suffix as clues to the meaning of the word.	Suffix Prefix Base word
4 th Quarter Journeys Lessons:	1.RF.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).	What is a base word? What are inflectional endings? What group of words has the same base word?	Identify the inflectional endings that can be added to a word. Add more than one inflectional ending to a root word. Sort words with inflectional endings by their base words.	Base word Inflectional endings
Language				
4 th Quarter Journeys Lessons:	1.L.1b Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. b. Use common, proper, and	What does a possessive noun tell us in a sentence? What do you add to a	Use possessive nouns when writing to show ownership or belonging.	Noun Common Proper Possessive

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	possessive nouns.	noun to make it a possessive noun?		
4 th Quarter Journeys Lessons:	1.L.1d Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).	What are pronouns? What pronouns would you use to describe____?	Use the correct pronoun based on the situation (per grouping). Locate in text and tell who the pronoun is describing. Write sentences using correct pronouns.	Pronouns Personal Possessive Indefinite
4 th Quarter Journeys Lessons:	1.L.1g Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	What is a conjunction? What do conjunctions do? What conjunction would you use to put these two words or two phrases together? Why?	Identify conjunctions in text. Understand the purpose of conjunctions. Write sentences using correct conjunctions to join phrases or words.	Conjunctions Sentence Grammar wall Word phrases
4 th Quarter Journeys Lessons:	1.L.1i Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	What is a preposition? What is a prepositional phrase? What do prepositional phrases tell?	Locate prepositions in sentences. Distinguish between prepositions that tell where and when. Expand simple sentences by adding prepositional phrases to	Preposition Prepositional phrase Where/when

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		<p>What prepositions tell when?</p> <p>What prepositions tell where?</p>	<p>make a sentence more complex.</p>	
<p>4th Quarter</p> <p>Journeys Lessons:</p>	<p>1.L.2d Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (diphthongs)</p>	<p>What sounds do diphthongs make?</p> <p>What diphthongs make similar sounds?</p>	<p>Sort words by diphthong pattern.</p> <p>Read words with diphthongs.</p> <p>Spell words with diphthongs.</p>	<p>Vowel pairs</p> <p>Diphthongs</p> <p>Spelling</p> <p>Long vowel sound</p>
<p>4th Quarter</p> <p>Journeys Lessons:</p>	<p>1.L.4b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word. (pre-)</p>	<p>What is prefix?</p> <p>How does the prefix pre- change the meaning of a word?</p> <p>What words can you add the prefix pre- to?</p>	<p>Identify words with the prefix pre-.</p> <p>Describe the meaning of words with the prefix pre-.</p>	<p>prefix</p> <p>Base word</p>
<p>4th Quarter</p> <p>Journeys Lessons:</p>	<p>1.L.5a With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>What word does not go with this group?</p> <p>What words go together?</p>	<p>Sort words into similar categories based on word meanings.</p> <p>Identify the concept a category</p>	<p>Category</p> <p>Word meaning</p> <p>Negative meaning (NOT)</p>

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	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Why? What words can we add to this group? Why?	represents by identifying the relationship between the words in a category.	
4 th Quarter Journeys Lessons:	1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	What is a conjunction? What do conjunctions do? What conjunction would you use to put these two words or two phrases together? Why?	Identify conjunctions in text. Understand the purpose of conjunctions. Write sentences using correct conjunctions to join phrases or words.	Phrase Conjunction Relationship
4 th Quarter	1.L.3 N/A			
Writing				
4 th Quarter Journeys Lessons:	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. (less guided/more independent)	What reasons from the text help make your opinion? Who is your audience? What is closure? How would you end your paper?	Give an opinion about a topic. Provide 2-3 opinions for a topic. Write an opinion piece about a topic stating an opinion with reasons from a text. Cite resources and provide a sense of closure.	Opinion Reason Support Topic Closure Main idea Detail sentence
4 th Quarter	1.W.5 With guidance and support	What is the writing	Read peers' papers and give	Edit

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Journeys Lessons:	from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	process? What is revision? What is editing? What is peer critique?	suggestions on main topic and details.	Revise Details Suggestion Peer edit
4 th Quarter Journeys Lessons:	1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	What is publishing? What is the purpose of publishing? Why is publishing important?	Create a final draft after revisions and editing. Type up final draft on computer/word program.	Digital tools Produce Publish Computer Microsoft word Keyboard
4 th Quarter Journeys Lessons:	1.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	What is a “how-to” book? Why are instructions important? Why is following instructions important? Why should instructions be in sequence?	Participate in a shared research and writing project. Read “How-to” books and retell the steps in a sequence of instructions.	Shared research Writing project Instructions Directions Sequence
4 th Quarter	1.W.9 N/A Begins in grade 4			
4 th Quarter	1.W.10 N/A Begins in grade 3			