

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

### Reading Literature

#### 1st Quarter (2 Standards)

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter  Wonders Lessons:	<p><b>1.RL.1</b> Ask and answer questions about <u>key details</u> in a text.</p> <p><b>1.SL.1a</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>*Social Studies S3.P03</p> <p><b>1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>Who is the main character?</p> <p>What is the setting?</p> <p>What happens in the <u>beginning</u>?</p> <p>What happens in the <u>middle</u>?</p> <p>What happens at the <u>end</u>?</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</p>	<p>Identify the character(s).</p> <p>Identify the setting.</p> <p>Retell the story in sequence.</p> <p>Answer questions about key details prompted by teacher.</p>	<p>Characters</p> <p>Setting</p> <p>Plot</p> <p>Text</p> <p>Fiction</p> <p>Fantasy</p> <p>Literature</p> <p>Details</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	character(s) or setting(s).  What word or words in the text describe the major event(s).		
1st Quarter  Wonders Lessons:	<b>1.RL.4</b> Identify <u>words and phrases</u> in stories or poems that <u>suggest feelings</u> or appeal to the <u>senses</u> .  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What is a poem?  What word(s) in a poem describe feelings? What word(s) in a poem describe the senses?  What is another phrase or word that could be used to substitute?  In this text, ____ what word is used that is similar (vocabulary) to ____?	Create a list of feeling words.  Explain or draw the feelings.  Identify words in a poem or story that describe feelings.  Identify words in a poem that describe the senses. (make the connection with Science unit)  Describe the senses that a character portrays.  Compare this one poem to another similar poem.	Poem Senses Sight Touch Hear See Taste Phrase Feeling Adjectives

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

			Write a poem using words to describe senses and feelings.	
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### 2<sup>nd</sup> Quarter (2 Standards)

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2nd Quarter  Wonders Lessons:	<b>1.RL.3</b> Describe <u>characters</u> , <u>settings</u> , and <u>major events</u> in a story, using <u>key details</u> .  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	Who are the characters? Does the setting change throughout the story?	Identify character(s), setting(s), and plot.  Using 1 or 2 specific words from the text, describe a character(s), or the setting.  Use what the characters say and do to describe them in the text.  Use 1 to 2 from the text to describe the major event(s) in the story.	Describe Characters Setting(s) Major events Key details
2nd Quarter  Wonders Lessons:	<b>1.RL.6</b> Identify <u>who is telling the story</u> at various points in a text.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____	Who is telling the story? Is there more than one person telling the story?  Would the story change if a different person told	Identify who is telling the story by using key details and text clues.  Determine how many individuals are telling the story.	Author Characters Narrator Quotation mark Point of view

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

Quiz _____ Quiz _____ Post _____	the story? If so, how would it change?	Predict how a story would change if someone different told the story.	
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<b>3rd Quarter (2 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3rd Quarter  Wonders Lessons:	<b>1.RL.5</b> Explain <u>major differences</u> between <u>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.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What is genre?  What are the kinds of genres?  What book most likely tells a story?  What book most likely gives information?  How do you know if a book gives information and tells a story?	Identify the genre of a book.  Sort titles by genre.  Explain differences between books based upon title and story line.	Compare Contrast Title Genre Story Facts Information Fiction Non-fiction
3rd Quarter  Wonders Lessons:	<b>1.RL.2</b> Retell <u>stories</u> , including <u>key details</u> , and demonstrate understanding of their <u>central message or lesson</u> .	What happens in the beginning, middle, and end?  What is a lesson?	Retell story in their own words.  Use 3 key details in their retell.	Retell Story Key details Central message Lesson

# Ganado Unified School District

## (English Language Arts/1st Grade)

*PACING Guide SY 2018-2019*

	<p>Pre _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>	<p>What is a message?          What is the character(s)'s problem and how is it solved?          What is the lesson in the story?          What is the author's message ?</p>	<p>Identify the problem and how it is solved.          I Identify the lesson or message the author is presenting</p>	
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# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

4th Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4th Quarter  Wonders Lessons:	<b>1.RL.9</b> <u>Compare and contrast the adventures and experiences of characters in stories.</u>  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	Who are the characters?  What are characteristics for each character in a story?  What is similar about what two characters do in a story? (What did ___ and ___ do that were alike?)  What is different between two characters in a story? (What did ___ do that ___ did not?)	Identify the characters in a story.  Use key details about what a character says, does, and feels to describe the character.  Describe an individual character's traits (physical, personality, feelings).  Compare and contrast the characteristics' of multiple characters in a story.	Compare Contrast Top hat Adventure Experience Plot Problem Character
4th Quarter  Wonders Lessons:	<b>1.RL.7</b> Use <u>illustrations and details</u> in a story to <u>describe its characters, setting, or events.</u>	What are the kinds of illustrations? (pictures, photos, graphs, maps, etc.)	Identify and tell the different types of illustrations used with the text.	Illustrations Details Describe Characters

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What do the illustrations tell us about the story?	Along with the text, use the illustration to identify the character(s), setting, or events.	Setting(s) Events
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RL.10</b> With prompting and support, <u>read prose and poetry of appropriate complexity</u> for grade 1.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	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.  <b>Use Nursery Rhymes &amp; Traditional Folktale Stories (i.e. Three Little Bears)</b>	Prose Poem Poetry Genre Purpose

1.RL.8 (Not applicable to literature.)

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

Reading Informational				
1st Quarter (1 Standard)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter  Wonders Lessons:	<b>1.RI.5</b> 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.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What is a text feature?  What are the different kinds of text features?  What is the purpose of a specific text feature? (e.g., A table is for ___?)  Where would you find _____?  What text feature would you use to find _____?	Identify the different types of text features in a text.  Describe the purpose of a specific text feature.  Compare and contrast the different types of text features.	Table Heading Table of contents Glossary Index Icons Menus Labels Captions Illustrations Pictures Graphs Maps



# Ganado Unified School District

## (English Language Arts/1st Grade)


PACING Guide SY 2018-2019

2nd Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 <sup>nd</sup> Quarter  Wonders Lessons:	<p><b>1.RI.1</b> <u>Ask and answer questions</u> about <u>key details</u> in a text. (guided with adult support)</p> <p><b>1.SL.1a</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>*Social Studies S3.PO3</p> <p><b>1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>Pre _____            Benchmark _____</p>	<p>What, Why, When, Where, Who, and How _____ ? (Facts specific to the text or topic.)</p> <p>How did you know where to find the information (word)?</p>	<p>Locate key facts in the text.</p> <p>Understand to answer questions with specific facts from the text.</p> <p>Support their answer using the text.</p>	<p>Questions</p> <p>Key details</p> <p>Text</p> <p>Ask/answer</p> <p>Facts</p> <p>Information</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____			
2 <sup>rd</sup> Quarter  Wonders Lessons:	<p><b>1.RI.2</b> Identify <u>main topic</u> and retell <u>key details</u> of a text.</p> <p><b>1.SL.1b</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 40px;">b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What is the main topic?  What are facts?  What are 3 <u>facts</u> that support the main topic?  Why did the author write this text?  What did you learn about _____ (main topic)?	Tell what the text is mostly about. (main topic)  Use facts to support the main topic.  Retell key details and facts.  Determine why the author wrote the text (use clues/facts).	Main topic Key details Facts Informational text Information Non-fiction

# Ganado Unified School District

## (English Language Arts/1st Grade)


PACING Guide SY 2018-2019

3rd Quarter (3 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter  Wonders Lessons:	<p><b>1.RI.4</b> Ask and answer <u>questions</u> to help <u>determine or clarify the meaning of words and phrases</u> in a text.</p> <p><b>1.SL.1c.</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.            c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>1.SL.3</b> Ask and answer <u>questions</u> about what a speaker says in <u>order to gather additional information or clarify something</u> that is not understood.</p> <p>Pre _____            Benchmark _____            Benchmark _____            Benchmark _____</p>	<p>What is the sentence about?</p> <p>What does this phrase mean?</p> <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>Describe the meaning of words and phrases in a text.</p> <p>Use context clues to understand unknown words and phrases.</p> <p>Use illustrations and pictures to help understand unknown words or phrases.</p>	<p>Non-fiction            Informational text            questions            phrases            meaning of words            clarify            determine            definition            context clues</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Quiz ____ Quiz ____ Post ____			
3rd Quarter  Wonders Lessons:	<b>1.RI.7</b> Use <u>the illustrations</u> and details in a text to describe its <u>key ideas</u> .  Pre ____ Benchmark ____ Benchmark ____ Benchmark ____ Quiz ____ Quiz ____ Post ____	What story information does the illustration have?  What key details do you find in the illustrations?  What key detail is in the illustration but not 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
3rd Quarter  Wonders Lessons:	<b>1.RI.8</b> Identify the <u>reasons an author gives</u> to <u>support points</u> in a text.  Pre ____ Benchmark ____ Benchmark ____ Benchmark ____ Quiz ____ Quiz ____ Post ____	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

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

4th Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RI.3</b> Describe the <u>connection between two individuals, events, ideas, or pieces of information</u> in a text.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What are the facts given in the text?  What are the relationships between information in a text?  What happens first to cause something to happen next?  What connections do you see between the information provided by the text?	Identify 2 individuals, events, or pieces of information within the text.  Describe the relationships between the individuals, events, or pieces of information.  Use cause and effect to describe relationship between individuals, events or pieces of information.	Connection Individuals (Characters) Events Ideas Information
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RI.6</b> Distinguish between <u>information provided by pictures or other illustrations</u> and <u>information provided by the words</u> in a text.  Pre _____	What information does the text give?  What information does the illustration give?	Locate specific details within text or illustration prompted by the teacher.  Describe key details from the text.	Informational text Picture Illustration Diagram Graph Details



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	How is information similar or different given from the text and illustrations? (prompted)  What does the illustration tell you that the text does not?  What does the text tell you that the illustration does not?	Describe key details provided by the illustration.  Compare and contrast the key details given by the text and illustration.	
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RI.9</b> Identify basic <u>similarities</u> in and <u>differences</u> between two texts on the <u>same topic</u> (e.g., in illustrations, descriptions, or procedures).  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____	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

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Post _____			
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RI.10a</b> 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,</u> and <u>technical texts,</u> appropriately complex for grade 1.  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	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? Why?	Read with guidance and prompting informational text with prosody 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, and last)	Informational texts Functional text History Social studies Science Technical text

# Ganado Unified School District

## (English Language Arts/1st Grade)


PACING Guide SY 2018-2019

Reading Foundational Skills / Writing Foundational Skills				
1 <sup>st</sup> Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Wonders Lessons:  Reading Horizons:	<p><b>1.RF.2b</b> 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>.            Note: CVC – and introduce consonant blends. (guide)</p> <p><b>1.WF.2</b> Demonstrate and apply sound-letter concepts.            b. Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.</p> <p><b>1.WF.3a1</b> Know and apply phonics</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 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>Blend single consonant sounds with short vowel sounds.</p> <p>Distinguish between short vowel 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</p> <p>Blends</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

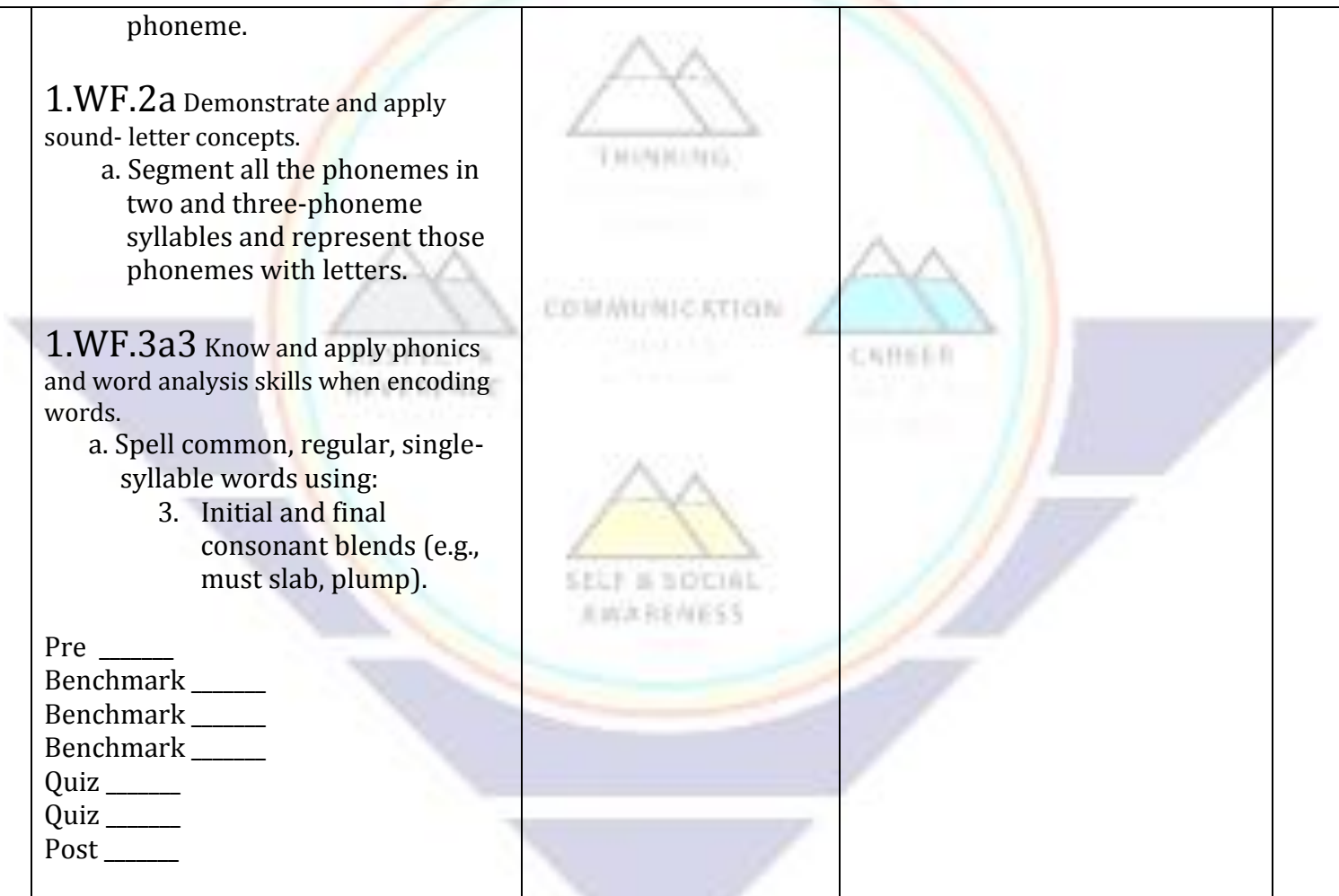
### PACING Guide SY 2018-2019

	<p>and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <ol style="list-style-type: none"> <li>1. Short vowels and single consonants.</li> </ol> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>			
<p>1<sup>st</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.RF.2C</b> Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u>.</p> <p>c. Isolate and <u>pronounce initial, medial vowel, and final sounds</u> (phonemes) in spoken <u>single syllable words</u>.</p> <p><b>1.WF.1b</b> Demonstrate and apply handwriting skills.</p> <p>b. Write the common grapheme (letter or letter group) for each</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          Single Syllables          Sounds (phonemes)          Pronounce          Initial          Medial          Final</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<p>phoneme.</p> <p><b>1.WF.2a</b> Demonstrate and apply sound- letter concepts.</p> <p>a. Segment all the phonemes in two and three-phoneme syllables and represent those phonemes with letters.</p> <p><b>1.WF.3a3</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>3. Initial and final consonant blends (e.g., must slab, plump).</p> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>	 <p>THINKING</p> <p>COMMUNICATION</p> <p>SELF &amp; SOCIAL AWARENESS</p>	<p>CAREER</p>	
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# Ganado Unified School District

## (English Language Arts/1st Grade)

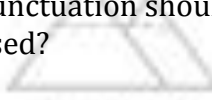
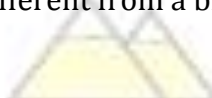
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<p>1<sup>st</sup> Quarter</p>	<p><b>1.RF.3b</b> Know and <u>apply level phonics</u> and <u>word analysis skills</u> in decoding words.</p> <p>b. <u>Decode</u> regularly spelled <u>one syllable</u> words.</p> <p>Pre _____            Benchmark _____            Benchmark _____            Benchmark _____            Quiz _____            Quiz _____            Post _____</p>	<p>What is a syllable?</p> <p>How would you spell one syllable words?</p>	<p>Segment individual phonemes in a single-syllable word.</p> <p>Blend individual sounds into a single-syllable word.</p>	<p>Syllable            CVC            Blend            Decode            Consonant            Vowel</p>
<p><b>2<sup>nd</sup> Quarter (4 Standards)</b></p>				
<p><b>Timeline &amp; Resources</b></p>	<p><b>AZ College and Career Readiness Standard</b></p>	<p><b>Essential Question (HESS Matrix)</b></p>	<p><b>Learning Goal</b></p>	<p><b>Vocabulary (Content/Academic)</b></p>
<p>2<sup>nd</sup> Quarter</p> <p>Wonders            Lessons:</p>	<p><b>1.RF.1a</b> Demonstrate understanding of the <u>organizations</u> and <u>basic features of print</u>.</p> <p>a. Recognize the distinguishing <u>features of a sentence</u> (e.g., <u>first word</u>, <u>capitalization</u>, <u>ending punctuation</u>).</p> <p>Pre _____</p>	<p>What word is capitalized?</p> <p>Which word in a sentence should be capitalized?</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>Organization            Basic features            Print            Sentence            First (beginning)            Capitalization            Ending            Punctuation</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)


### PACING Guide SY 2018-2019

	Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	What ending punctuation should be used?  Where should the ending punctuation be placed?	Identify and name the types of ending punctuation.	
2nd Quarter  Wonders Lessons:	<p><b>1.RF.3a</b> Know and apply level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling sound correspondences for common consonant digraphs.</p> <p><b>1.WF.3a2</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>4. Consonant graphemes including 1u, x, and -ck; digraphs (e.g. thin, shop, when, much, sing); and doubled letters (e.g., off, will, mess).</p>	<p>What is a digraph?</p> <p>What sounds do digraphs make?</p> <p>How is a digraph different from a blend?</p> 	<p>Name all digraphs.</p> <p>Blend digraphs with short vowel sounds.</p> <p>Apply digraphs to decoding words.</p> <p>Spell words with digraphs.</p>	<p>Diagraph</p> <p>Blend</p> <p>Decode</p> <p>Vowel</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

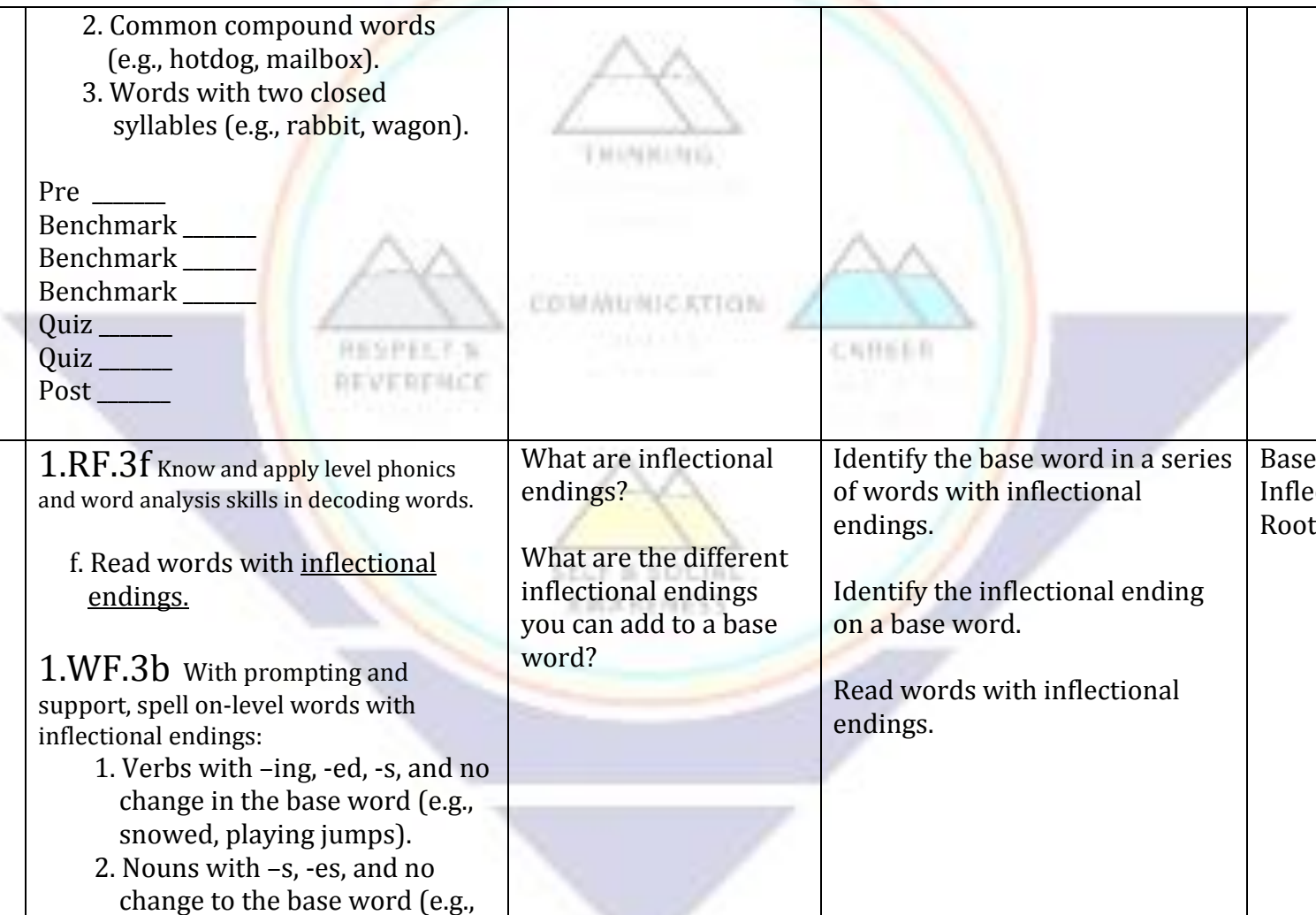
PACING Guide SY 2018-2019

	Pre _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	 THINKING		
<b>3<sup>rd</sup> Quarter (4 Standards)</b>				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter  Wonders Lessons:	<b>1.RF.3e</b> Know and apply grade-level phonics and word analysis skills in <u>decoding words</u> .  e. <u>Decode two-syllable words</u> following basic patterns by breaking the words into syllables.  <b>1.WF.3C</b> With prompting and support, spell on-level two-syllable words, including: 1. Words that end in -y, or -ly (e.g., smelly gladly).	What is a syllable?  How would you spell one syllable words?  How many syllables are in this ___ word?  What does each syllable have? (vowel sound)	Segment individual phonemes in a single-syllable word.  Blend individual sounds into a single-syllable word.  Segment a two-syllable word into its syllables.	Syllables Double consonant Vowel CVC Consonant Blend Decode

# Ganado Unified School District

## (English Language Arts/1st Grade)




### PACING Guide SY 2018-2019

	<p>2. Common compound words (e.g., hotdog, mailbox).</p> <p>3. Words with two closed syllables (e.g., rabbit, wagon).</p> <p>Pre _____</p> <p>Benchmark _____</p> <p>Benchmark _____</p> <p>Benchmark _____</p> <p>Quiz _____</p> <p>Quiz _____</p> <p>Post _____</p>	 <p>THINKING</p> <p>COMMUNICATION</p> <p>CAREER</p>		
<p>3rd Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.RF.3f</b> Know and apply level phonics and word analysis skills in decoding words.</p> <p>f. Read words with <u>inflectional endings</u>.</p> <p><b>1.WF.3b</b> With prompting and support, spell on-level words with inflectional endings:</p> <ol style="list-style-type: none"> <li>1. Verbs with -ing, -ed, -s, and no change in the base word (e.g., snowed, playing jumps).</li> <li>2. Nouns with -s, -es, and no change to the base word (e.g.,</li> </ol>	<p>What are inflectional endings?</p> <p>What are the different inflectional endings you can add to a base word?</p>	<p>Identify the base word in a series of words with inflectional endings.</p> <p>Identify the inflectional ending on a base word.</p> <p>Read words with inflectional endings.</p>	<p>Base word</p> <p>Inflectional ending</p> <p>Root word</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

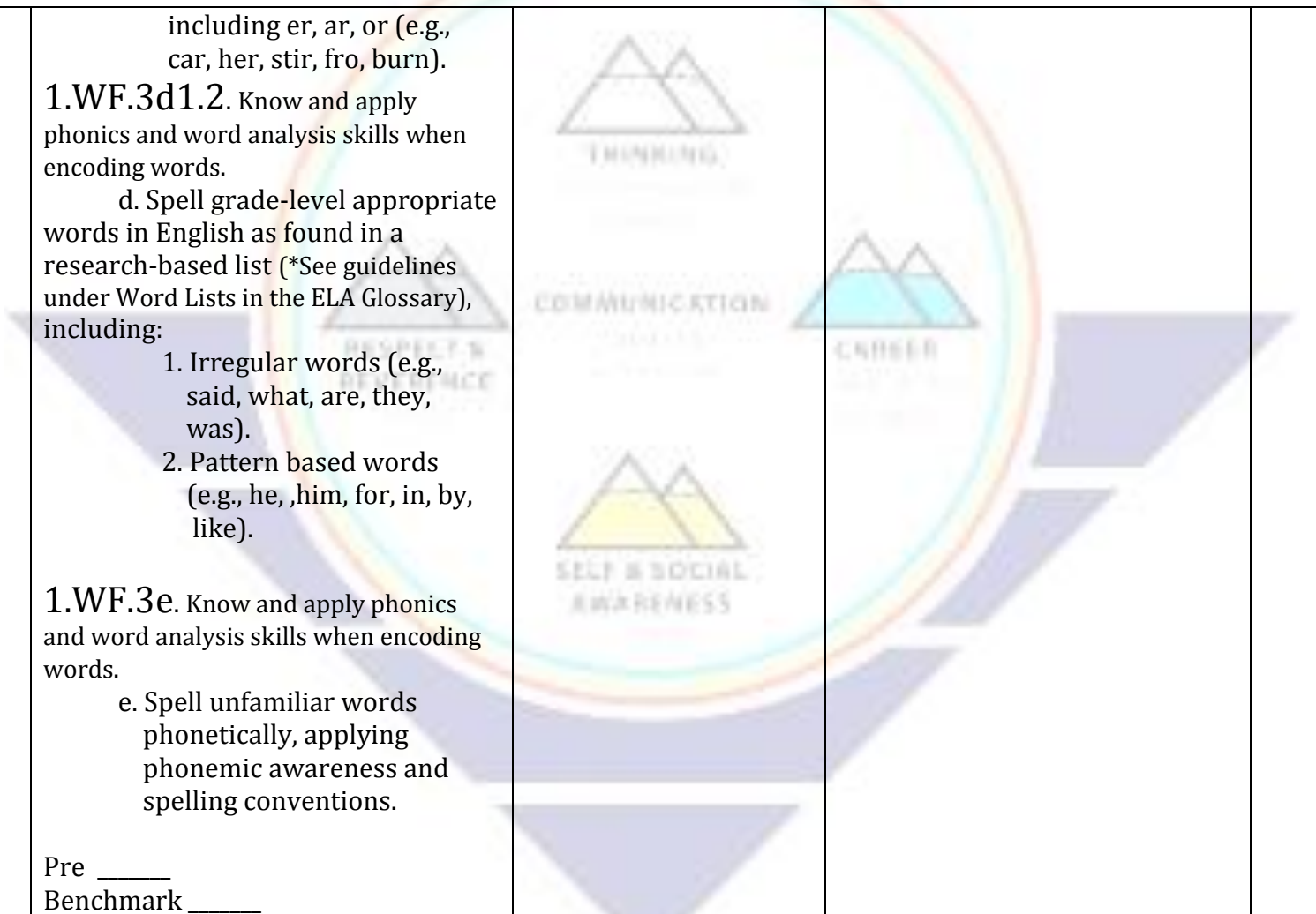
	<p>rugs, kisses).</p> <p>3. Adjectives with -er, -est, and no change to the base word (e.g. slower, slowest).</p> <p>Pre _____</p> <p>Benchmark _____</p> <p>Benchmark _____</p> <p>Benchmark _____</p> <p>Quiz _____</p> <p>Quiz _____</p> <p>Post _____</p>	 <p>THINKING</p>  <p>RESPECT &amp; REVERENCE</p> <p>COMMUNICATION</p>  <p>CAREER</p>		
<p>3<sup>rd</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.RF.3g</b> Know and apply level phonics and word analysis skills in decoding words.</p> <p>g. <u>Recognize</u> and <u>read</u> grade appropriate <u>irregularly spelled words</u>.</p> <p><b>1.WF.3a5</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>5. Vowel-r combinations,</p>	<p>Is this word spelled the way it sounds?</p> <p>How is this word irregular?</p>	<p>Identify high frequency words.</p> <p>Identify irregularly spelled words.</p> <p>Explain phonetics vs. irregular spelling.</p>	<p>High frequency word</p> <p>Irregular Spelling</p>



# Ganado Unified School District

## (English Language Arts/1st Grade)



### PACING Guide SY 2018-2019

	<p>including er, ar, or (e.g., car, her, stir, fro, burn).</p> <p><b>1.WF.3d1.2.</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>d. Spell grade-level appropriate words in English as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including:</p> <ol style="list-style-type: none"> <li>1. Irregular words (e.g., said, what, are, they, was).</li> <li>2. Pattern based words (e.g., he, ,him, for, in, by, like).</li> </ol> <p><b>1.WF.3e.</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>e. Spell unfamiliar words phonetically, applying phonemic awareness and spelling conventions.</p> <p>Pre _____ Benchmark _____</p>	 <p>THINKING</p> <p>COMMUNICATION</p> <p>CAREER</p> <p>SELF &amp; SOCIAL AWARENESS</p>	
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# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____			
3 <sup>rd</sup> Quarter  Wonders Lessons:	<p><b>1.RF.4c</b> 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>c. Identify frequently occurring <u>root words</u> (e.g., <i>look</i>) and their <u>inflectional forms</u> (e.g., <i>looks, looked, looking</i>).</p> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>	<p>What is a base word?</p> <p>What are inflectional endings?</p> <p>What group of words has the same base word?</p> 	<p>Identify the inflectional endings that can be added to a word.</p> <p>Add more than one inflectional ending to a root word.</p> <p>Sort words with inflectional endings by their base words.</p>	<p>Base word</p> <p>Inflectional endings</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)


### PACING Guide SY 2018-2019

4 <sup>th</sup> Quarter (3 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RF.2a</b> Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u> .  a. Distinguish <u>long from short vowel sounds in spoken single syllable words</u> .  Pre _____ Benchmark _____ Benchmark _____ Benchmark _____ Quiz _____ Quiz _____ Post _____	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?  Can you change the short vowel sound in a word to a long vowel to make a new word?	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 (if applicable).	Syllables Vowel Short/long Letter sound
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.RF.3d</b> Know and apply grade-level <u>phonics and word analysis skills</u> in decoding words.  d. Use knowledge that <u>every syllable must have a vowel sound to determine the number of syllables</u> 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.	Syllable Vowel sound Number of syllables

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>		<p>Explain how each syllable has a vowel sound.</p> <p>Determine where to segment a word into its syllables.</p>	
<p>4<sup>th</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.RF.3c</b> Know and apply grade-level <u>phonics and word analysis skills</u> in decoding words.</p> <p>c. Know <u>final -e</u> and common <u>vowel team</u> conventions for representing <u>long vowel sounds</u>.</p> <p><b>1.WF.3a4</b> Know and apply phonics and word analysis skills when encoding words.</p> <p>a. Spell common, regular, single-syllable words using:</p> <p>4. Long vowel patterns spelled correctly, including VCe (Vowel-consonant-silent e) (e.g., came, line), common</p>	<p>What vowel pairs make long vowel sounds?</p> <p>Can you give an example of a word that has a long vowel pair?</p> <p>How does the final -e at the end of a word change the vowel sounds?</p>	<p>Name the long vowel sounds.</p> <p>Identify long vowel pairs in words.</p> <p>Identify words with long vowel pairs.</p> <p>Classify words into categories based on their long vowel pairs and sounds.</p> <p>Decode words with final -e and vowel pairs when reading.</p>	<p>Long vowel          Vowel pairs          Diphthongs</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<p>vowel teams (e.g., boat, play, wait, see, team, right), and open syllables (e.g., go cry)</p> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>			
<p>4<sup>th</sup> Quarter</p> <p>Wonders          Lessons:</p>	<p><b>1.RF.4a</b> <u>Read</u> with sufficient <u>accuracy</u> and <u>fluency</u> to support comprehension.</p> <p>a. <u>Read</u> on-level text with <u>purpose</u> and <u>understanding</u>.</p> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____</p>	<p>What is fluency?</p> <p>What is prosody?</p> <p>What is tone?</p>	<p>Ask and answer questions about a text.</p> <p>Retell a text using 3 or more details in a meaningful sequence.</p> <p>Explain a connection to the story (text-to-text, text-to-self, text-to-world).</p>	<p>Fluency          Accuracy          Comprehension          Purpose          Understanding</p>



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	Quiz _____ Post _____			
4 <sup>th</sup> Quarter  Wonders Lessons:	<p><b>1.RF.4b</b> 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 <u>affixes</u> as a <u>clue to the meaning</u> of a word.</p> <p>Pre _____          Benchmark _____          Benchmark _____          Benchmark _____          Quiz _____          Quiz _____          Post _____</p>	<p>Does the word have a prefix?</p> <p>Does the word have a suffix?</p> <p>What is the base word?</p>	<p>Identify the base word.</p> <p>Identify the prefix or suffix.</p> <p>Use a prefix or suffix as clues to the meaning of the word.</p>	<p>Suffix</p> <p>Prefix</p> <p>Base word</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

Reading Language				
1 <sup>st</sup> Quarter (11 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Wonders Lessons:	<p><b>1.L.1a</b> 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><b>1.WF.1a. 1c.</b> Demonstrate and apply handwriting skills.</p> <p>a. Write upper and lower case manuscript alphabet from memory using correct letter formation.</p> <p>c. Write with appropriate spacing between letters and words.</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</p> <p>Grammar</p> <p>Print</p> <p>Capitalization</p> <p>Uppercase</p> <p>Lowercase</p> <p>Letters</p>
1 <sup>st</sup> Quarter	<p><b>1.L.2b</b> Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p>	<p>What does a period look like?</p>	<p>Identify the period in a sentence in isolation and in text.</p>	<p>End punctuation</p> <p>Sentence</p> <p>Statement</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<p>The Reading Teacher's Book of Lists</p>	<p>b. Use <u>end punctuation for sentences. (period)</u></p>	<p>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?</p>	<p>Understand that a period is concluding (ending) a statement.  Demonstrate the use of a period in text of personal writing.</p>	<p>Question Period Question mark Exclamation mark</p>
<p>1<sup>st</sup> Quarter  Wonders Lessons:  The Reading Teacher's Book of Lists</p>	<p><b>1.L.2b</b> Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.  b. Use <u>end punctuation for sentences. (question mark)</u></p>	<p>What is a question mark?  When should a sentence end with a question mark?  What words begin a question sentence? (who, what, when, where, how, why)</p>	<p>Understand how to respond to interrogative sentences specific to when, where, why, how, etc.  Identify sentences that ask.  Write sentences that ask (interrogative).  Use question marks at the end of interrogative sentences.</p>	<p>Question mark Capitalization End Punctuation Who, what, when, where, how, why</p>
<p>1<sup>st</sup> Quarter  The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L.5b</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  b. <u>Define words by category and by one or more key attributes</u> (e.g.,</p>	<p>What words can you use to describe a _____'s attributes?  What words go together? Why?</p>	<p>Describe meanings of words.  Categorize words by definitions and attributes.</p>	<p>Attribute Category Define Word relationships Word meanings</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	a duck is a bird that swims; a tiger is a large cat with stripes)	What words do not go together? Why?		
<b>2<sup>nd</sup> Quarter (9 Standards)</b>				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 <sup>nd</sup> Quarter  Wonders Lessons:	<b>1.L.2a</b> 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)
2 <sup>nd</sup> Quarter  The Reading Teacher's BOOK of LISTS	<b>1.L.2b</b> Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.  b. Use <u>end punctuation for sentences.</u> ( <u>exclamation mark !!!</u> )	What is an exclamation mark?  When do you use an exclamation mark?	Identify sentences that require an exclamation mark.  Change simple sentences into an exclamatory sentence.	End punctuation Sentence Statement Question Period Question mark Exclamation mark

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<p>2<sup>nd</sup> Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L1b</b> Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking.</p> <p>b. Use <u>common, proper, and possessive nouns</u>. (proper)</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</p> <p>Common nouns</p> <p>Proper nouns</p> <p>Possessive nouns</p>
<p>2<sup>nd</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.L.5a</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. <u>Sort</u> words into <u>categories</u> (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>What word does not go with this group?</p> <p>What words go together? Why?</p> <p>What words can we add to this group? Why?</p>	<p>Sort words into similar categories based on word meanings.</p> <p>Identify the concept a category represents by identifying the relationship between the words in a category.</p>	<p>Category</p> <p>Word meaning</p> <p>Negative meaning (NOT)</p>
<p>2<sup>nd</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.L.1h</b> 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>Identify the articles in a sentence.</p> <p>Understand the difference between "A" and "An".</p>	<p>Grammar</p> <p>Determiners</p> <p>Articles</p> <p>demonstratives</p>



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

		Are articles only used at the beginning of a sentence?	Capitalized articles used at the beginning of a sentence.	
2 <sup>nd</sup> Quarter The Reading Teacher's BOOK of LISTS	<b>1.L.1c</b> Demonstrate command of the <u>conventions of Standard English grammar and usage</u> when writing or speaking.  c. Use <u>singular and plural nouns with matching verbs</u> 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
2 <sup>nd</sup> Quarter Wonders Lessons:	<b>1.L.1d</b> Demonstrate command of the <u>conventions of Standard English grammar and usage</u> when writing or speaking.  d. Use <u>personal, possessive, and indefinite pronouns</u> (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
2 <sup>nd</sup> Quarter The Reading Teacher's	<b>1.L.2a</b> Demonstrate command of the <u>conventions of Standard English capitalization, punctuation, and spelling</u> when writing.  a. <b>Capitalize dates and names of</b>	What is a date?  What is the importance of writing the date?	Understand that months of the year and days of the week are capitalized.  Capitalize dates in own writing.	Capitalize Dates Names of people

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

BOOK of LISTS	<u>people</u> . (Dates)	What word is capitalized in a date?		
2 <sup>nd</sup> Quarter  The Reading Teacher's Book of Lists  (Sight Words)	<p><b>1.L.2d</b> 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>.</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>What strategy would you use to figure out (decode) that unknown 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>Replace ending consonant sound to create meaningful words.</p> <p>Apply sound patterns of when creating words in their personal writing.</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>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

3 <sup>rd</sup> Quarter (8 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 <sup>rd</sup> Quarter  The Reading Teacher's Book of Lists	<b>1.L1b</b> Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking.  b. Use <u>common, proper, and 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 <sup>rd</sup> Quarter  The Reading Teacher's Book of Lists	<b>1.L.1e</b> 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; Today I walk home; Tomorrow I will walk home.)	What are verbs?  What do verbs do?  What is past? Present? Future?  What ways can you change a verb?	Identify verbs.  Determine if a verb is present, past, or future.  Change verbs into their past, present, and future tense.  Write sentences using verbs correctly in own personal writing.	Present Past Future Verb Verb tense
3 <sup>rd</sup> Quarter  The Reading Teacher's Book of Lists	<b>1.L.2c</b> Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.	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

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<p>c. Use <u>commas in dates and to separate single words in a series.</u> (comma in dates 1<sup>st</sup> quarter, comma in a series 3<sup>rd</sup> 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>3<sup>rd</sup> Quarter</p> <p>Close Reading Strategies</p>	<p><b>1.L.4a</b> Determine or clarify the <u>meaning of unknown</u> and <u>multiple meaning words and phrases</u> based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <p>a. Use <u>sentence level context</u> as a <u>clue to the meaning of a word or phrase.</u></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>What have you read so far that will give you a</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 personal experience either in connection to self, text, or world.</p>	<p>Unknown</p> <p>Multiple meaning</p> <p>Words</p> <p>Phrases</p> <p>Sentence</p> <p>Clue</p> <p>Example</p> <p>Definition</p> <p>Connection</p> <p>Self</p> <p>Text</p> <p>World</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

		<p>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>3<sup>rd</sup> Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L.4b</b> 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>
<p>3<sup>rd</sup> Quarter</p>	<p><b>1.L.4c</b> 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.</p>	<p>Can you locate the root word in all of these words (series of words with the root word).</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>Root words (base words)</p> <p>Endings</p> <p>Inflectional forms</p>



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<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>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>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>3<sup>rd</sup> Quarter</p> <p>Wonders Lessons:</p> <p>The Reading Teacher's Book of Lists</p> <p>(Diphthongs)</p>	<p><b>1.L.2d</b> Demonstrate command of the conventions of Standard English <u>capitalization, punctuation, and spelling</u> when writing.</p> <p>d. Use conventional <u>spelling for words with common spelling patterns</u> and for frequently occurring <u>irregular words</u>. (vowel pairs)(diphthongs)</p>	<p>What are vowel pairs?</p> <p>Do vowel pairs make a short or long vowel sound?</p> <p>What sounds do diphthongs make?</p> <p>What diphthongs make similar sounds?</p>	<p>Identify vowel pairs in words.</p> <p>Read vowel pairs with the correct sound.</p> <p>Write words with vowel pairs.</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>Spelling patterns</p> <p>Diphthongs</p> <p>Spelling</p> <p>Long vowel sound</p>
<p>3<sup>rd</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.L.1i</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>i. Use frequently occurring</p>	<p>What is a preposition?</p> <p>What is a prepositional phrase?</p>	<p>Locate prepositions in sentences.</p> <p>Distinguish between prepositions that tell where and when.</p>	<p>Preposition</p> <p>Prepositional phrase</p> <p>Where/when</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<u>prepositions</u> (e.g., <i>during, beyond, toward</i> ).	What do prepositional phrases tell?  What prepositions tell when?  What prepositions tell where?	Expand simple sentences by adding prepositional phrases to make a sentence more complex.	
<b>4<sup>th</sup> Quarter (7 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
4 <sup>th</sup> Quarter  The Reading Teacher's Book of Lists  Alphabet Letter Sound Chart	<b>1.L.2e</b> 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

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<p>4<sup>th</sup> Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L.1f</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>f. Use frequently occurring <u>adjectives</u>.</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>4<sup>th</sup> Quarter</p>	<p><b>1.L.5c</b> 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>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</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 personal experience either in connection to self, text, or world.</p>	<p>Word relationship</p> <p>Nuances</p> <p>Real-life connections</p> <p>words</p>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

		<p>connect it to the illustration do they match? Why?</p> <p>Can you give me an example or definition of the word?</p>		
<p>4<sup>th</sup> Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L.5d</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>d. <u>Distinguish shades of meaning among verbs</u> 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>4<sup>th</sup> Quarter</p> <p>The Reading Teacher's BOOK of LISTS</p>	<p><b>1.L.1k</b> 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>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>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

		<p>What is your topic sentence?</p> <p>What are 3 key details that support your main idea?</p>		
<p>4<sup>th</sup> Quarter</p> <p>The Reading Teacher's Book of Lists</p>	<p><b>1.L.4b</b> 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: 2<sup>nd</sup> 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 the root word when you added the prefix ____? What does the word mean now?</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</p> <p>Phrases</p> <p>Prefix</p> <p>Suffix</p>
<p>4<sup>th</sup> Quarter</p> <p>Wonders Lessons:</p>	<p><b>1.L.1g</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>g. Use frequently occurring <u>conjunctions</u> (e.g., <i>and, but, or, so, because</i>).</p>	<p>What is a conjunction?</p> <p>What do conjunctions do?</p> <p>What conjunction would you use to put these two</p>	<p>Identify conjunctions in text.</p> <p>Understand the purpose of conjunctions.</p>	<p>Conjunctions</p> <p>Sentence</p> <p>Grammar wall</p> <p>Word phrases</p>



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

		words or two phrases together? Why?	Write sentences using correct conjunctions to join phrases or words.	
4 <sup>th</sup> Quarter Wonders Lessons:	<b>1.L.4b</b> 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 <u>affixes</u> as a clue to the meaning of a word. ( <u>pre-</u> <u>-ly</u> , <u>-ful</u> )	What is prefix?  How does the prefix pre- change the meaning of a word?  What words can you add the prefix pre- to? What does a word mean with the suffix -ly, -ful?	Identify words with the prefix pre-.  Describe the meaning of words with the prefix pre-.  Identify words with suffixes -ly and -ful.  Add the suffixes -ly and -ful to base words.  Tell/describe the meaning of words with suffixes -ly and -ful.	prefix Base word  suffix Word clues Base word
4 <sup>th</sup> Quarter Wonders Lessons:	<b>1.L.6</b> 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 <sup>th</sup> Quarter	<b>1.L.1j</b> Demonstrate command of the <u>conventions of Standard-English grammar</u> and usage when writing or speaking.	What is a statement?  What is a command?	Identify if a sentence tells, asks, or shows a strong feeling.	Statement Command Question

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<p>Wonders Lessons:</p> <p>The Reading Teacher's Book of Lists</p>	<p>j. Produce and expand <u>complete simple and compound declarative, interrogative, imperative, and exclamatory sentences</u> in response to prompts.</p> <p><b>1.SL.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)</p>	<p>What is a question?</p> <p>What is an exclamation?</p> <p>How can you change or add to an exclamatory sentence to make it more specific or descriptive (voice)?</p>	<p>Distinguish between declarative, imperative, interrogative, and exclamatory sentences.</p> <p>Use correct end punctuation at the end of statements, commands, questions, and exclamatory sentences.</p> <p>Identify in text why a character uses one of the kinds of sentences.</p> <p>Write different kinds of sentences.</p>	<p>Exclamatory</p> <p>Period</p> <p>Question mark</p> <p>Exclamation mark</p> <p>Sentence</p> <p>End punctuation</p> <p>How/When/Why/Where/What etc.</p>
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1.L.3 (not applicable)



# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

Writing / Writing Foundational Skills				
1 <sup>st</sup> Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Wonders Lessons:	<p><b>1.W.4a</b> 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).</p> <p>a. With guidance and support from adults, produce <u>functional writing</u>:</p> <ul style="list-style-type: none"> <li>- (e.g., <u>classroom rules</u>,</li> <li>- <u>experiments</u>,</li> <li>- <u>notes/messages</u>,</li> <li>- <u>friendly letters</u>,</li> <li>- <u>labels</u>,</li> <li>- <u>graphs/tablets</u>,</li> <li>- <u>directions</u>,</li> <li>- <u>posters</u>)</li> </ul>	<p>What is functional writing?</p> <p>When would you use functional writing?</p> <p>How is functional writing similar or different to narratives, informative, and opinion writing?</p>	<p>Name the different kinds of functional writing pieces.</p> <p>Write a list of rules for the 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>Develop</p> <p>Organize</p> <p>Task</p> <p>Purpose</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>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	in which the development and organization are <u>appropriate to task and purpose</u> .			
1 <sup>st</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.8</b> With guidance and support from adults, - <u>recall information from experiences</u> - <u>or gather information from provided sources</u> - <u>to answer a question.</u>	What is important about your experience?  What happened first? Next? Last?  Where in the text did you find the information?	Recall information from personal experiences to create a personal narrative.  Gather information from a text to answer questions about a topic.  Relate information to their own experiences.  Produce a shared writing piece (paragraph).	Recall Information Experiences Gather Sources question
<b>2<sup>nd</sup> Quarter (2 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
2 <sup>nd</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.3</b> Write <u>narratives</u> in which they - <u>recount two or more appropriately sequenced events</u> , - <u>include some details regarding what happened</u> , - <u>use temporal words to signal event</u>	What is a narrative?  What is the purpose of a narrative?  Why should your narrative be in order?	Retell a personal experience orally in sequential order.  Provide 3-4 details about the experience (character, setting, simple plot).	Narrative Sequence Events Details Temporal words Event order Closure

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	<u>order</u> , and - provide some sense of <u>closure</u> .		Write about an experience in sequential order.	
2 <sup>nd</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.5</b> With guidance and support from adults, focus on - a <u>topic</u> , - <u>respond to questions and suggestions</u> from peers, and - <u>add details to strengthen writing</u> as needed.  (revision/edit)	What is the writing process?  What is revision?  What is editing?  What is peer critique?	Read peers' papers and give suggestions on main topic and details.	Edit Revise Details Suggestion Peer edit
2 <sup>nd</sup> Quarter  Wonders Lessons:  Supported by Computer classes	<b>1.W.6</b> With guidance and support from adults, - use a variety of <u>digital tools to produce and publish writing</u> - including in <u>collaboration with peers</u> .	What is publishing?  What is the purpose of publishing?  Why is publishing important?  What is copyright?	Read and discuss writing piece with peer and note feedback or suggestions.  Implement feedback and suggestions into paper with editing marks.  Create a final draft after revisions and editing.  Type final draft on computer/word program.	Digital tools Microsoft Word program publish Computer Keyboard Keyboard elements Save Print



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<b>3<sup>rd</sup> Quarter (2 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3 <sup>rd</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.2</b> Write <u>informative / explanatory texts</u> in which they - <u>name a topic</u> , - <u>supply some facts about the topic</u> , and - provide some <u>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 <sup>rd</sup> Quarter  Wonders Lessons:	<b>1.W.7</b> Participate in shared <u>research and writing projects</u> (e.g., - <u>explore</u> a number of “ <u>how-to</u> ” <u>books</u> ” on a given topic and - use them to <u>write a sequence of instructions</u> ).	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

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

4 <sup>th</sup> Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.W.1</b> Write <u>opinion pieces</u> in which they:  - <u>introduce the topic</u> or <u>name the book</u> they are writing about, - <u>state an opinion</u> , - <u>supply a reason</u> for the opinion, and - provide some <u>sense of closure</u> .	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

1.W.9 (Not applicable, begins in grade 4)  
 1.W.10 (Not applicable, begins in grade 3)

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

Writing Foundations				
1 <sup>st</sup> Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 <sup>st</sup> Quarter  Wonders Lessons:	<p><b>1.W.4a</b> 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).</p> <p>a. With guidance and support from adults, produce <u>functional writing</u>:</p> <ul style="list-style-type: none"> <li>- (e.g., <u>classroom rules</u>,</li> <li>- <u>experiments</u>,</li> <li>- <u>notes/messages</u>,</li> <li>- <u>friendly letters</u>,</li> <li>- <u>labels</u>,</li> <li>- <u>graphs/tablets</u>,</li> <li>- <u>directions</u>,</li> </ul>	<p>What is functional writing?</p> <p>When would you use functional writing?</p> <p>How is functional writing similar or different to narratives, informative, and opinion writing?</p>	<p>Name the different kinds of functional writing pieces.</p> <p>Write a list of rules for the 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>Develop</p> <p>Organize</p> <p>Task</p> <p>Purpose</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>

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

	- posters) in which the development and organization are <u>appropriate to task and purpose</u> .			
1 <sup>st</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.8</b> With guidance and support from adults, - <u>recall information from experiences</u> - <u>or gather information from provided sources</u> - to <u>answer a question</u> .	What is important about your experience?  What happened first? Next? Last?  Where in the text did you find the information?	Recall information from personal experiences to create a personal narrative.  Gather information from a text to answer questions about a topic.  Relate information to their own experiences.  Produce a shared writing piece (paragraph).	Recall Information Experiences Gather Sources question
<b>2<sup>nd</sup> Quarter (2 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
2 <sup>nd</sup> Quarter  Wonders Lessons:	<b>1.W.3</b> Write <u>narratives</u> in which they - <u>recount two or more appropriately sequenced events</u> , - include some <u>details regarding what happened</u> ,	What is a narrative?  What is the purpose of a narrative?	Retell a personal experience orally in sequential order.  Provide 3-4 details about the experience (character, setting, simple plot).	Narrative Sequence Events Details Temporal words Event order

# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

Writing Lessons in each unit.	- use <u>temporal words to signal event order</u> , and - provide some sense of <u>closure</u> .	Why should your narrative be in order?	Write about an experience in sequential order.	Closure
2 <sup>nd</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.5</b> With guidance and support from adults, focus on - a <u>topic</u> , - <u>respond to questions and suggestions</u> from peers, and - <u>add details to strengthen writing</u> as needed.  (revision/edit)	What is the writing process?  What is revision?  What is editing?  What is peer critique?	Read peers' papers and give suggestions on main topic and details.	Edit Revise Details Suggestion Peer edit
2 <sup>nd</sup> Quarter  Wonders Lessons:  Supported by Computer classes	<b>1.W.6</b> With guidance and support from adults, - use a variety of <u>digital tools to produce and publish writing</u> - including in <u>collaboration with peers</u> .	What is publishing?  What is the purpose of publishing?  Why is publishing important?  What is copyright?	Read and discuss writing piece with peer and note feedback or suggestions.  Implement feedback and suggestions into paper with editing marks.  Create a final draft after revisions and editing.  Type final draft on computer/word program.	Digital tools Microsoft Word program publish Computer Keyboard Keyboard elements Save Print



# Ganado Unified School District

## (English Language Arts/1st Grade)

### PACING Guide SY 2018-2019

<b>3<sup>rd</sup> Quarter (2 Standards)</b>				
<b>Timeline &amp; Resources</b>	<b>AZ College and Career Readiness Standard</b>	<b>Essential Question (HESS Matrix)</b>	<b>Learning Goal</b>	<b>Vocabulary (Content/Academic)</b>
3 <sup>rd</sup> Quarter  Wonders Lessons: Writing Lessons in each unit.	<b>1.W.2</b> Write <u>informative / explanatory texts</u> in which they - <u>name a topic</u> , - <u>supply some facts about the topic</u> , and - provide some <u>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 <sup>rd</sup> Quarter  Wonders Lessons:	<b>1.W.7</b> Participate in shared <u>research and writing projects</u> (e.g., - <u>explore</u> a number of " <u>how-to</u> " <u>books</u> " on a given topic and - use them to <u>write a sequence of instructions</u> ).	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

# Ganado Unified School District

## (English Language Arts/1st Grade)

PACING Guide SY 2018-2019

4 <sup>th</sup> Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 <sup>th</sup> Quarter  Wonders Lessons:	<b>1.W.1</b> Write <u>opinion pieces</u> in which they:  - <u>introduce the topic</u> or <u>name the book</u> they are writing about, - <u>state an opinion</u> , - <u>supply a reason</u> for the opinion, and - provide some <u>sense of closure</u> .	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

1.W.9 (Not applicable, begins in grade 4)  
 1.W.10 (Not applicable, begins in grade 3)