

Ganado Unified School District #20 / Ganado Primary School

ENGLISH LANGUAGE ARTS / 1st Grade

PACING GUIDE School Year 2021-2022

READING - LITERATURE

RDG LITERATURE - 1ST Quarter (3 Standards)

Timeline & Resources	Arizona English Language Arts Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter myView Book 1.1	1.RL.1 <u>Ask and answer questions about key details</u> in a text.	<p>What is the title of the story?</p> <p>What clue does the title give you that this story is fiction (fantasy / fake / make believe)?</p> <p>Who is the author/illustrator?</p> <p>Who is the main character(s)?</p> <p>Sequence of events: Who did what first, at the end.</p> <p>Where is the setting?</p> <p>Where is the setting in certain parts of the story?</p> <p>What happens in the <u>beginning, middle, and the end?</u></p> <p>How does the character feel at the beginning of story and at the end of the story?</p> <p>Where did you find that answer? (Underline/highlight/ circle/ color)</p>	<p>Locate the Title on the front cover and title page.</p> <p>Titles for Literature stories usually have a name of the character in them.</p> <p>Title don't tell or give directions or to do steps.</p> <p>Locate the author/illustrator on the front cover/title page.</p> <p>Identify the character(s).</p> <p>Identify what the character(s) did first in the story / middle/ end.</p> <p>Identify the setting.</p> <p>Use specific sentences that tell where the character is at the beginning story (first part), middle, end.</p> <p>Site words or phrases from the text to give evidence.</p>	<p>Details</p> <p>Ask</p> <p>Answer</p> <p>Questions</p> <p>Identify</p> <p>Characters</p> <p>Setting</p> <p>Plot</p> <p>Text</p> <p>Fiction</p> <p>Fantasy</p> <p>Literature</p> <p>Sequence</p> <p>Retell</p> <p>Graphic Organizer</p> <p>Locate</p>

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<p>1st Quarter</p> <p>myView Book 1.1</p>	<p>1.RL.3 Describe characters, settings, and major events in a story, using <u>key details</u>.</p>	<p>Who are the characters?</p> <p>What word or words in the text describes the character(s) or setting(s).</p> <p>What word tells how the ____ (feels, smells, sounds...)</p> <p>What words tell about the setting? (Cluttered bedroom, grassy hill, snowy yard, spooky house, haunted yard, etc).</p> <p>Does the setting change throughout the story?</p> <p>What is an event?</p> <p>What is a major event?</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>Brainstorm and make a list of words that connect to the 5 senses to describe.</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>Describe Character(s) Setting(s) Event Major events Key details Locate</p>
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1st Quarter	1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<p>What happened in the beginning, middle, and end of the story?</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 lesson in the story?</p> <p>What did you learn from this story?</p> <p>How can you relate the story/message to your own life?</p> <p>What is the author's message?</p>	<p>Retell the story in students' own words.</p> <p>Sequence with pictures or phrases the events in a story (beginning, middle, end).</p> <p>Tell 3 key details when retelling.</p> <p>Identify the problem and how it was solved.</p> <p>Describe what a lesson is.</p> <p>Identify the lesson.</p> <p align="center">And/or</p> <p>Identify the message the author is presenting.</p>	<p>Retell Story</p> <p>Key details</p> <p>Central message</p> <p>Lesson</p> <p>Author</p>
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RDG LITERATURE - 2nd Quarter (2 Standards)				
Timeline & Resources	Arizona English Language Arts Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2nd Quarter myView Book 1.2	1.RL.7 Use <u>illustrations</u> and <u>details</u> in a story to <u>describe its characters, setting, or events</u>.	What are the kinds of illustrations? (pictures, drawings, paintings, photos, graphs, maps, etc.) Who or what is in the illustration? What are “they” doing in the illustration? How did that help us to understand the sentence (story)? What are labels? What do the illustrations tell us about the story? How does the illustration help us to understand the setting? How does the illustration help us to know the events (what the character is doing in the story)? Using story illustrations, create your own story.	Identify and tell the different types of illustrations used with the text. Along with the text, use the illustration to identify the character(s), setting, or events.	Illustrations Details Describe Characters Setting(s) Events

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2nd Quarter	1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses .	<p>What is a poem?</p> <p>What are feelings?</p> <p>What word(s) in a poem describe feelings?</p> <p>What are senses? (Refer to science activity)</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 a poem, what is a stanza?</p> <p>In this text, _____ what word is used that is similar (vocabulary) to _____?</p> <p>How are poems different from stories?</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>Make the connection that words are used to “show” feelings or tell about senses.</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> <p>Connection</p>
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RDG LITERATURE - 3rd Quarter (3 Standards)				
Timeline & Resources	Arizona English Language Arts Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3rd Quarter myView Book 1.3	1.RL.9 <u>Compare and contrast the adventures and experiences of characters</u> in stories.	Who are the characters? What are characteristics for each character in a story? What is an adventure? What is an experience? What is similar about what two characters do in a story? (What did baby Bear and Goldilocks do at the end of the story that was similar?) What is different between two characters in a story? (What baby Bear do that Mama Bear and Papa Bear didn't?)	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 Similar Contrast Different Top hat Adventure Experience Plot Problem Character trait(s)

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3rd Quarter myView Book 1.3	1.RL.10 With prompting and support, <u>read prose and poetry of appropriate complexity</u> for grade 1.	<p>What is a poem?</p> <p>What is a prose?</p> <p>What is the purpose of poems?</p> <p>Describe the meaning of the poem, what does it mean to you?</p> <p>What is the poem about?</p> <p>What is the poem telling you?</p> <p>How do you know (text support)?</p>	<p>Read poems with fluency and prosody</p> <p>Describe the meaning of poems read.</p> <p>Identify different types of poems.</p> <p>Identify the rhymes used in a poem.</p> <p>Identify the alliteration of a poem.</p> <p>Identify what the poem is about.</p> <p>Use Nursery Rhymes, Dr. Suess, Shelsilverstein, & Traditional Folktale Stories (i.e. Three Little Bears)</p>	<p>Prose</p> <p>Poem</p> <p>Poetry</p> <p>Genre</p> <p>Purpose</p> <p>Acrostic</p> <p>Alliteration</p> <p>Rhymes / Rhyming</p> <p>Stanza</p>
3rd Quarter MyView Book 1.3 Book 1.4	1.RL.6 <u>Identify who is telling the story</u> at various points in a text.	<p>Who is telling the story?</p> <p>Who said ____ in the story?</p> <p>Is there more than one person telling the story? How do you know?</p> <p>What voice would that character (____) use: mad, happy, giggly, deep, mousy, etc.</p> <p>Why did the character use that word at that part in the story? HELP!!! -</p> <p>Would the story change if a different person told the story? If so, how would it change?</p> <p>How can you tell who is telling the story?</p>	<p>Identify who is telling the story by using key details and text clues.</p> <p>Determine and explain how many individuals are telling the story.</p> <p>Determine when a specific character said ____ in the story?</p> <p>Make the connection to of an event in story to a specific character, to identify why that character is speaking at that point in 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>

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RDG LITERATURE - 4 th Quarter (1 Standards)				
Timeline & Resources	Arizona English Language Arts Standards	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4th Quarter myView Book 1.5	1.RL.5 Explain <u>major differences between books that tell stories</u> and <u>books that give 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 parts are in a story (book) that make it fantasy, make-believe, fake?</p> <p>What book most likely gives information?</p> <p>How do you know if a book gives information and tells a story?</p>	<p>Identify the genre of a book. Use the titles to identify the genre.</p> <p>Compare story concepts to the use of factual information.</p> <p>Explain differences between books that are informational and those that tell stories based upon title and story line.</p>	<p>Compare</p> <p>Contrast</p> <p>Title</p> <p>Genre</p> <p>Story</p> <p>Fiction</p> <p>Fake</p> <p>Fantasy</p> <p>Make-believe</p> <p>Real</p> <p>Factual Information</p> <p>Non-fiction</p> <p>Facts</p>

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

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READING INFORMATIONAL

RDG INFORMATIONAL - 1st Quarter (1 Standards)

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1st Quarter myView Book 1.1	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>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>

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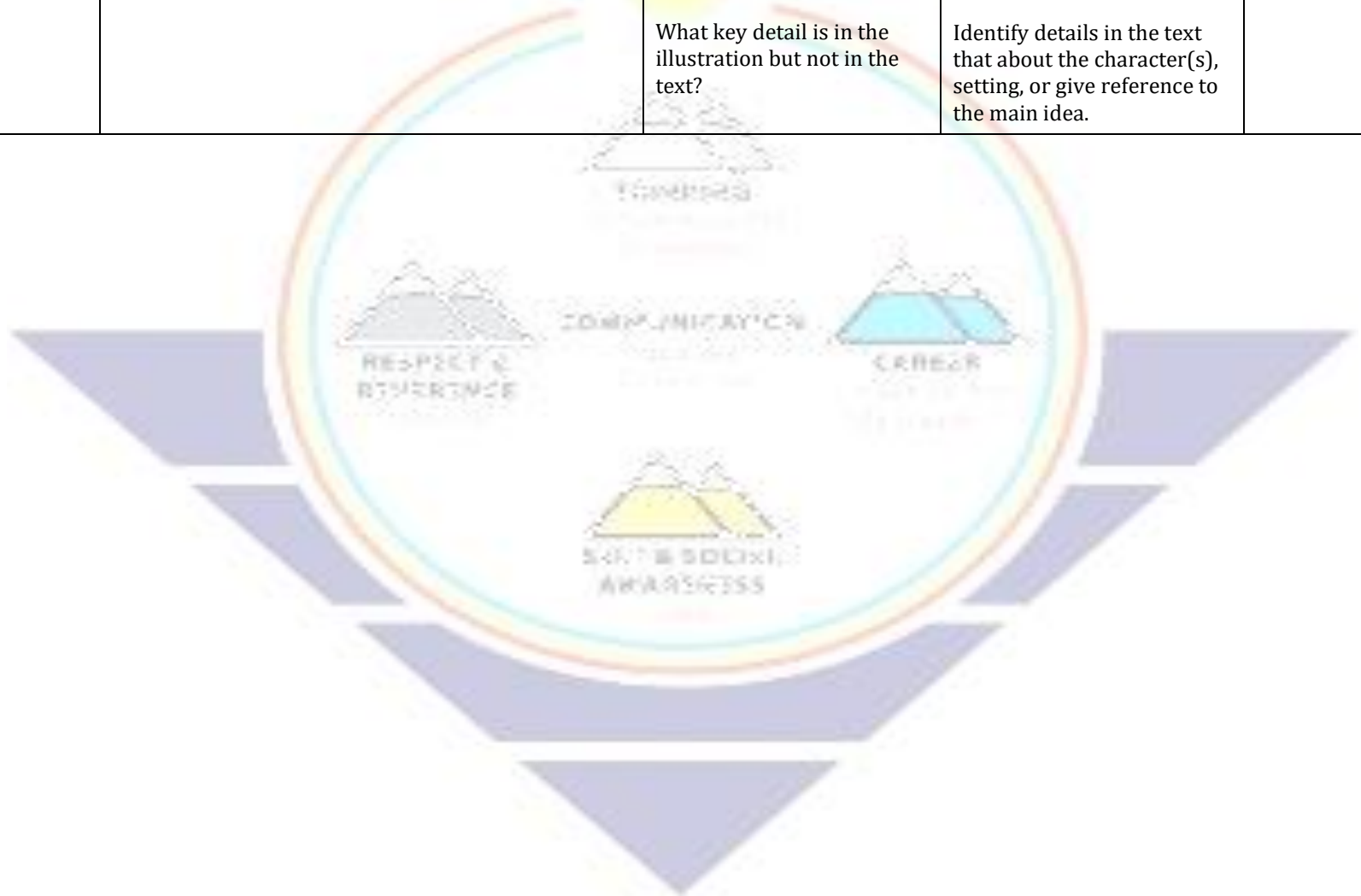
RDG INFORMATIONAL - 2nd Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 nd Quarter myView Book 1.2	1.RI.1 Ask and answer questions about key details in a text. (guided with adult support)	What, Why, When, Where, Who, and How ____ ? (Facts specific to the text or topic.) How did you know where to find the information (word)?	Locate key facts in the text. Understand to answer questions with specific facts from the text. Support their answer using the text.	Questions Key details Text Ask/answer Facts Information
2 nd Quarter myView Book 1.2	1.RI.2 Identify main topic and retell key details of a text.	What is the main topic? What are facts? What are 3 facts 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
2 nd Quarter myView Book 1.2 Book 1.3	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	What is the sentence about? What does this phrase mean? What do you see in the illustration that can help you understand the word/phrase? What words give you clues to understand the meaning?	Describe the meaning of words and phrases in a text. Use context clues to understand unknown words and phrases. Use illustrations and pictures to help understand unknown words or phrases.	Non-fiction Informational text questions phrases meaning of words clarify determine definition context clues

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<p>2nd Quarter</p> <p>myView</p> <p>Book 1.2</p> <p>Book 1.3</p>	<p>1.RI.7 Use <u>the illustrations</u> and <u>details</u> in a text to describe its key ideas.</p>	<p>What story information does the illustration have?</p> <p>What key details do you find in the illustrations?</p> <p>What key detail is in the illustration but not in the text?</p>	<p>Identify character(s), setting, and key details in the illustration to give information about the main idea.</p> <p>Identify details in the text that about the character(s), setting, or give reference to the main idea.</p>	<p>Illustrations</p> <p>Details</p> <p>Key ideas</p>
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RDG INFORMATIONAL - 3rd Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 rd Quarter myView Book 1.4	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 information provided by the text?</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>
4 th Quarter myView Book 1.4	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>What information does the text give?</p> <p>What information does the illustration give?</p> <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>Locate specific details within text or illustration prompted by the teacher.</p> <p>Describe key details from the text.</p> <p>Describe key details provided by the illustration.</p> <p>Compare and contrast the key details given by the text and illustration.</p>	<p>Informational text</p> <p>Picture</p> <p>Illustration</p> <p>Diagram</p> <p>Graph</p> <p>Details</p>

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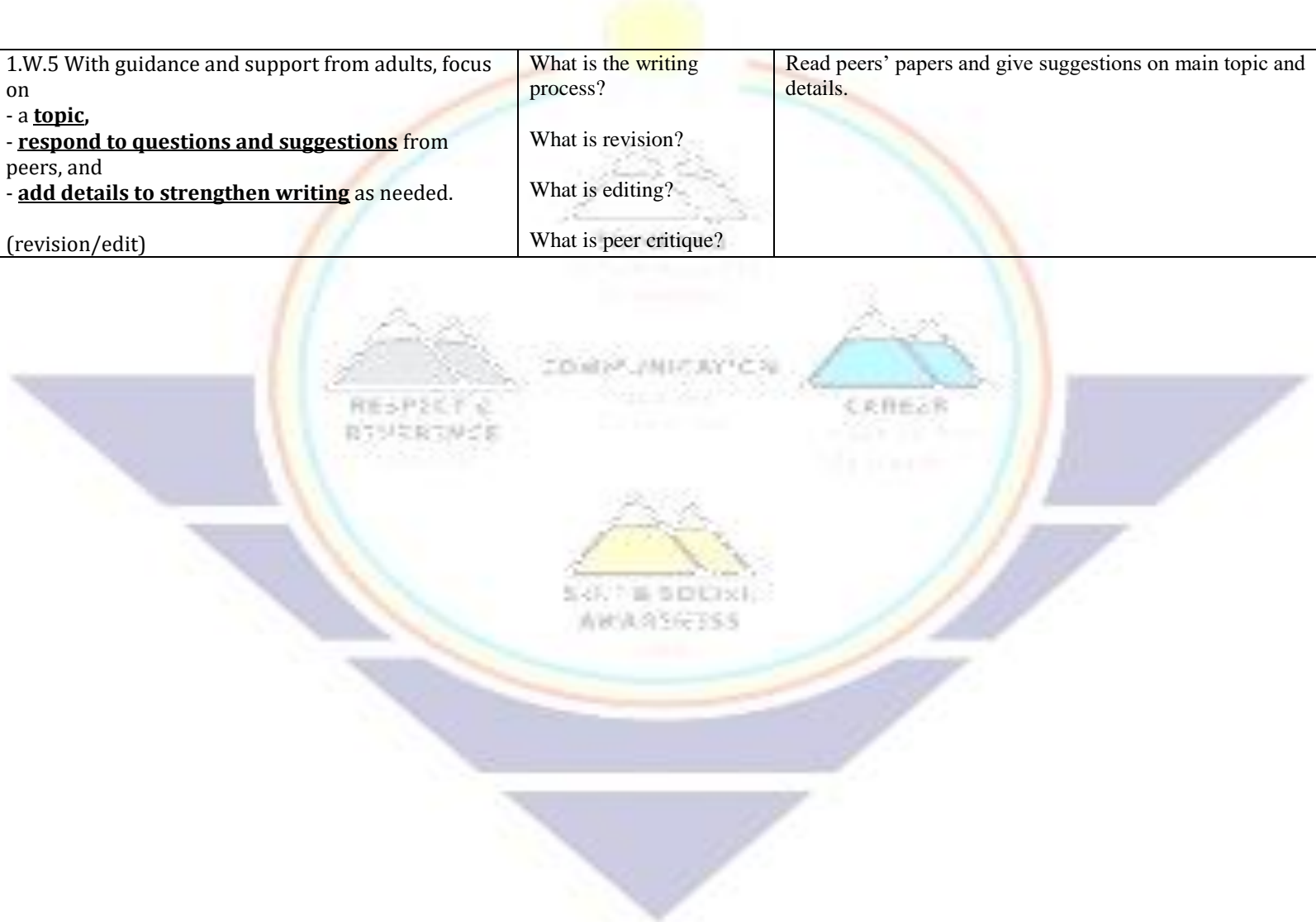
RDG INFORMATIONAL - 4th Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3rd Quarter myView Book 1.5	1.RI.8 Identify the <u>reasons an author gives</u> to <u>support points</u> in a text.	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
4 th Quarter myView Book 1.5	1.RI.9 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).	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
4 th Quarter myView Book 1.5	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,</u> and <u>technical texts,</u> appropriately complex for grade 1.	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?	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	Informational texts Functional text History Social studies Science Technical text

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		What fact did you find interesting in the text? Why?	prompting of beginning, middle, end or first, next, and last)	
4 th Quarter	1.W.5 With guidance and support from adults, focus on - a topic , - respond to questions and suggestions from peers, and - add details to strengthen writing 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



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WRITING

WRITING - 1st Quarter (2 Standards)

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
1 st Quarter	1.W.3 Write narratives in which they - recount two or more appropriately sequenced events, - include some details regarding what happened, - use temporal words to signal event order, and - provide some sense of closure.	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). Write about an experience in sequential order.	Narrative Sequence Events Details Temporal words Event order Closure
1 st Quarter	1.W.4a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose . (Grade specific expectations for writing types are defined in standard 1-3 above). a. With guidance and support from adults, produce functional writing : <ul style="list-style-type: none"> (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tablets, directions, posters) in which the development and organization are appropriate to task and purpose .	What is functional writing? When would you use functional writing? How is functional writing similar or different to narratives, informative, and opinion writing?	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

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WRITING - 2nd Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
2 nd Quarter	1.W.8 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).	
2 nd Quarter	1.W.2 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

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WRITING - 3rd Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3 rd Quarter	1.W.1 Write <u>opinion pieces</u> in which they: - <u>introduce the topic or 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
3 rd Quarter	1.W.5 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</u> to strengthen writing as needed. (revision / edit – key terms)	What is the writing process? What is revision? What is editing? What is peer critique? What is first draft (sloppy copy)? Why is first draft important? What is a final piece?	Read to peers <u>your story/draft</u> or listen to peers. Give suggestions (<u>ideas</u>) on <u>main topic</u> , or details. Provide feedback of parts that you understood or did not understand. Provide feedback on words or phrases, or parts that were strong and stated points or needed editing or revising.	Draft Story Parts Edit Revise Feedback Question Details Peer edit Suggestions

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WRITING - 4th Quarter (2 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4th Quarter	1.W.6 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
4th Quarter	1.W.7 Participate in shared <u>research and writing projects</u> (e.g., - <u>explore</u> a number of “ <u>how-to</u>” books ” 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

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

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READING FOUNDATIONAL SKILLS				
RDG FOUNDATIONS - 1st Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
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>. 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>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 Blends</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</p> <p>Initial</p> <p>Medial</p> <p>Final</p>
1 st Quarter	<p>1.RF.3b Know and <u>apply level phonics and word analysis skills</u> in decoding words.</p> <p>b. <u>Decode</u> regularly spelled <u>one syllable words</u>.</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</p> <p>CVC</p> <p>Blend</p> <p>Decode</p> <p>Consonant</p> <p>Vowel</p>

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1st 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., first word, capitalization, ending punctuation).</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>
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ENGLISH LANGUAGE ARTS / 1st Grade

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RDG FOUNDATIONS - 2 nd Quarter (3 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
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 consonant 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.3f Know and apply level phonics and word analysis skills in decoding words. f. <u>Recognize</u> and <u>read</u> grade appropriate irregularly spelled words .	Is this word spelled the way it sounds? How is this word irregular?	Identify high frequency words. Identify irregularly spelled words. Explain phonetics vs. irregular spelling.	High frequency word Irregular Spelling
2 nd Quarter	1.RF.3e Know and apply level phonics and word analysis skills in decoding words. e. 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.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g. /s/p/l/a/t).	What are syllables? What is segment?	Able to segment words into phonemes.	Segment Syllable
2 nd Quarter	1.RF.2e Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	What is rhyming? How does rhyming sound?	Ending phonograms that produce rhyming.	Rhyme Onset Rhyming

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	e. Orally generate a series of rhyming words , using a variety of phonograms (e.g., -ed, -ake, -ant, -ain) and consonant blends (e.g., /bl/, /st/, /tr/).			
2 nd Quarter	1.RF.2f Demonstrate understanding of spoken words, syllables, and sounds (phonemes). f. Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.	What word do we make when we change the beginning, middle vowel, ending sound?	Hear and identify the sound change in the beginning, middle, or end.	Change sounds/parts Add Substitute delete



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RDG FOUNDATIONS - 3rd Quarter (4 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
3rd Quarter Lessons:	1.RF.2a Demonstrate understanding of <u>spoken words, syllables, and sounds (phonemes)</u> . a. Distinguish long from short vowel sounds 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? 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
3rd Quarter	1.RF.3e Know and apply grade-level <u>phonics and word analysis skills</u> in <u>decoding words</u> . d. Recognize and apply all six syllable types when decoding grade level texts.	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
3rd Quarter	1.RF.3c Know and apply grade-level <u>phonics and word analysis skills</u> in decoding words. c. 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. Determine where to segment a word into its syllables.	Syllable Vowel sound Number of syllables

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RDG FOUNDATIONS 4th Quarter (3 Standards)				
Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
4 th Quarter	<p>1.RF.4a <u>Read</u> with sufficient <u>accuracy and fluency</u> to support comprehension.</p> <p>a. <u>Read</u> on-level text <u>with purpose and understanding</u>.</p>	<p>Why did you read the text? (informational text – to learn about _____ topic. Fictional – to be entertained.)</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>Summarize the story.</p> <p>Explain a connection to the story (text-to-text, text-to-self, text-to-world).</p>	<p>Fluency</p> <p>Accuracy</p> <p>Comprehension</p> <p>Purpose</p> <p>Understanding</p>
4 th Quarter	<p>1.RF.4b <u>Read</u> with sufficient <u>accuracy and fluency</u> to support comprehension.</p> <p>b. Read on-level text orally with <u>accuracy</u>, appropriate <u>rate</u>, and <u>expression</u> on successive readings.</p>	<p>Why did you read the sentence with a high tone one the end?</p> <p>Why did you raise your voice at the end of the sentence?</p> <p>Why did you pause and then read on?</p>	<p>Reading punctuation with correct tone to implement correct understanding.</p>	<p>Ending punctuation</p> <p>Tone</p> <p>Pitch</p> <p>Pause</p> <p>Period</p> <p>Question Mark</p> <p>Exclamation Mark</p> <p>Quotation Mark</p> <p>Expression</p> <p>Accuracy</p> <p>Rate</p>
4 th Quarter	<p>1.Rf.4c <u>Read</u> with sufficient <u>accuracy and fluency</u> to support comprehension.</p> <p>c. Use context to <u>confirm or self-correct</u> word recognition and <u>understanding</u>, <u>rereading</u> as necessary.</p>	<p>Did that make sense?</p>	<p>Reread to correct word or meaning.</p>	<p>Self-Correct</p> <p>Reread</p> <p>Visual Check</p> <p>Check for meaning</p>

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4 th Quarter	<p>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.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</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>
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