

**West Carroll Special School District  
Instructional Plan/Pacing Guide, 2016-2017**

<b>Teacher:</b> Wendy Matheny, Sherry Haywood, Marsha Wilson, Mallory Autry		<b>Co-Teacher:</b>			
<b>Subject:</b> Reading		<b>Grade Level:</b> Kindergarten			
Unit Title	TN Standard # ACT Standard # (When Applicable)	Major Topics and Concepts Addressed	Major Activities Assignments Field Trips	Assessing Student Mastery	Pacing (Beginning and ending dates of instruction)
				What student generated product will demonstrate that he/she has met the learning expectation?	
Getting Ready To Learn	RF.K.2-Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Listening to rhymes; Read stories with rhymes; Phonological awareness activities; Word work; Daily language; Letters A-E	Complete Readers Notebook – pg.1-5	I can count and say syllables in words.  I can name words that rhyme.	Begin August 15- End August 19.
Getting Ready To Learn	RF.K.1d- Recognize and name all upper-case and lower-case letters of the alphabet	Listening to alphabet stories; Read poems about letters; Phonological awareness activities; Sing songs; Word work; Daily language; Letters F-J.	Complete Readers Notebook- pg. 6- 10	I know and can name all of the letters of the alphabet.	Begin August 22 End August 26.
Unit 1-Week 1 <b>Friendly Faces</b>	RF.K.2a- Recognize and produce rhyming words.	Listening to rhymes; Read stories with rhymes; Phonological awareness activities; Word work; Daily language;	Complete readers notebook- p. 11-15	I can name words that rhyme.	Begin August 29- End September 2
Unit 1- Week 2 <b>Friendly Faces</b>	RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook- p 9-16	I can read CVC words  I can say each sound of a word.	Begin September 6 End September 9

	(consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)				
Unit 1- Week 3  <b>Friendly Faces</b>	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook-18-25	I can decode words	Begin Sept 12  End Sept 16
Unit 1- Week 4  <b>Friendly Faces</b>	K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook-26-30	I can name the characters, settings, and events in a story.	Begin Sept. 20 End Sept 23
Unit 1- Week 5  <b>Friendly Faces</b>	K.L.1 .b Use frequently occurring nouns and verbs.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook-31-38 Unit Test 1  Journeys Guided Performance Task: Beginning of Year Kindergarten, End of Unit 1: Literary Analysis Reading, Speaking, Listening, and Writing Performance Assessment	I can recognize action verbs in the present.	Begin Sept. 26  End Sept 30
Unit 2- Week 1  <b>Show and Tell</b>	K.L. 5c c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook-39-42	I can make connections between words and their use.  I can name the five senses  I can match pictures to words	Begin October 3 End October 7

Unit 2- Week 2 <b>Show and Tell</b>	RI.K.3  With prompting and support, identify characters, settings, and major events in a story.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook- 43- 47	I can identify character, setting, and major events.	Begin Oct. 17 End Oct. 21
Unit 2- Week 3 <b>Show and Tell</b>	L.K.6  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebooks- - 48-52	I can use words and phrases acquired through conversations, reading and being read to and responding to text. I can speak in a group.	Begin Oct. 24 End Oct. 28
Unit 2-Week 4 <b>Show and Tell</b>	RI.K.2  With prompting and support, identify the main topic and retell key details of a text.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebooks 53-57	I can identify the main topic and retell key details. Name the main topic.	Begin Oct. 31 End Nov. 4
Unit 2- Week 5 <b>Show and Tell</b>	R.L.K.7  With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebooks- 58-62  Unit Test 2	I can describe the relationship between illustrations and the story.	Begin Nov. 7 End Nov. 11

<b>Unit 3- Week 1 Outside My Door</b>	<b>RI.K.10</b>  Actively engage in group reading activities with purpose and understanding.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers 67-71	I can engage in group reading activities with purpose and understanding.  I can speak in a group.	Begin Nov. 14  End Nov 18
<b>Unit 3- Week 2 Outside My Door</b>	<b>L.K.1b</b>  Use frequently occurring nouns and verbs.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers p. 72-76	I can use frequently occurring nouns and verbs.  I can circle the noun/verb	Begin Nov. 28  End Dec. 2
<b>Unit 3- Week 3 Outside My Door</b>	<b>Rf.K.3a</b>  3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers p. 77-81	I can demonstrate knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.  I can name the consonants.  I can state the letter and its primary sound. I	Begin Dec. 5 End Dec 9
<b>Unit 3- Week 4 Outside My Door</b>	<b>L.K.6</b>  Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook p. 82-86	I can use phrases acquired through conversations, reading and being read to, and responding to texts.  I can speak in a group	Begin Dec 12 End Dec 16



Unit 3- Week 5 <b>Outside My Door</b>	L.K.1  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;  • Reading • Fluency • Text-Based Comprehension	Complete Readers Notebook- 87-91  Unit Test 3  Formative Assessment: Middle of Year Kindergarten, End of Unit 3: Research Task Reading, Writing, Speaking, and Listening Performance Assessment	I can write a letter or letters for consonant and short vowel sounds.	Begin Jan 9  End Jan 13
Unit 4- Week 1 <b>Let's Find Out</b>	K.RF.3c.  Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook 92-96	I can read all the sight words from Unit 1- Unit 3.	Begin Jan 17  End Jan.20
Unit 4- Week 2 <b>Let's Find Out</b>	RI.K.10  Actively engage in group reading activities with purpose and understanding	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook pg. 97-101	I can engage in group reading activities with purpose and understanding.	Begin Jan 23 End Jan 27
Unit 4- Week 3 <b>Let's Find Out</b>	RI.K.7 .  With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook pg. 102-106	I can describe the relationship between illustrations and the story.  I can match the sentence to the picture that best illustrates the story.	Begin Jan 30 End Feb 3

Unit 4- Week 4 <b>Let's Find Out</b>	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook 107-111	I can demonstrate understanding of verbs in the past tense.  I can match the verb to the correct opposite	Begin Feb. 6 End Feb 10
Unit 4- Week 5 <b>Let's Find Out</b>	L.K.1b Use frequently occurring nouns and verbs.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook 112-116  Unit Test 4	I can use past, present, and future verbs	Begin Feb. 13- End Feb 17
Unit 5- Week 1 <b>Growing and Changing</b>	RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook 117-121	I can isolate sounds by telling if they are in the beginning, the middle, or the end of the word.	Begin Feb 21 End Feb 24
Unit 5- Week 2 <b>Growing and Changing</b>	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	Complete Readers Notebook 122-126	I can add or substitute sounds in one-syllable words to make new words	Begin February 27 End March 3

<b>Unit 5- Week 3 Growing and Changing</b>	<b>L.K.2a</b> Capitalize the first word in a sentence and the pronoun <i>I</i> .	Read stories; Flipchart activities; Interactive games;	<b>Complete Readers Notebook 127-131</b>	I can capitalize the first word in a sentence and the pronoun <i>I</i> . I will capitalize proper nouns.	<b>Begin March 6 End March 10</b>
<b>Unit 5- Week 4 Growing and Changing</b>	L.K.2b Recognize and name end punctuation.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	<b>Complete Readers Notebook 132-136</b>	I can recognize and name a question mark	<b>Begin Mar 13 End Mar 17</b>
<b>Unit 5- Week 5 Growing and Changing</b>	L.K.2b Recognize and name end punctuation.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	<b>Complete Readers Notebook 137-141 Unit Test 5</b> Formative Assessment: End of Year Kindergarten, End of Unit 5: Opinion Task Reading, Writing, Speaking, and Listening Performance Assessment	I can decide if a sentence needs a question mark or an exclamation point.	<b>Begin Mar 20 End Mar 24</b>
<b>Unit 6- Week 1 Look at Us</b>	L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs</i> ; <i>wish, wishes</i> ).	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	<b>Complete Readers Notebook 142-146</b>	I can form plural nouns.	<b>Begin April 3 End April 7</b>
<b>Unit 6- Week 2 Look at Us</b>	L.K.1.B Use frequently occurring nouns and verbs.	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	<b>Complete Readers Notebook 147-151</b>	I can choose the correct verb to complete a sentence.	<b>Begin April 10 End April 13</b>
<b>Unit 6- Week 3 Look at Us</b>	RL.K.1 With prompting and support, ask and answer questions	Read stories; Flipchart activities; Interactive games; Word work; Daily language;	<b>Complete Readers Notebook 152-156</b>	I can ask and answer questions about a story or poem.	<b>Begin April 17 End April 21</b>

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