

Kindergarten Reading Pacing Guide Accomack County Public Schools

Symbol Key: ☉ **Integrate:** This skill should NOT be taught in isolation. **Integrate** the skill into daily lessons. 💧 denotes non-fiction text


First Nine Weeks

UNIT A: Foundations and Routines			UNIT 1: Plants and Animals Have Needs			UNIT 2: Every Story Has Characters		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Katy's First Day of School	Welcome to Our School (skip Mary Had a Little Lamb b/c of PALs)	A Diller, A Dollar	<u>Days 1-2:</u> Bears Eat Honey (Shared reading) <u>Days 1-3:</u> Lessons from Mama Bear (Mentor read aloud) <u>Days 3-4:</u> What animals need (shared reading) <u>Days 4-5:</u> Grow, Pumpkin, Grow! (Mentor read aloud) <u>Day 5:</u> Tommy (Poetry out loud)	<u>Days 1-5:</u> What Do Plants Need? (Big Book) <u>Days 1-2:</u> Soil, Water, Air, and Light (Shared reading) <u>Days 3-4:</u> Plant Parts (Shared Reading) <u>Day 5:</u> Tommy (Poetry out loud)	<u>Days 1-5:</u> What Do Animals Need? (Big Book) <u>Days 1-2:</u> Baby Mice (Shared reading) <u>Days 3-4:</u> Parent and Baby Animals (Shared reading) <u>Day 4:</u> What Do Plants Need? (Big Book) Compare with What do Animals Need? <u>Day 5:</u> Tommy (Poetry out loud)	<u>Days 1-2:</u> Little Miss Muffet (Shared reading) <u>Days 1-3:</u> The Tortoise and the Hare (Mentor read aloud) <u>Days 3-4:</u> Humpty Dumpty (Shared reading) <u>Days 3-5:</u> The Little Helper (Mentor read aloud) <u>Day 5:</u> There Was a Little Girl (Poetry out loud)	<u>Days 1-2:</u> Little Bo Peep (Shared reading) <u>Days 1-5:</u> Horrible Bear! (Big Book) <u>Days 3-4:</u> Gregory Griggs (Shared reading) <u>Day 5:</u> There Was a Little Girl (Poetry out loud)	<u>Days 1-2:</u> The Gingerbread Man (Shared reading) <u>Days 1-5:</u> Dog Days of School (Big Book) <u>Days 3-4:</u> The Little Red Hen (Shared reading) <u>Day 5:</u> There Was a Little Girl (Poetry out loud)
UNIT A SOLS TO BE TAUGHT: Reading K.1a - Listen actively and speak using agreed upon rules for discussion K.1j - Work respectfully with others K.3b - Identify and produce words that rhyme K.5d - Read his/her name and commonly used high frequency words K.6a - Identify and name the capital and lowercase letters of the alphabet K.6d - Identify initial consonant sounds in one syllable words K.6e - Identify final consonant sounds in one syllable words K.7a - Discuss the meaning of words			UNIT 1 SOLS TO BE TAUGHT: Reading K.1d - Follow implicit rules for conversation, including taking turns and staying on topic K.1i - Ask how and why questions to seek help, get information, or clarify information K.3b - Identify and produce words that rhyme K.3e - Identify words according to shared beginning and/or ending sounds K.3g - Segment one-syllable words into individual phonemes. K.4a - Hold print materials in the correct position K.4b - Identify the front cover, back cover, and title page of a book. K.4c - Distinguish between print and pictures K.4d - Follow words from left to right and from top to bottom on a printed page K.4e - Match voice with print. K.5a - Identify common signs and logos. K.5c - Read and explain own writing and drawings.			UNIT 2 SOLS TO BE TAUGHT: Reading K.1c - Initiate conversations. K.1f - Discuss various texts and topics collaboratively and with partners K.1g - Use voice level, phrasing, and intonation appropriate for various language situation K.2b - Participate in a variety of oral language activities including choral and echo speaking and recitation. K.2c - Tell stories orally. K.6b - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. K.6d - Identify initial consonant sounds in one syllable words. K.7b - Increase vocabulary by listening to a variety of texts read aloud K.7c - Use vocabulary from other content areas. K.7f - Use nouns to identify and name people, places and things. K.8e - Use story elements of characters, settings, and events to		

	K.6b - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. K.7a - Discuss meanings of words. K.8a - Identify the role of an author and an illustrator. K.8b - Relate previous experiences to what is read K.8c - Use pictures to make predictions. K.8d - Ask and answer questions about what is read. K.8e - Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle and end. K.9a - Use pictures to identify topic and make predictions. K.9b - Identify text features specific to the topic, such as titles, headings and pictures. K.9c - Ask and answer questions about what is read.	retell stories sequentially using beginning, middle and end. (*Focus on characters)
UNIT A SOLS TO BE TAUGHT: Writing K.10b - Print his/her first and last names <u>Writing Prompt:</u> “Draw a picture of your favorite (animal, food, dessert, etc.)” Write First and last name if possible	UNIT 1 SOLS TO BE TAUGHT: Writing K.11d - Write left to right and top to bottom. <u>Writing Prompt:</u> Pick and describe an animal and tell about its needs (what kind of food and shelter does it need?). End of the unit.	UNIT 2 SOLS TO BE TAUGHT: Writing K.11b - Use prewriting activities to generate ideas including drawing pictures. K.11d - Write left to right and top to bottom. <u>Writing Prompt:</u> “Who was your favorite character (each week or day)?” Use sight words I like the
UNIT A SKILLS - 1-2 letters per day (A-Z overview)	UNIT 1 SKILLS - Week 1: - review of all letters A-Z - Week 2: - Letter m (phoneme isolation) - sight word I - Week 3: - Letter a (phoneme isolation) - sight words I, like	UNIT 2 SKILLS - Week 1: - Letter s (phoneme isolation) - sight words the, we - Week 2: - Letter t (phoneme isolation) - sight words go, see - Week 3: - Letter n (phoneme isolation) - review sight words I, like, we, go, see, the

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Second Nine Weeks

UNIT 3: Rules at Home and School			UNIT 4: Writers Tell Many Stories			UNIT 5: Technology at Home and School		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<u>Days 1-2:</u> Let's be Friends (Shared reading) Let's Play by the Rules (Mentor read aloud) <u>Days 3-4:</u> Good Morning (Shared reading) <u>Days 3-5:</u> A New Pet (Mentor read aloud) <u>Day 5:</u> Table Manners (Poetry out loud)	<u>Days 1-5:</u> What Are Some Rules at School? (Big Book) <u>Days 1-2:</u> I Wiggle (Shared reading) <u>Days 3-4:</u> Rules at Home and School (Shared reading) <u>Day 5:</u> Table Manners (Poetry out loud)	<u>Days 1-5:</u> Rules Are Cool (Big Book) <u>Days 1-2:</u> I Can (Shared reading) <u>Days 3-4:</u> Stop, Look, and Listen (Shared reading) <u>Day 5:</u> Table Manners (Poetry out loud)	<u>Days 1-2:</u> Who Did It? (Mentor read aloud) I Have Something in My Pocket (Shared reading) <u>Days 3-5:</u> The Spider and the Deer (Mentor read aloud) <u>Days 3-4:</u> A Sailor Went to Sea (Shared reading) <u>Day 5:</u> Catch a Little Rhyme (Poetry out loud)	<u>Days 1-5:</u> Knuffle Bunny (Big Book) <u>Days 1-2:</u> Itsy, Bitsy Spider (Shared reading) <u>Days 3-4:</u> What the Animals Say (Shared reading) <u>Day 5:</u> Catch a Little Rhyme (Poetry out loud)	<u>Days 1-5:</u> Wolf Cub's Song (Big Book) <u>Days 1-2:</u> Stone Soup (Shared reading) <u>Days 3-4:</u> Three Billy Goats Gruff (Shared reading) <u>Day 5:</u> Catch a Little Rhyme (Poetry out loud)	<u>Days 1-2:</u> A Little Pig Named Bob (Shared reading) <u>Days 1-3:</u> Up, Up, and Away! (Mentor read aloud) <u>Days 3-4:</u> Technology at School (Shared reading) <u>Days 4-5:</u> 1, 2, 3, Blast Off! (Mentor read aloud) <u>Day 5:</u> Deep in Our Refrigerator (Poetry out loud)	<u>Days 1-5:</u> Technology at Home and School Past and Present (Big Book) <u>Days 1-2:</u> The Wheels on the Bus (Shared reading) <u>Days 3-4:</u> Getting to School (Shared reading) <u>Day 5:</u> Deep in Our Refrigerator (Poetry out loud)	<u>Days 1-5:</u> The No-Tech Day of Play (Big Book) <u>Days 1-2:</u> The Toaster (Shared reading) <u>Days 3-4:</u> My Noisy House (Shared reading) <u>Days 5:</u> Deep in Our Refrigerator (Poetry out loud)
UNIT 3 SOLS TO BE TAUGHT: Reading K.1b - Express ideas in complete sentences and express needs through direct requests K.1e - Listen and speak in informal conversations with peers and adults K.1j - Work respectfully with others. K.3c - Blend and segment multisyllabic words at the syllable level K.3d - Blend and segment one-syllable words into phonemes including onset and rime. K.3g - Segment one-syllable words into individual phonemes. K.7a - Discuss meanings of words. K.7d - Ask about words not understood. K.9b - Identify text features specific to the topic, such as titles, headings and pictures.			UNIT 4 SOLS TO BE TAUGHT: Reading K.8a - Identify the role of an author and an illustrator. K.8c - Use pictures to make predictions. K.8e - Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle and end.			UNIT 5 SOLS TO BE TAUGHT: Reading K.1i - Ask how and why questions to seek help, get information, or clarify information K.1j - Work respectfully with others. K.3c - Blend and segment multisyllabic words at the syllable level K.3f - Blend sounds to make one-syllable words K.3g - Segment one-syllable words into individual phonemes. K.9b - Identify text features specific to the topic, such as titles, headings and pictures.		
UNIT 3 SOLS TO BE TAUGHT: Writing K.11e - Compose simple sentences. K.11f - Begin each sentence with a capital letter and use ending punctuation. Writing Prompt: "Draw a picture of how you (be respectful,			UNIT 4 SOLS TO BE TAUGHT: Writing K.11a - Differentiate pictures from writing. K.11f - Begin each sentence with a capital letter and use ending punctuation. Writing Prompt: Write a short story including a character and			UNIT 5 SOLS TO BE TAUGHT: Writing K.10a - Print capital and lowercase letters of the alphabet independently. K.11a - Differentiate pictures from writing. K.12b - Generate questions to gather information		

responsible, safe, etc.)”	setting. *Could draw a picture and orally tell a story*	K.12c - Identify pictures, texts, or people as sources of information. Writing Prompt: What do you think will happen in the future?
UNIT 3 SKILLS Week 1- Letter I sight words can,she Week 2- Letter F sight words a, is Week 3-Letter P sight words a, can, go, is she, the, we	UNIT 4 SKILLS Week 1- Letter o sight words he, has Week 2- Letter C sight words little, play Week 3-Letter H sight words she, can, is, a he, play, little	UNIT 5 SKILLS Week 1- Letter B sight words and, you Week 2- Letter U sight words big, with Week 3-Letter R sight words and, you, with, big, he, has, play, little

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Third Nine Weeks

UNIT 6: Stories Have a Message			UNIT 7: Holidays and Celebrations			UNIT 8: Weather and Seasons		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<u>Days 1-5:</u> All Together Now! (Mentor read aloud) <u>Days 1-2:</u> Goldilocks Learns a Lesson (Shared reading) <u>Days 3-4:</u> Fox and Crow (Shared reading) A House for Max (Mentor read aloud) <u>Day 5:</u> Sharing (Poetry out loud)	<u>Days 1-5:</u> The Legend of Coqui (Big book) <u>Days 1-2:</u> Good, Better, Best (Shared reading) <u>Days 3-4:</u> Live Happily Ever After (Shared reading) <u>Days 3-5:</u> Horrible Bear (Big book) <u>Day 5:</u> Sharing (Poetry out loud)	<u>Days 1-5:</u> The Boy Who Fed His People (Big book) Horrible Bear (Big book) for writing <u>Days 1-2:</u> Chicken Little (Shared reading) <u>Days 3-4:</u> Do What's Right (Shared reading) <u>Day 5:</u> Sharing (Poetry out loud)	<u>Days 1-2:</u> Mr. Turkey (Shared reading) <u>Days 1-3:</u> The Mother of Thanksgiving (Mentor read aloud) <u>Days 1-5:</u> The Legend of Coqui (Big book) for writing <u>Days 3-4:</u> Five Waiting Pumpkins (Shared reading) <u>Days 4-5:</u> Let's Celebrate Thomas Edison (Mentor read aloud) <u>Day 5:</u> November is Upon Us (Poetry out loud)	<u>Days 1-5:</u> People We Celebrate (Big book) <u>Days 1-2:</u> P-E-A-C-E (Shared reading) <u>Days 3-4:</u> February Celebration (Shared reading) <u>Day 5:</u> November is Upon Us (Poetry out loud)	<u>Days 1-5:</u> In My Opinion . . . These Are the Best Ways to Celebrate Holidays (Big book) <u>Days 1-2:</u> Happy Birthday, USA! (Shared reading) <u>Days 3-4:</u> June is the Best Month (Shared reading) <u>Day 5:</u> November is Upon Us (Poetry out loud)	<u>Days 1-2:</u> The Weather Song (Shared reading) The Coolest Vacation (Mentor read aloud) <u>Days 3-4:</u> Cap, Mittens, Shoes, and Socks (Shared reading) <u>Days 3-5:</u> The Great Blizzard (Mentor read aloud) <u>Day 5:</u> Snow City (Poetry out loud)	<u>Days 1-5:</u> Weather and the Seasons (Big book) <u>Days 1-2:</u> Fall (Shared reading) <u>Days 3-4:</u> Spring is Coming (Shared reading) <u>Day 5:</u> Snow City (Poetry out loud)	<u>Days 1-5:</u> Two Wool Gloves (Big book) <u>Day 1:</u> Hide-and-Seek in Fall (Shared reading) <u>Day 2:</u> April Clouds (Shared reading) <u>Days 3-4:</u> Rain, Rain, Stay a Day <u>Day 5:</u> The Moon's the North Winds Cookie (Poetry out loud)
UNIT 6 SOLS TO BE TAUGHT: Reading K.1e - Listen and speak in informal conversations with peers and adults K.1f - Discuss various texts and topics collaboratively and with partners K.1g - Use voice level, phrasing, and intonation appropriate for various language situations K.2b - Participate in a variety of oral language activities including choral and echo speaking and recitation. K.4d - Follow words from left to right and from top to bottom on a printed page K.4e - Match voice with print. K.5b - Explain that printed materials provide information. K.5c - Read and explain own writing and drawings K.7e - Use number words. K.7f - Use nouns to identify and name people, places and things. K.7g - Use adjectives to describe location, size, color and shape.			UNIT 7 SOLS TO BE TAUGHT: Reading K.1b - Express ideas in complete sentences and express needs through direct requests K.3b - Identify and produce words that rhyme K.3c - Blend and segment multisyllabic words at the syllable level K.3e - Identify words according to shared beginning and/or ending sounds K.3f - Blend sounds to make one-syllable words K.4c - Distinguish between print and pictures K.6c - Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. K.6e - Identify final consonant sounds in one syllable words. K.7a - Discuss the meaning of words K.7d - Ask about words not understood. K.7g - Use adjectives to describe location, size, color and shape. K.9a - Use pictures to identify topic and make predictions. K.9b - Identify text features specific to the topic, such as titles,			UNIT 8 SOLS TO BE TAUGHT: Reading K.1d - Follow implicit rules for conversation, including taking turns and staying on topic K.1f - Discuss various texts and topics collaboratively and with partners K.1i - Ask how and why questions to seek help, get information, or clarify information K.3a - K.3c - Blend and segment multisyllabic words at the syllable level K.5c - Read and explain own writing and drawings K.5d - Read his/her name and commonly used high frequency words K.6a - Identify and name the capital and lowercase letters of the alphabet K.6b - Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. K.7b - Increase vocabulary by listening to a variety of texts read aloud		

<p>K.8d - Ask and answer questions about what is read. K.8e - Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle and end. K.11a - Differentiate pictures from writing. K.11d - Write left to right and top to bottom.</p>	<p>headings and pictures. K.10b - Print his/her first and last names. K.11c - Use letters to phonetically spell words that describe pictures or experiences. K.11d - Write left to right and top to bottom.</p>	<p>K.7d - Ask about words not understood. K.8e - Use story elements of characters, settings, and events to retell stories sequentially using beginning, middle and end. K.9c - Ask and answer questions about what is read. K.11b - Use prewriting activities to generate ideas including drawing pictures. K.11f - f) Begin each sentence with a capital letter and use ending punctuation. K.12c - c) Identify pictures, texts, or people as sources of information.</p>
<p>UNIT 6 SOLS TO BE TAUGHT: Writing K.11e - Compose simple sentences. K.11f - Begin each sentence with a capital letter and use ending punctuation.</p> <p>Writing Prompt: Read or show a short video of different fairy tales throughout the first two weeks of the unit. The third week have them write about their favorite fairy tale and the message connected to it.</p>	<p>UNIT 7 SOLS TO BE TAUGHT: Writing K.11a - Differentiate pictures from writing. K.11f - Begin each sentence with a capital letter and use ending punctuation.</p> <p>Writing Prompt: What is your favorite holiday that your family celebrates? Why?</p>	<p>UNIT 8 SOLS TO BE TAUGHT: Writing K.10a - Print capital and lowercase letters of the alphabet independently. K.11a - Differentiate pictures from writing. K.12b - Generate questions to gather information K.12c - Identify pictures, texts, or people as sources of information.</p> <p>Writing Prompt: Keep a weather journal (for the week or unit) and then write about your favorite season. What is it and why?</p>
<p>UNIT 6 SKILLS Week 1- Letter E sight words for, no Week 2- Letter G sight words jump, one Week 3-Letter D sight words and, you, with, big</p>	<p>UNIT 7 SKILLS Week 1- Letter W sight words are, have Week 2- Letter L sight words said, two Week 3-Letter J sight words have, are, said, two</p>	<p>UNIT 8 SKILLS Week 1- Letter K sight words look, me Week 2- Letter Y sight words come, here Week 3-Letter V, Q sight words have, are, said, two</p>

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Fourth Weeks

UNIT 9: Meeting our Needs and Wants			UNIT 10: Forces and Motion			Week 7	Week 8	Week 9
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6			
<u>Days 1-3:</u> Fire Fighters at Work (Mentor read aloud) <u>Days 1-2:</u> My Choices (Shared reading) <u>Days 3-4:</u> Three Jars (Shared reading) <u>Days 4-5:</u> A Gift for Mom (Mentor read aloud) <u>Day 5:</u> Covers (Poetry out loud)	<u>Days 1-5:</u> Needs and Wants (Big book) <u>Days 1-2:</u> Tiny Tim (Shared reading) <u>Days 3-4:</u> Meeting Needs in Different Ways (Shared reading) <u>Day 5:</u> Covers (Poetry out loud)	<u>Days 1-4:</u> Jaylen's Juice Box (Big book) <u>Days 1-2:</u> What Do I Want? (Shared reading) <u>Days 3-4:</u> Choose Happiness (Shared reading) <u>Day 5:</u> Covers (Poetry out loud)	<u>Days 1-2:</u> The Elephant Goes (Shared reading) The True of Balto, the Sled Dog (Mentor read aloud) <u>Days 3-4:</u> Stretching Fun (Shared reading) Up in the Air (Mentor read aloud) <u>Day 5:</u> The Swing (Poetry out loud)	<u>Days 1-5:</u> Forces (Big book) <u>Days 1-2:</u> Count and Move (Shared reading) <u>Days 3-4:</u> Yoga for Kids (Shared reading) <u>Day 5:</u> The Swing (Poetry out loud)	<u>Days 1-5:</u> Motion (Big book) <u>Days 1-2:</u> WThe Three Little Pigs Go Out to Play (Shared reading) <u>Days 3-4:</u> The Thirsty Bird Gets a Drink (Shared reading) <u>Day 5:</u> The Swing (Poetry out loud)			
UNIT 9 SOLS TO BE TAUGHT: Reading K.1c - Initiate conversations. K.1d - Follow implicit rules for conversation, including taking turns and staying on topic K.1h - Follow one- and two-step directions K.1i - Ask how and why questions to seek help, get information, or clarify information K.3d - Blend and segment one-syllable words into phonemes including onset and rime. K.3g - Segment one-syllable words into individual phonemes. K.4b - Identify the front cover, back cover, and title page of a book. K.4c - Distinguish between print and pictures K.7c - Use vocabulary from other content areas. K.7d - Ask about words not understood. K.9b - Identify text features specific to the topic, such as titles, headings and pictures. K.10a - Print capital and lowercase letters of the alphabet independently.			UNIT 10 SOLS TO BE TAUGHT: Reading K.3a - Begin to discriminate between spoken sentences, words, and syllables K.3b - Identify and produce words that rhyme K.4b - Identify the front cover, back cover, and title page of a book. K.4c - Distinguish between print and pictures K.5b - Explain that printed materials provide information. K.7g - Use adjectives to describe location, size, color and shape. K.9a - Use pictures to identify topic and make predictions. K.11e - Compose simple sentences. K.12d - Find information from provided sources.					

UNIT 9 SOLS TO BE TAUGHT: Writing K.11e - Compose simple sentences. K.11f - Begin each sentence with a capital letter and use ending punctuation. Writing Prompt: Need and want comparison chart. Simple sentences on each side about what you need and want.	UNIT 10 SOLS TO BE TAUGHT: Writing K.11a - Differentiate pictures from writing. K.11f - Begin each sentence with a capital letter and use ending punctuation. Writing Prompt: Draw something that moves (mode of transportation: bike, car, plane, train, etc. or an object: swing, clock, roller coaster, etc.) and describe how it moves/what makes it go.	End of the Year Writing Prompt: What is your favorite animal? <ul style="list-style-type: none"> - Write 2-3 sentences describing your animal using adjectives. - Use correct capitalization and punctuation.
UNIT 9 SKILLS Week 1- Letter X, Z sight words to, my, come, here Week 2- Letter CACE sight words of, what, to, my Week 3-Letter COCE sight words to,my, come, here	UNIT 10 SKILLS Week 1- Letter CICE sight words put, what, of, what Week 2- Letter CUCE sight words this, saw, put, want Week 3-Letter CECE sight words put, want, this, saw, to, my, of, what	