

<u>READING BLOCK (SEE Speaking & Listening):</u>	<u>Speaking and Listening</u>	<u>Science/Social Studies (Informational Text) RI</u>
<p>INTRODUCED: RL.K.1 Sit still and listen to a story in a group setting. (1*, 2, 3) RI.K.5 Find the front cover of a book. (1*, 2, 3) RI.K.5 Find the back cover of a book. (1*, 2, 3) Tuesday: INTRODUCED: RL.K.1 Sit still and listen to a story in a group setting. (1*, 2, 3) RL.K.1 With prompting and support, name who or what the story is about. (1*, 2, 3) W.K.1 Tell in my own words how I feel about a book (1*, 2*, 3*, 4*) RL.K.7 Identify illustrations (1*) RL.K.7 Know how to describe the illustrations (1, 2*) Wednesday: INTRODUCED: RL.K.2 With prompting and support, use my own words to retell a story I have heard before including key details. (1-4-Assess each Nine Weeks) (text difficulty will increase throughout the year) RL.K.2 With prompting and support, retell a familiar story including key details by writing. (1,2,3,4*) RL.K.3 With prompting and support, ask who, what, when, where, how, and why of a story (1, 2, 3, 4) Assess who, what & when at the end of 2nd 9 weeks. Assess where, how, & why at the end of the 4th 9 weeks. RL.K.3 With prompting and support, tell about a familiar story (1, 2*, 3) Thursday: INTRODUCED: K.6 With prompting and support, name the author of a book. (1*, 2, 3) RL.K.6 With prompting and support, name (point to the name) the author of a book. (1*,2, 3) (Refer to grade level standard) RL.K.6 With prompting and support, explain what an author does. (1*, 2, 3) (Refer to grade level standard) RL.K.6 With prompting and support, name (point to the name) the illustrator of a book. (1*, 2, 3) (Refer to grade level standard) RL.K.6 With prompting and support, explain what an illustrator does (1*, 2, 3) (Refer to grade level standard) RL.K.7 With prompting and support, examine a picture and describe what part of the story that picture makes me think about. (1-4 Assess each nine weeks with text difficulty increasing) RL.K.5 Identify the following different types of genres: (1, 2, 3, 4):</p> <ul style="list-style-type: none"> Nursery rhymes (1*2, 3, 4) <p>Friday: INTRODUCED: RL.K.6 With prompting and support, explain what an author does. (1*, 2, 3) (Refer to grade level standard) RL.K.6 With prompting and support, name (point to the name) the illustrator of a book. (1*, 2, 3) (Refer to grade level standard) RL.K.6 With prompting and support, explain what an illustrator does (1*, 2, 3) (Refer to grade level standard) RL.K.7 With prompting and support, examine a picture and describe what part of the story that picture makes me think about. (1-4 Assess each nine weeks with text difficulty increasing)</p>	<p>INTRODUCED: SL.K.6 Talk clearly and loud enough so that others can understand. (1, 2*, 3) SL.K.6 Look at the person or group of people I am talking to. (1, 2, 3*) SL.K.6 Tell others about my thoughts, feelings, and ideas using complete sentences. (1, 2, 3*, 4*) L.K.1 Use nouns correctly when speaking. (1, 2*, 3*, 4*) L.K.1 Use verbs/actions correctly when speaking. (1, 2, 3*, 4*) L.K.1 Use a complete sentence when speaking. (1, 2, 3*, 4*) L.K.1 Use nouns correctly when speaking. (1, 2*, 3*, 4*) L.K.1 Use verbs/actions correctly when speaking. (1, 2, 3*, 4*) L.K.1 Use a complete sentence when speaking. (1, 2, 3*, 4*) SL.K.6 Talk clearly and loud enough so that others can understand. (1, 2*, 3) SL.K.6 Look at the person or group of people I am talking to. (1, 2, 3*) L.K.1 Use a complete sentence when speaking. (1, 2, 3*, 4*)</p>	<p><u>Academic (Tier 2) Vocabulary</u></p>
	<p>Kindergarten</p> <p>Weekly Pacing Matrix</p> <p>1st Nine Weeks – Week 1</p>	
	<p><u>Reading Foundational Skills RF</u></p> <p>Introduced: RF.K.1a.1 Show that I can hold a book the right way RF.K.1a.2 Follow words from top to bottom, left to right , and page by page in the text/article RF.K.1b.1 Distinguish between a letter and a number or another object or symbol.</p>	<p><u>Domain Specific Vocabulary</u></p>