

<p style="text-align: center;"><b><u>Reading Block</u></b></p> <p>Monday: INTRODUCED: RL.K.5 Identify the following different types of genres: (1, 2, 3, 4):</p> <ul style="list-style-type: none"> <li>• Poems (1, 2*, 3, 4)</li> <li>• Realistic Fiction (1, 2, 3, 4*)</li> </ul> <p>RL.K.1 With prompting and support, describe where and when the story happened. (1,2*,3, 4) RL.K.2 With prompting and support identify key details in a familiar story. (1,2,3*,4*)—When planning introduce key details 2<sup>nd</sup> 9 wks. RL.K.3 With prompting and support, tell what the setting is (1*, 2, 3) RL.K.3 With prompting and support, describe the setting (1, 2*) RL.K.10 Answer questions from the teacher or from another student about the story. (1, 2, 3*, 4) W.K.3 Tell in my own words how I feel about an event. (1*, 2, 3) W.K.8 Tell information about something I've done. (1*, 2*, 3*, 4*) L.K.1 Write most uppercase and lowercase letters that have been introduced. (1*, 2*, 3) L.K.2 Write a letter or letters for most sounds that have been introduced. (1*, 2*, 3) Tuesday: INTRODUCED: RL.K.2 With prompting and support, divide a story into beginning, middle, and end. (1-4-Assess each Nine Weeks) (text difficulty will increase throughout the year) RL.K.3 With prompting and support, discuss the events in a story (1,2*,3,4*) (text difficulty will increase throughout the year) RL.K.10 Ask questions to help me understand the story better. (1, 2, 3*, 4) L.K.1 Use prepositional words correctly when I write or speak. (1*, 2, 3, 4*) Wednesday: INTRODUCED: RL.K.5 Sort familiar text into the correct genres.</p> <ul style="list-style-type: none"> <li>• Storybooks (fiction text) (1*, 2, 3, 4)</li> <li>• Poems (1, 2, 3*, 4)</li> <li>• Informational text (non-fiction) (1, 2*, 3, 4)</li> <li>• Realistic Fiction (1, 2, 3, 4*)</li> <li>• Nursery Rhymes (1*,2,3,4)</li> </ul> <p>RL.K.8 With prompting and support, discuss the adventures and experiences of a character in a story that I have heard before. (1,2,3*,4*-- text difficulty will increase over time). L.K.6 Learn new words and use them when I talk with others (1-4 Assess each nine weeks with text difficulty increasing). L.K.6 Use words and groups of words that I have heard someone say or someone read in a book when speaking (1*, 2,*3* 4*) Thursday: INTRODUCED: W.K.3 Identify important and non-important details (1, 2*, 3*, 4*) W.K.3 Define event (1*) W.K.3 Draw pictures to show the order of events. (1*, 2*, 3*, 4*) ASSESSED: RI.K.1 Sit and listen to non-fictional text (1*, 2, 3) RI.K.10 Sit still and listen to a text/article in a group setting. (1*, 2, 3) RI.K.9 Sit and listen to two different passages. (1*, 2*, 3) RI.K.10 Listen to others ask questions about the text/article. (1*, 2, 3) SL.K.1 Sit still and look at a person who is speaking or reading (1*, 2, 3)</p>	<p style="text-align: center;"><b>Kindergarten</b></p> <p style="text-align: center;"><b>Weekly Pacing Matrix</b></p> <p style="text-align: center;"><b>1st Nine Weeks – Week 3</b></p>		
	<p><b><u>Reading Foundational Skills (RF)</u></b> <b>Introduced:</b> RF.K.1b.2 Recognize that certain groups of sounds or letters make up words. RF.K.1b.3 Create words by putting together sounds from left to right. RF.K.3c.1 Read common sight words.</p> <p><b>Assessed:</b> RF.K.1a.1 Show that I can hold a book the right way</p>		
	<p><b><u>Culminating Activities</u></b></p>	<p><b><u>Academic (Tier 2) Vocabulary</u></b></p>	<p><b><u>Domain Specific (Tier 3) Vocabulary</u></b></p>