

<p>Reading Block:</p> <p>Monday: INTRODUCED: <i>RI.K.1 With prompting and support, answer when and where the text is about (1,2*,3,4)</i> <i>RI.K.1 With prompting and support, answer why and how the events in the text take place (1,2,3*,4)</i> <i>RI.K.1 With prompting and support, ask when and where the text happens (1, 2*, 3, 4)</i> <i>RI.K.1 With prompting and support, ask why and how the events in the text happen (1,2,3*,4)</i> <i>RI.K.3 With prompting and support, identify details about an event(s) or idea(s) in a text. (1, 2, 3*, 4*)</i> <i>RI.K.7 With prompting and support, use the pictures to help understand the article/text (1-4 Assess each 9 weeks with text difficulty increasing)</i> <i>4) RI.K.4 With prompting and support, ask questions about words that I have never heard before using pictures and words around it. (1, 2, 3*, 4)</i> <i>RI.K.4 With prompting and support, answer questions about words that I have never heard before using context clues. (1, 2, 3, 4*)</i> <i>RI.K.10 Ask questions to help me understand the text/article. (1, 2, 3*)</i> <i>RI.K.10 Answer questions from the teacher or from another student about the text/article. (1, 2, 3*, 4)</i> <i>RL.K.8 Recognize characters in a familiar story (1*, 2, 3, 4)</i></p> <p>Tuesday: INTRODUCED: <i>RI.K.9 With prompting and support, tell in my own words how two texts/articles about the same thing are alike. (1, 2*, 3, 4*)</i> <i>SL.K.4 Describe and tell about my family, friends, and other people that I know. (1, 2*, 3*, 4)</i> <i>SL.K.4 Answer questions about my family, friends, and other people that I know. (1, 2*, 3*, 4)</i></p> <p>Wednesday: INTRODUCED: <i>RI.K.9 With prompting and support, tell in my own words how two texts/articles about the same thing are different. (1, 2*, 3, 4*)</i> <i>SL.K.4 Describe and tell about my family, friends, and other people that I know. (1, 2*, 3*, 4)</i> <i>SL.K.4 Answer questions about my family, friends, and other people that I know. (1, 2*, 3*, 4)</i></p> <p>ASSESSED: <i>RL.K.1 Sit still and listen to a story in a group setting. (1*, 2, 3)</i> <i>RL.K.1 With prompting and support, name who or what the story is about. (1*, 2, 3)</i> <i>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)</i> <i>RL.K.3 With prompting and support, understand what a character is (1*, 2, 3)</i> <i>RL.K.3 With prompting and support, identify the characters in a story (1*, 2, 3)</i> <i>RL.K.10 Listen to others ask questions about a story or discuss the story. (1*, 2, 3)</i> <i>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*)</i> <i>RL.K.8 Recognize characters in a familiar story (1*, 2, 3, 4)</i></p>	<p>Speaking and Listening</p>	<p>Science/Social Studies (Informational Text) RI</p>
	<p>Kindergarten</p> <p>Weekly Pacing Matrix</p> <p>1st Nine Weeks – Week 4</p>	<p><u>Academic (Tier 2) Vocabulary</u></p>
	<p>Reading Foundational Skills (RF)</p> <p>Assessed: 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 (Tier 3) Vocabulary</u></p>