

<p style="text-align: center;"><u>Reading (Fictional Text) RL</u></p> <ul style="list-style-type: none"> • RL.K.4. Ask and answer questions about unknown words in a text. • RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). • RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • RL.K.10. Actively engage in group reading activities with purpose and understanding. 	<p style="text-align: center;"><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> • SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. • SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. 	<p style="text-align: center;"><u>Science/Social Studies (Informational Text) RI</u></p> <ul style="list-style-type: none"> • RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. • 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). • RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. • RI.K.9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • RI.K.10. Actively engage in group reading activities with purpose and understanding.
<p style="text-align: center;"><u>Language</u></p> <ul style="list-style-type: none"> • L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 	<p>Kindergarten</p> <p>Weekly Pacing Matrix</p> <p>4th Nine Weeks – Weeks 7-9</p>	<p><u>Academic (Tier 2) Vocabulary</u></p>

Writing

- W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Reading Foundational Skills

- RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹
(This does not include CVCs ending with /l/,/r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple one-syllable words to make new words.

¹ Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

- RF.K.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 or many of the most frequent sounds for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do does).
 - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4. Read emergent-reader texts with purpose and understanding.

Domain Specific (Tier 3) Vocabulary