

First Nine Weeks Reading/Language Arts Pacing Guide

Reading for Literature (RL)

K.R.L.1

With prompting and support, ask and answer questions about key details in a text.

K.R.L.3

With prompting and support, identify characters, settings, and major events in a story.

K.R.L.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

K.R.L.10

Actively engage in group reading activities with purpose and understanding.

2. Reading for Information (RI)

K.R.I.1

With prompting and support, ask and answer questions about key details in a text.

K.R.I.5 Identify the front cover, back cover, and title page of a book.

K.R.I.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

K.R.I.10

Actively engage in group reading activities with purpose and understanding.

3. Reading Fundamental Skills (RF)

K.R.F.1

Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

**d. Recognize and name all upper-and lowercase letters of the alphabet.

K.R.F.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

b. Count, pronounce, blend, and segment syllables in spoken words.

K.R.F.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 sound for each consonant.

**c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

K.R.F.4

**Read emergent-reader texts with purpose and understanding.

5. Speaking and Listening (SL)

K.L.S.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and large groups.

**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.

K.S.L.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

K.S.L.5

Add drawings or other visual displays to descriptions as desired to provide additional detail

K.S.L.6

Speak audibly and express thoughts, feelings, and ideas clearly.

6. Language (L)

K.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**a. Print many upper- and lowercase letters.

K.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**b. Recognize and name end punctuation.

**c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

K.L.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Identify similarities and differences in how words are used to describe actions, objects, feelings, or ideas (e.g., *excited* vs. *delighted*).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).