

Third Nine Weeks Reading/Language Arts Pacing Guide

Reading Standards for Literature

K.R.L.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)

2. Reading for Information (RI)

K.R.I.4

With prompting and support, ask and answer questions about unknown words in a text.

K.R.I.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)

K.R.I.8

With prompting and support, identify the reasons an author gives to support points in a text.

K.R.I.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

3. Reading Fundamental Skills (RF)

K.R.F.2

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

a. Recognize and produce rhyming words

K.R.F.3

Know and apply grade-level phonics and word analysis skills in decoding words.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

4. Writing (W)

K.W.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (*e.g., My favorite book is...*)

K.W.2

Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic.

K.W. 3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

6. Language (L)

K.L.1

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

b. Use frequently occurring nouns and verbs.

e. Use the most frequently occurring prepositions (*e.g., to, from, in, out, on, off, for, of, by, with*).