

Fourth Nine Weeks Reading/Language Arts Pacing Guide

1. Reading for Literature (RL)

K.R.L.5

Recognize common types of texts (e.g. storybooks, poems).

2. Reading Standards for Information Text

K.R.I.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

4. Writing (W)

K.W.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

K.W.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

K.W.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

K.W.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

6. Language (L)

K.L.1

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

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

K.L.2

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

a. Capitalize the first word in a sentence and the pronoun

K.L.4

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading and content*.

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)

K.L.5

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

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

d. Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.