

Reading- 1 <sup>st</sup> Quarter	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>RL &amp; RI</i> Comprehends texts</p>	<p><b>Focus Standards</b> <i>Key Ideas and Details</i>  <b>RL.1.1 Ask and answer questions about key details in a text.</b>  <b>RI.1.1 Ask and answer questions about key details in a text.</b></p> <ul style="list-style-type: none"> <li>• Describe what happens or is said in a text.</li> <li>• Identify which words, pictures, illustrations or sentences help them answer questions (cite evidence)</li> <li>• Ask questions about characters, setting, and events</li> </ul> <p><b>RI.1.2 Identify the main topic and retell key details of a text.</b></p> <ul style="list-style-type: none"> <li>• Identify the main topic.</li> <li>• Tell the most important information about the main topic</li> </ul> <p><i>Craft and Structure</i>  <b>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses (e.g., “soon the round moon was shining” from “Owl and the Moon” found in Owl at Home by Arnold Lobel.</b></p> <ul style="list-style-type: none"> <li>• Identify sensory words in text.</li> <li>• Explain how words in a text suggest or describe feelings.</li> </ul> <p><i>Integration of Knowledge and Ideas</i>  <b>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</b></p> <ul style="list-style-type: none"> <li>• Tell how words and illustrations describe key details.</li> <li>• Identify details shown in an illustration, but not in the words of a text</li> </ul> <p><b>Supporting Standards</b>  <b>RL.1.5      RI.1.4</b>  <b>RL.1.9      RI.1.5</b>  <b>                 RI.1.6</b></p>

Reading- 1<sup>st</sup> Quarter continued

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<p><i>RF-Print Concepts</i>  <b>Understands the structure of a sentence (first word, capitalization, ending punctuation)</b></p>	<p><b>RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</b></p> <ul style="list-style-type: none"> <li>Identify first and last letter in a word</li> <li>Identify first and last word on a page</li> <li>Identify first and last word of a sentence</li> <li>Identify capital letters</li> <li>Identify ending punctuation</li> <li>Track print left to right top to bottom as the teacher reads</li> </ul>
<p><i>RF-Phonological Awareness</i>  <b>Can hear and say parts of words (syllables and sounds)</b></p> 	<p><b>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</b></p> <ul style="list-style-type: none"> <li>Orally segment, delete, and substitute syllables in multi-syllable words</li> <li>Identify short vowel sounds</li> <li>Match words with the same short vowel sound</li> </ul> <p><b>RF.1.2b Orally produce one-syllable words by blending sounds (phonemes), including consonant blends.</b></p> <ul style="list-style-type: none"> <li>Blend and segment onset and rime</li> <li>Orally blend 3-4 segmented sounds to make a one syllable word (e.g., /t/ /o/ /p/ =top, /f/ /a/ /s/ /t/ =fast)</li> </ul> <p><b>RF.1.2c Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</b></p> <ul style="list-style-type: none"> <li>Isolate and produce initial and final sounds including blends</li> </ul> <p><b>RF.1.2d Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>Segment CVC words</li> <li>Segment one-syllable words with beginning and ending blends</li> </ul>
<p><i>RF-Phonics and Word Recognition</i>  <b>Knows and applies letter sounds and word knowledge</b></p>	<p><b>RF.1.3.c Recognize and read grade-appropriate irregularly spelled words.</b></p> <ul style="list-style-type: none"> <li>read 35+ sight words (Fry sight word list)</li> </ul> <p><b>RF.1.3.e Decode regularly spelled one-syllable words that follow syllable types (closed, open, vowel-consonant-e, vowel teams, consonant-le, vowel controlled-r)</b></p> <ul style="list-style-type: none"> <li>Decode CVC words in isolation</li> <li>Decode CVC words in grade level text</li> <li>Score at least 27 on *NWF-CLS</li> <li>Score at least 1 on *NWF-WRC</li> </ul> <p>* from beginning of year initial screening and/or progress monitoring as needed</p>

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<p><i>RF-Fluency</i>  <b>Reads grade level material with accuracy and fluency</b></p>	<p><b>RF.1.4.a Read grade-level text with purpose and understanding.</b></p> <ul style="list-style-type: none"> <li>• Read DRA level 6/F&amp;P level E texts independently(95%) and answer comprehension questions</li> <li>• Score near the Fall Reading MAP RIT mean of 160.7</li> </ul> <p><b>RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b></p> <ul style="list-style-type: none"> <li>• Reread text to practice fluency                             <ul style="list-style-type: none"> <li>a. Read in phrases (not word by word)</li> <li>b. Use expression</li> </ul> </li> </ul> <p><b>Rogers Standard- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p> <ul style="list-style-type: none"> <li>• <i>When encountering an unknown word:</i> <ol style="list-style-type: none"> <li>1. Look at the letter sequence</li> <li>2. Sound out the word</li> <li>3. Check the sense with the whole sentence or passage-If it does not make sense , reread or ask for assistance</li> </ol> </li> </ul>

Writing – 1 <sup>st</sup> Quarter	
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<p><i>W- Text Types and Purposes</i>  <b>Writes to give an opinion, explain or tell a story</b></p>	<p><b>Focus Standards</b>  <b>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</b></p> <ul style="list-style-type: none"> <li>• Score a “3” based on writing rubrics</li> <li>• Self-score using writing rubrics</li> </ul> <p><b>Related Language Standards</b>  <b>L.1.1.j Produce</b> and expand <b>complete simple</b> and compound <b>declarative, interrogative, imperative, and exclamatory sentences</b> in response to prompts.  <b>L.1.2.b Use end punctuation for sentences.</b>  <b>L.1.2.a Capitalize dates and names</b> of people.</p> <p><b>Supporting Standards</b>                      W.1.1                      W.1.3</p>
<p><i>W-Production and Distribution of Writing</i>  <b>Adds details to strengthen writing</b></p>	<p><b>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</b></p> <ul style="list-style-type: none"> <li>• Participate in writing conferences with the teacher focusing on-                             <ul style="list-style-type: none"> <li>○ Sticking to one topic</li> <li>○ Adding additional details</li> </ul> </li> <li>• Make revisions based on the conference</li> </ul>
<p><i>W-Research to Build and Present Knowledge</i>  <b>Participates in shared research projects</b></p>	<p><b>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</b></p> <ul style="list-style-type: none"> <li>• Contribute to a shared class project (e.g., Class Alphabet Book)</li> <li>• Use knowledge gained from reading texts (e.g., <i>alphabet books</i>)</li> </ul>

Speaking and Listening – 1 <sup>st</sup> Quarter	
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<p><i>S&amp;L-Comprehension and Collaboration</i>  <b>Participates in conversations to demonstrate comprehension</b></p>	<p><b>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</b></p> <ul style="list-style-type: none"> <li>• Listen to the speaker without interrupting</li> <li>• Take turns speaking</li> <li>• Look at the speaker</li> <li>• Demonstrate listening behavior                             <ul style="list-style-type: none"> <li>○ Nodding</li> <li>○ Smiling</li> <li>○ Appropriate facial gestures</li> </ul> </li> </ul> <p><b>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</b></p> <ul style="list-style-type: none"> <li>• Using teacher provided sentence stems, students ask questions to clear up confusion. (<i><u>I wonder...? I don't understand...</u></i>)</li> </ul> <p><i>(This standard ties directly to the essential question for Unit 1 “Why is it important to ask questions”)</i></p>
<p><i>S&amp;L-Presentation of Knowledge and Ideas</i>  <b>Reports on a topic or text</b></p>	<p><b>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</b></p> <ul style="list-style-type: none"> <li>• Describe people, places, things and events</li> <li>• Speak clearly</li> </ul> <p><b>SL.1.6 Produce complete sentences when appropriate to task and situation</b></p> <ul style="list-style-type: none"> <li>• When requested, speak in complete-                             <ul style="list-style-type: none"> <li>○ Declarative sentences</li> <li>○ Interrogative sentences</li> </ul> </li> </ul> <p><b>Related Language Standard</b>  <i>L.1.1j Produce and expand complete simple and compound <u>declarative</u>, <u>interrogative</u>, imperative, and exclamatory sentences in response to prompts.</i></p>

Language – 1 <sup>st</sup> Quarter	
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<p><i>L-Conventions of Standard English</i>  <b>Use appropriate grammar when speaking and writing</b></p>	<p><b>L.1.1.b Use <u>common</u>, <u>proper</u>, and singular possessive nouns (e.g., dog, Skippy, dog’s or Skippy’s).</b></p> <ul style="list-style-type: none"> <li>• Use common and proper nouns when they speak</li> <li>• Use common and proper nouns when they write</li> </ul> <p><b>L.1.1h Produce and expand complete simple <u>declarative</u>, <u>interrogative</u>, imperative, and exclamatory sentences in response to prompts.</b></p> <ul style="list-style-type: none"> <li>• <b>Use appropriate spacing to separate words in a sentence.</b> <ul style="list-style-type: none"> <li>• Produce complete simple declarative and interrogative sentences when they speak</li> <li>• Produce complete simple declarative and interrogative sentences when they write</li> <li>• Leaves appropriate spaces between words</li> </ul> </li> </ul>
<p><i>L-Conventions of Standard English</i>  <b>Use appropriate capitalization, punctuation and spelling</b></p>	<p><b>L.1.2.a Capitalize the <u>first word in sentences</u>, the <u>pronoun I</u>, dates and <u>names</u> of people.</b></p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence</li> <li>• Capitalize the pronoun I</li> <li>• Capitalize the names of people</li> </ul> <p><b>L.1.2.b Use end punctuation for sentences.</b></p> <ul style="list-style-type: none"> <li>• Use end punctuation (period and question mark)</li> </ul> <p><b>L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned spelling patterns in their daily writing</li> <li>• Spell irregularly spelled high frequency</li> </ul>

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<p><i>L-Vocabulary Acquisition and Use</i>  <b>Learns and uses new words and phrases</b></p>	<p><b>L.1.4.a Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <ul style="list-style-type: none"> <li>• Use illustrations and text to help determine the meaning of an unknown word or phrase during interactive read aloud.</li> </ul> <p><b>L.1.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</b></p> <ul style="list-style-type: none"> <li>• Complete picture sorts related to texts and content, explaining why they sorted in the way they did. "All of these are...[fruits or vegetables, etc.]" (<i>Eating the Alphabet</i>)</li> </ul> <p><b>L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</b></p> <ul style="list-style-type: none"> <li>• Verbally connect new words to real-life situations (such as saying, "I bolted out to recess.")</li> </ul> <p><b>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</b></p> <ul style="list-style-type: none"> <li>• Incorporate previously taught and discussed vocabulary words, including text talk words into conversation or writing.</li> </ul>