

**Reading- 3<sup>rd</sup> Quarter**

Report Card Descriptor	Standards with "What does proficiency look like?" bullets	
<p><i>RL &amp; RI</i>  <b>Comprehends texts</b></p>	<p><b>Focus Standards</b>  <i>Key Ideas and Details</i>  <b>RL.1.3 Describe characters, settings, and major events in a story, using key details.</b></p> <ul style="list-style-type: none"> <li>• Distinguish between main characters and supporting characters</li> <li>• Describe main characters using key details from the text</li> <li>• Identify the setting , including both <i>where</i> and <i>when</i> the story takes place</li> <li>• Determine major events in the story</li> <li>• Describe major events using key details.</li> </ul> <p><b>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</b></p> <ul style="list-style-type: none"> <li>• Describe how two individuals, events, ideas or pieces of information in a text are connected</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.</b></p> <ul style="list-style-type: none"> <li>• Describe feelings and senses using words or phrases</li> <li>• Identify sensory words in text</li> <li>• Explain how words in a text suggest or describe feelings or appeal to the senses</li> </ul> <p><b>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</b></p> <ul style="list-style-type: none"> <li>• Select words that are unknown</li> <li>• Use illustrations or text features, and words or sentences surrounding an unknown word to figure out its meaning</li> <li>• Ask and answer questions to figure out the word’s meaning</li> </ul> <p><b>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types.</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between a story and informational text</li> <li>• Tell why authors write each type of text</li> </ul> <p><b>RI.1.6 Identify who is telling the story at various points in a text.</b></p> <ul style="list-style-type: none"> <li>• Identify who is telling a story (a character, narrator, or someone else) at various points in a text</li> </ul> <p><i>Integration of Knowledge and Ideas</i>  <b>RI.1.8 Identify the reasons an author gives to support points in a text.</b></p> <ul style="list-style-type: none"> <li>• Identify key points the author wants the reader to know</li> <li>• Identify the reasons the author gives to support these points</li> </ul> <p><b>RI.1.9 Identify the basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</b></p> <ul style="list-style-type: none"> <li>• Identify the information that is the same in both texts</li> <li>• Identify the information that is different in both texts</li> <li>• Compare/Contrast the illustrations, text features, and information in the two text</li> </ul>	<p><b>Supporting Standards</b>  <b>RL.1.1, RL.1.2, RL.1.7</b>  <b>RI.1.5</b></p>

Reading- 3<sup>rd</sup> Quarter continued

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<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 vowels in spoken one-syllable words.</b></p> <ul style="list-style-type: none"> <li>• Example: Which has a long "e" sound? be/bet. Which has a short "e" sound? see/set</li> </ul> <p><b>RF.1.2 b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.</b></p> <ul style="list-style-type: none"> <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> <li>• Substitute an initial or final consonant in a word and blend it into a new word</li> </ul> <p><b>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</b></p> <ul style="list-style-type: none"> <li>• Segment a word</li> <li>• Isolate and pronounce the first, second, third or fourth phoneme</li> </ul> <p><b>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>• Given a word with up to four phonemes, segment and pronounce the sounds in sequence.</li> </ul> <p><b>New Standard RF.1.2 f. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</b></p> <ul style="list-style-type: none"> <li>• The following is an example of adding a phoneme to make a new word:  Teacher says, "ate" and asks students to repeat.  Teacher says, "add /r/ at the beginning and the word is?"  Students say "rate".</li> <li>• The following is an example of substituting a phoneme to make a new word:  Teacher says, "coat" and asks students to repeat.  Teacher says, "Change /k/ to /b/ and the word is?"  Students say "boat".</li> </ul> <p><b>New Standard RF.1.2.g. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).</b></p> <ul style="list-style-type: none"> <li>• Orally delete an initial sound in a one syllable spoken word</li> <li>• Orally delete a final sound in a one syllable spoken word</li> </ul>

## Reading- 3<sup>rd</sup> Quarter continued

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<p><i>RF-Phonics and Word Recognition</i></p> <p><b>Knows and applies letter sounds and word knowledge</b></p> <p><i>Blue text indicates that this standard is NOT covered in the Phonics Kit</i></p>	<p><b>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.(e.g., th, sh, ch, ck)</b></p> <ul style="list-style-type: none"> <li>• Know the sounds for common consonant digraphs</li> <li>• Apply sound-symbol associations to blending and reading simple words in isolation and in connected text</li> </ul> <p><b>RF.1.3b Know the letter-sound correspondences.</b></p> <ul style="list-style-type: none"> <li>❖ <i>silent e (e.g., a-e, e-e, i-e, o-e, u-e)</i></li> <li>❖ <i>vowel teams</i> <ul style="list-style-type: none"> <li>○ <i>vowel digraph (e.g., ee, oo, ai, ay, ea)</i></li> </ul> </li> <li>• Decode words with a long vowel sound spelled with <i>silent e</i> in isolation and in text</li> <li>• Decode words with a long vowel sound spelled with a vowel team in isolation and in text</li> </ul> <p><b>RF.1.3c Recognize and read grade-appropriate irregularly spelled words.</b></p> <ul style="list-style-type: none"> <li>• Read 90+ sight words</li> </ul> <p><b>RF.1.3d Read words with inflectional endings.</b></p> <ul style="list-style-type: none"> <li>• -ed, -s, -ing, -est, -er</li> </ul> <p><b>RF.1.3e Decode regularly spelled one-syllable words that follow syllable types</b></p> <ul style="list-style-type: none"> <li>❖ <i>close syllable</i> <ul style="list-style-type: none"> <li>• Score at least 43 on *NWF-CLS</li> <li>• Score at least 8 on *NWF-WRC</li> </ul> </li> <li>❖ <i>open syllable</i></li> <li>❖ <i>vowel-consonant-e</i></li> <li>❖ <b>vowel teams</b> <ul style="list-style-type: none"> <li>• ai, ay, oa, oe, ea, ee, ie</li> </ul> </li> <li>❖ <i>consonant -le</i></li> <li>❖ <b>r-controlled vowel</b> <ul style="list-style-type: none"> <li>• ar, ur, er, or</li> </ul> </li> </ul>

**Reading- 3<sup>rd</sup> Quarter continued**

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<p><i>RF-Fluency</i>  <b>Reads grade level material with accuracy and fluency</b></p>	<p><b>RF.1.4a Read on-level text with purpose and understanding.</b></p> <ul style="list-style-type: none"> <li>• Read DRA level 14/F &amp; P level H texts independently(95%) and answer comprehension questions</li> <li>• Score near the Winter Reading MAP RIT mean of 171.5</li> </ul> <p><b>RF.1.4b Read on-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>○ Read in phrases (not word by word)</li> <li>○ Adjust intonation</li> <li>○ Use expression</li> <li>○ Read at least 19 words correct per minute and demonstrate comprehension</li> </ul> </li> </ul> <p><b>RPS Standard – Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</b></p> <ul style="list-style-type: none"> <li>• When encountering an unknown word:             <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 – 3<sup>rd</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.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, 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>Supporting Standards</b>  <b>W.1.2</b>  <b>W.1.3</b></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 <b>add details</b> 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 project</li> </ul> <p><b>W.1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</b></p> <ul style="list-style-type: none"> <li>• Use knowledge gained from reading texts</li> </ul>

## Speaking and Listening – 3<sup>rd</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.1.1b Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>• With prompting, build on others’ talk. (“Would anyone like to add onto what Jenny said?”)</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>• <b><u>With teacher encouragement</u></b>, ask questions to clear up any confusion.</li> </ul>
<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 familiar people, places, things and events with relevant details (Unit 2), including ideas or feelings (Unit 3).</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>• <b><u>With teacher prompting and support</u></b>, speak in complete simple <b><u>and compound</u></b> <ul style="list-style-type: none"> <li>○ Declarative sentences</li> <li>○ Interrogative sentences</li> <li>○ Exclamatory sentences</li> <li>○ Imperative sentences</li> </ul> </li> </ul>

## Language – 3<sup>rd</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.1.1c Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</b></p> <p><b>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</b></p> <ul style="list-style-type: none"> <li>• Use pronouns (such as, I, me, my, they, them, their, anyone, everything) correctly in their speaking and writing</li> </ul> <p><b>L.1.1h Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</b></p> <ul style="list-style-type: none"> <li>❖ Use appropriate spacing to separate words in a sentence.</li> </ul>
<p><i>L-Conventions of Standard English</i>  <b>Use appropriate capitalization, punctuation and spelling</b></p>	<p><b>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</b></p> <ul style="list-style-type: none"> <li>❖ <b>Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns.</b></li> <li>• Apply previously learned spelling patterns in their daily writing. Students spell irregularly spelled high frequency words correctly (such as, <i>come, what, do, was, some</i>)</li> </ul>
<p><i>L-Vocabulary Acquisition and Use</i>  <b>Learns and uses new words and phrases</b></p>	<p><b>L.1.4a 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 read aloud, guided reading, and independent reading</li> </ul> <p><b>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</b></p> <ul style="list-style-type: none"> <li>• Use taught affixes to determine the meaning of a word (such as, -s, -es, -ed, -ing, -er)</li> </ul> <p><b>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b></p> <ul style="list-style-type: none"> <li>• Isolate root words and inflectional endings by framing, masking, or highlighting</li> </ul> <p><b>L.1.5c 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, “My kitten <i>cuddled</i> with me.”)</li> </ul> <p><b>L.1.5d Distinguish shades of meaning <u>among verbs differing in manner</u> (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</b></p> <ul style="list-style-type: none"> <li>• Define, choose, or act out verbs and adjectives, using some in their speaking and writing</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 words (including text talk words) and conjunctions into conversations and writing</li> </ul>