

**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, come, what, do, was, some)</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 cuddled with me.”)</li> </ul> <p><b>L.1.5d Distinguish shades of meaning among verbs differing in manner (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>