


Reading- 4th Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<p><i>RL & RI</i> Comprehends texts</p>	<p>Focus Standards <i>Key Ideas and Details</i> RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <ul style="list-style-type: none"> • Identify the central message or lesson of a story • Retell the key ideas, details, and events, including just the important information, not every single detail <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none"> • Describe how two individuals, events, ideas or pieces of information in a text are connected <p><i>Craft and Structure</i> RI.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" [Lobel, Arnold. "Owl and the Moon." Owl at Home. Harper Collins, 1975]).</p> <ul style="list-style-type: none"> • Select words that are unknown • Use illustrations or text features, and words or sentences surrounding an unknown word to figure out its meaning • Ask and Answer questions to figure out the word's meaning <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <ul style="list-style-type: none"> • Know how to use informational text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts and information <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <ul style="list-style-type: none"> • Identify whether a piece of information is learned from an illustration or from the words of a text • Decide if one should look at the illustrations or the words to find out a particular piece of information

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<p><i>RL & RI</i> Comprehends texts continued</p>	<p><i>Integration of Knowledge and Ideas</i></p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <ul style="list-style-type: none"> • Use details from the words and from the illustrations to describe the characters, setting, and events <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <ul style="list-style-type: none"> • Tell how words and illustrations describe key details • Identify details shown in an illustration, but not in the words of a text <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> <ul style="list-style-type: none"> • Identify and describe the main characters and setting in each story • Compare/Contrast the kinds of experiences each character has • Compare/Contrast how each character resolves his/her problem of conflict <p>RI.1.9 Identify the basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> • Identify the information that is the same in both texts • Identify the information that is different in both texts • Compare/Contrast the illustrations, text features, and information in the two texts <p>Supporting Standards</p> <p>RL.1.1, RL.1.4, RL.1.6</p> <p>RI.1.1, RI.1.8</p>

Reading- 4th Quarter continued

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<p data-bbox="92 477 331 500"><i>RF-Phonological Awareness</i></p> <p data-bbox="92 505 373 602">Can hear and say parts of words (syllables and sounds)</p> 	<p data-bbox="405 269 1635 297">See the <i>Build Up "Quick Checks"</i> and <i>"Pre/Post Assessment"</i> for assistance with assessing these skills</p> <p data-bbox="405 305 1465 332">RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p data-bbox="405 341 1220 368">a. Distinguish long from short vowels in spoken one-syllable words.</p> <ul data-bbox="453 376 1346 404" style="list-style-type: none"> • Identify whether the vowel sound is long or short in one-syllable words <p data-bbox="405 412 1577 440">b. Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.</p> <ul data-bbox="453 448 1482 475" style="list-style-type: none"> • Blend segmented sounds together to produce a one-syllable word (See The Phonic <p data-bbox="405 483 1682 511">c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p> <ul data-bbox="453 519 1136 623" style="list-style-type: none"> • Isolate the initial sound of a one-syllable word • Isolate the medial vowel sound in a one-syllable word • Isolate the final sound of a one-syllable word <p data-bbox="405 631 1629 659">d. Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul data-bbox="453 667 1528 695" style="list-style-type: none"> • Demonstrate phoneme segmentation fluency and accuracy with any one-syllable word <p data-bbox="405 703 1602 730">New Standard e. Delete a syllable from a word (e.g., say "remember," now say it without the "re").</p> <ul data-bbox="453 738 1083 766" style="list-style-type: none"> • Orally pronounce a word without a given syllable <p data-bbox="405 774 1734 802">New Standard f. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <ul data-bbox="453 810 1614 837" style="list-style-type: none"> • Add or change an initial, medial vowel or final sound in a spoken word to produce a new word <p data-bbox="405 846 1990 914">New Standard g. Delete individual initial and final sounds (phonemes) in simple spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).</p> <ul data-bbox="453 922 1014 987" style="list-style-type: none"> • Delete an initial sound from a spoken word • Delete a final sound from a spoken word

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<p><i>RF-Phonics and Word Recognition</i></p> <p>Knows and applies letter sounds and word knowledge</p> <p>Blue text indicates that this standard is NOT covered in the Phonics Kit</p>	<p>See the <i>Build Up “Quick Checks”</i> and <i>“Pre/Post Assessment”</i> for assistance with assessing these skills</p> <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>b. Know the letter-sound correspondences.</i></p> <ul style="list-style-type: none"> ● silent e (e.g., a-e, e-e, i-e, o-e, u-e) ● vowel teams <ul style="list-style-type: none"> -vowel diagraph (e.g., ee, oo, ai, ay, ea) <ul style="list-style-type: none"> • Apply both consonant and vowel sound-symbol associations to blending and reading simple words in isolation and in connected text <p><i>c. Recognize and read grade-appropriate irregularly spelled words.</i></p> <ul style="list-style-type: none"> • read 125+ sight words (Fry sight word list) <p><i>d. Read words with inflectional endings.</i></p> <ul style="list-style-type: none"> • Identify the base word and ending in inflected forms with no orthographic change in the base word (e.g., wish +ed, wish +ing, wish + es; dark + er, dark +est) • Read words with learned inflectional endings in connected text <p><i>e. Decode regularly spelled one-syllable words that follow syllable types</i></p> <ul style="list-style-type: none"> ● close syllable ● open syllable ● vowel-consonant-e ● vowel teams ● consonant -le ● r-controlled vowel <ul style="list-style-type: none"> • Decode words in isolation and in grade level text • Score at least 58 on *NWF-CLS • Score at least 13 on *NWF-WRC <p><i>f. Decode two-syllable words following basic patterns by breaking the words into syllables</i></p> <ul style="list-style-type: none"> ● compound words (e.g., cup/cake, cow/boy) ● consonant-le (e.g., can/dle, sim/ple, ri/fle, nee/dle) ● VC/CV (e.g., nap/kin, hap/py, stam/pede) ● V/CV (e.g., bo/nus) <ul style="list-style-type: none"> • Count the vowels in words with two open, closed, vowel-r, or VCe syllables (e.g., robot, wiper, compete, dateline) before sounding out the words • Read two-syllable words with learned syllable patterns and compound words with recognizable base words (e.g., backpack, flashlight) by first identifying the vowel in each syllable, and then decoding the words. • Read DORF with 90% accuracy

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<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	<p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 16/F &P level I texts independently(95%) and answer comprehension questions • Score near the Reading MAP RIT mean of 177.5 • Read at least 47 words correct per minute with at least 90% accuracy on DORF <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> • Reread text to practice fluency <ul style="list-style-type: none"> ○ Read in phrases (not word by word) ○ Adjust intonation ○ Use expression ○ Read at least 47 words correct per minute and demonstrate comprehension <p>RPS Standard Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> • <i>When encountering an unknown word:</i> <ol style="list-style-type: none"> 1. <i>Look at the letter sequence</i> 2. <i>Sound out the word</i> 3. <i>Check the sense with the whole sentence or passage-If it does not make sense , reread or ask for assistance</i>

Writing – 4th Quarter

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<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standards W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.1.1 W.1.2</p>
<p><i>W-Production and Distribution of Writing</i> Adds details to strengthen writing</p>	<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <ul style="list-style-type: none"> • Use technology to produce and publish
<p><i>W-Research to Build and Present Knowledge</i> Participates in shared research projects</p>	<p>W.1.7 Participate in shared research and writing projects.</p> <ul style="list-style-type: none"> • Contribute to a shared project <p>W.1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question.</p> <ul style="list-style-type: none"> • Use knowledge gained from reading texts

Speaking and Listening – 4th Quarter

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<p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p>	<p>SL.1.1b Continue conversations by responding to the comments of others through multiple exchanges.</p> <ul style="list-style-type: none"> • With prompting, build on others’ talk. (“Would anyone like to add onto what Jenny said?”) <p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion</p> <ul style="list-style-type: none"> • <i>With teacher encouragement</i>, (“Is anyone confused?”) ask questions to clear up any confusion. <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <ul style="list-style-type: none"> • Students will be able to ask and answer questions <i>using question stems if needed</i> about an oral presentation (Principal’s announcement, broadcast, Fire Safety, other presentations by groups that come to the school.)
<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <ul style="list-style-type: none"> • Describe familiar people, places, things and events with relevant details including ideas or feelings. • Speak clearly <p>SL.1.5 Students add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Students will add drawings or visual displays to clarify ideas, thoughts and feelings <i>with teacher encouragement</i>. (posters, diorama, graph, product, photograph) to their descriptions (“Here is a picture of a lion.” “This is a photograph of the desert.”) <p>SL.1.6 Produce complete sentences when appropriate to task and situation</p> <ul style="list-style-type: none"> • <i>With teacher prompting and support</i>, speak in complete simple <i>and compound</i> <ul style="list-style-type: none"> ○ Declarative sentences ○ Interrogative sentences ○ Exclamatory sentences ○ Imperative sentences

Language – 4th Quarter

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<p><i>L-Conventions of Standard English</i> Use appropriate grammar when speaking and writing</p>	<p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 1 when writing or speaking.</p> <p>c. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; we hop.</i>) <ul style="list-style-type: none"> • Use the correct verbs to convey a sense of past, present, and future when speaking and writing • Demonstrates subject verb agreement in basic sentences <p>e. Use adjectives</p> <ul style="list-style-type: none"> • Use determiners, noun markers, to add specificity (e.g., <i>a book, the book</i>). <ul style="list-style-type: none"> • Uses adjectives when speaking and writing • Use articles “a, an, the” correctly when speaking and writing • Use determiners “this, that, these, and those” correctly when speaking and writing <p>g. Use prepositions (e.g., <i>during, beyond, toward</i>).</p> <ul style="list-style-type: none"> • Use prepositions correctly when speaking and writing <p>h. Produce and expand complete simple, declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <ul style="list-style-type: none"> • Use appropriate spacing to separate words in a sentence. <ul style="list-style-type: none"> • Combine two simple sentences to produce a compound sentence when speaking and writing • Leave appropriate spaces between words when writing
<p><i>L-Conventions of Standard English</i> Use appropriate capitalization, punctuation and spelling</p>	<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in sentences, the pronoun I, dates, and names of people.</p> <ul style="list-style-type: none"> • Consistently capitalizes the first word in a sentence and the pronoun I • Capitalize dates and names of people <p>c. Use commas in dates and to separate single words in a series.</p> <ul style="list-style-type: none"> • Use commas in dates • Use commas to separate single words in a series <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <ul style="list-style-type: none"> • Spell untaught words phonetically, drawing on phonemic awareness and spelling patterns. <ul style="list-style-type: none"> • 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>) • Use segmenting, blending and letter sound knowledge to spell unknown words (such as spelling <i>beach</i> as <i>bech, been</i> as <i>ben</i> or <i>bin</i>)

<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p><i>a. Use sentence-level context as a clue to the meaning of a word or phrase.</i></p> <ul style="list-style-type: none"> • Use illustrations and text to help determine the meaning of an unknown word or phrase during read aloud, guided reading, and independent reading <p><i>b. Use frequently occurring affixes as a clue to the meaning of a word.</i></p> <ul style="list-style-type: none"> • Use taught affixes to determine the meaning of a word (such as, -s, -es, -ed, -ing, -er) <p><i>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</i></p> <ul style="list-style-type: none"> • Isolate root words and inflectional endings by framing, masking, or highlighting <p>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).</p> <ul style="list-style-type: none"> • Incorporate previously taught and discussed words and conjunctions into conversations and writing
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