

Reading- 1st Quarter

Report Card Descriptor

NEW ARKANSAS Standards with “What does proficiency look like?” bullets

RL & RI
Comprehends texts

Focus Standards

Key Ideas and Details

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Ask questions based off the words, pictures and sentences in the text

RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- Answer questions providing details (words, illustrations, and sentences) that are mostly accurate and demonstrate an understanding (Cite Evidence)

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Identify the main topic of an informational text by identifying what the text is mostly about

Craft and Structure

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- Describe that the structure of a story is how the story is organized
- Describe how the beginning or introduction usually tells about important characters, the setting and the problem the characters have
- Describe how the ending concludes the action

RI.2.5 Know and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- **Explain how (RI.2.5)**
 - captions help them understand the words and pictures on a page
 - words in bold relate to the illustrations, the text and the glossary
 - headings help them understand the text underneath
 - to use a glossary, index, electronic menu and icons

Supporting Standards

**RL.2.2, RL.2.3, RL.2.4, RL.2.7, RL.2.9
RI.2.4**

Reading- 1 st Quarter continued	
Report Card Descriptor	NEW ARKANSAS Standards with "What does proficiency look like?" bullets
<p><i>RF-Phonics and Word Recognition</i> Knows and applies letter sounds and word knowledge</p>	<p>RF.2.3.b Know the letter/sound correspondences, including distinguishing long and short vowel sounds</p> <p>RF.2.3.e Decode words that follow the six syllable types</p> <ul style="list-style-type: none"> • Decode CVC words • Identify CVC as a closed syllable (ends with a consonant and has a short vowel sound) • Identify open syllable • Distinguish long and short vowel sounds <p>RF.2.3.c Recognize and read grade-appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> • Read grade appropriate sight-words <p>RF.2.3.f Decode regularly spelled two-syllable words with long vowels.</p> <ul style="list-style-type: none"> • Identify the syllable units in spoken words • Know that each syllable must have a vowel and when the vowel is short, the syllable will be closed. • Score at least 54 on *NWF-CLS • Score at least 13 on *NWF-WRC <p>* from beginning of year initial screening and/or progress monitoring as needed</p>

Reading- 1 st Quarter continued	
Report Card Descriptor	NEW ARKANSAS Standards with "What does proficiency look like?" bullets
<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	<p>RF.2.4.a Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 18/F&P level J texts independently(95%) and answer comprehension questions • Score near the Fall Reading MAP RIT mean of 174.7 <p>RF.2.4.b Read grade-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 ○ Use expression and intonation ○ Score at least 52 on ORF- 90% accuracy <p>RF.2.4.c Use context in grade level text 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 – 1 st Quarter	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standard W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Related Language Standards L.2.1.a <i>Form and use collective nouns (e.g., group)</i></p> <p>L.2.1h Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.2.a <i>Capitalize holidays, product names, and geographic names.</i></p> <p>Supporting Standards W.2.1 W.2.2</p>
<p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen writing</p>	<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <ul style="list-style-type: none"> • Participate in conferring sessions with the teacher and/or peers • Consider feedback concerning: <ul style="list-style-type: none"> ○ A clear topic ○ Interesting words and phrases ○ Using <i>like</i> and <i>because</i> to add more information ○ Spelling, punctuation and grammar • Edit and revise based on feedback

Writing – 1 st Quarter continued	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>W-Research to Build and Present Knowledge</i> Participates in shared research projects</p>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a variety of print and/or digital sources on a single topic produce a report; record science observations).</p> <ul style="list-style-type: none"> • Read multiple texts on the same topic • Work in small groups to: <ul style="list-style-type: none"> ○ Research ○ Create a writing project <p>W.2.8 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 texts to answer a question (e.g., <i>Why are the seasons important?</i>)

Speaking and Listening – 1 st Quarter	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p>	<p>SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> • Listen actively (look at the speaker, express interest) • Wait for others to finish speaking before sharing • Stay on topic <p>SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <ul style="list-style-type: none"> • Use sentence stems to link comments to the remarks of others: <ul style="list-style-type: none"> ○ I agree with... ○ I think that what John said is right because... <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <ul style="list-style-type: none"> • Ask for clarification and further explanation in response to teacher prompts (e.g., Do you understand what Ben said? Does anyone have questions for Mrs. Moore?)
<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> • Respond to the questions who, what, when, where to make the story clear <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p style="margin-left: 20px;">L.2.1.a <i>Form and use collective nouns (e.g., group)</i></p> <p style="margin-left: 20px;">L.2.1h Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>)</p> <p style="margin-left: 20px;">L.2.3.a <i>Compare formal and informal uses of English.</i></p> <ul style="list-style-type: none"> • Speak in complete sentences • Respond to questions about a topic or text • Are beginning to learn the difference between formal and informal speech. • Speak appropriately to the task and situation (e.g., classroom vs. playground, taking with a friend vs. talking to an adult)

Language – 1st Quarter

Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) and collective nouns (e.g., group)</p> <ul style="list-style-type: none"> • Use collective nouns when they speak • Use collective nouns when they write <p>L.2.1h Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <ul style="list-style-type: none"> • Produce complete simple and compound sentences when speaking • Produce complete simple sentences, with <u>some</u> compound sentences when writing
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.2.2a Capitalize holidays, product names, and geographic names.</p> <ul style="list-style-type: none"> • <i>Begin</i> to apply rules of capitalization to proper nouns within their writing <p>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <ul style="list-style-type: none"> ○ Spell spelling/word study words correctly ○ Use learned spelling patterns to attempt to spell words (such as knowing /er/ could be spelled er, ir, ur) • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. • Reference spelling patterns chart to clarify types of spelling patterns. <ul style="list-style-type: none"> ○ Use word walls, anchor charts and environmental print in the classroom to check and correct words in writing

Language- 1 st Quarter continued	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <ul style="list-style-type: none"> • Use illustrations and text as clues to the meaning of an unknown word or phrase <p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <ul style="list-style-type: none"> • Use knowledge of the meaning of individual words to predict the meaning of compound words in reading <p>L.2.5c Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <ul style="list-style-type: none"> • Generate examples of real-life connections utilizing previously taught and discussed words, including text talk words <p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <ul style="list-style-type: none"> • Incorporate previously taught and discussed words, including text talk words, into conversation or writing