

Reading- 1 st Quarter	
Report Card Descriptor	NEW ARKANSAS Standards with "What does proficiency look like?" bullets
<p><i>RL & RI</i> Comprehends texts in group reading activities</p>	<p>Focus Standards <i>Key Ideas and Details</i></p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • Answer by telling what happens or is said in a text. • Name the words, pictures, and sentences that help them know this (Cite evidence). <p>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <ul style="list-style-type: none"> • Answer by naming important facts (Informational) in a text. • Name the words, pictures, and sentences that help them know this (Cite evidence). <p><i>Craft and Structure</i></p> <p>RL.K.4 Ask and answer questions about unknown words in a text.</p> <p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <ul style="list-style-type: none"> • Select words that are unknown. • Use other words, phrases, and illustrations surrounding an unknown word to figure out its meaning. • Answer questions to figure out the word's meaning. <p>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</p> <ul style="list-style-type: none"> • Name the type of text they are reading <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <ul style="list-style-type: none"> • Identify the front cover, back cover, and title page of a book <p>Supporting Standards</p> <p>RL.K.2 RI.K.2 RL.K.3 RL.K.6 RI.K.6 RL.K.9</p>

Reading- 1st Quarter continued

Report Card Descriptor	NEW ARKANSAS Standards with "What does proficiency look like?" bullets
<p><i>RF-Print Concepts</i> Understands the organization and features of print (left to right, top to bottom, spaces, letter ID)</p>	<p>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</p> <ul style="list-style-type: none"> • Track single-syllable printed words in short sentences as the teacher reads (L→R) • Identify a word, sentence and letter <p>RF.K.1.c Understand that words are separated by spaces in print.</p> <ul style="list-style-type: none"> • Point to Spaces in text <p>RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> • Match letters to alphabet templates and name the letters in sequence. • Point to letters teacher names • Recognize at least 27 letter
<p><i>RF-Phonological Awareness</i> Can hear and say parts of words(rhymes, syllables and sounds)</p> 	<p>RF.K.2.a Recognize and produce rhyming words.</p> <ul style="list-style-type: none"> • Participate in recitation of rhymes, finger plays, songs and poems • Listen for and identify specific words in rhymes or stories • Orally identify which two words rhyme (e.g., cat, car, hat)
<p><i>RF-Phonics and Word Recognition</i> Knows and applies letter sounds and word knowledge</p>	
<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	

Writing – 1st Quarter

Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story	<p>Focus Standards</p> <p>W.K.1 Use a combination of drawing, dictating, and writing (letter strings/random letters) to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics <p>Supporting Standards</p> <p>W.K.3</p>
<i>W-Production and Distribution of Writing</i> Adds details to strengthen writing	<p>W.K.5 With prompting and support, respond to questions and add details (to pictures) to strengthen writing as needed.</p> <ul style="list-style-type: none"> • Participate in writing conferences with the teacher focusing on- <ul style="list-style-type: none"> ○ Adding additional details to pictures • Make revisions based on feedback
<i>W-Research to Build and Present Knowledge</i> Participates in shared research projects	

Speaking and Listening – 1st 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.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <ul style="list-style-type: none"> • Listen to the speaker without interrupting • Take turns speaking (Raise your hand for permission to speak) <p>SL.K.1b Continue a conversation through multiple exchanges.</p> <ul style="list-style-type: none"> • Listen to what others say about a topic or text • With support, stay on topic when responding to what others say
<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<p>SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.</p> <ul style="list-style-type: none"> • Describe familiar <ul style="list-style-type: none"> ○ people ○ places ○ things ○ events <p>SL.K.5 Add <u>drawings</u> or other visual displays to descriptions of familiar people, places, things, and events as desired to provide additional detail.</p> <ul style="list-style-type: none"> • Draw a picture to add to descriptions <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> • Begin to express a clear message with teacher support (e.g., I enjoyed..., I had fun..., My favorite...) • See L.K.1 for specific language expectations for Kindergarten students when speaking and writing

Language – 1st Quarter	
Report Card Descriptor	NEW ARKANSAS Standards with “What does proficiency look like?” bullets
<i>L-Conventions of Standard English</i> Use appropriate grammar when speaking and writing	<p>L.K.1.b Use frequently occurring nouns.</p> <ul style="list-style-type: none"> • <i>Form regular plural nouns orally by adding /s/ or /es/ (e.g., do, dogs; wish, wishes).</i> <p>L.K.1.c Use frequently occurring verbs.</p> <ul style="list-style-type: none"> • Use nouns and verbs when they speak • Use nouns and verbs in their independent or dictated writing <p>L.K.1.j Understand and use question words, interrogatives (e.g., who, what, where, when, why, how).</p> <ul style="list-style-type: none"> • Respond to questions that begin with who, what, where, when, why, how
<i>L-Conventions of Standard English</i> Use appropriate capitalization, punctuation and spelling	<p>L.K.2.b Recognize and name end punctuation.</p> <ul style="list-style-type: none"> • Point out and name the end punctuation • Complete concept sorts (e.g., letters, numbers, punctuation marks)
HANDWRITING Forms letters correctly with proper spacing in manuscript	<p>L.K.1.k Print all upper and lowercase letters legibly.</p> <ul style="list-style-type: none"> • Holds pencil correctly • Beginning to print letters with the correct path of movement
<i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases	<p>L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <ul style="list-style-type: none"> • Complete picture sorts related to texts and content, explaining why they sorted in the way they did (“All of these are...[red]”) <p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <ul style="list-style-type: none"> • Incorporate previously taught and discussed words, including text talk words into conversation or writing.