

Reading- 4th Quarter

Report Card Descriptor	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> RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <ul style="list-style-type: none"> • Retell a story, including details, in logical order to demonstrate understanding of the story, using words and/or pictures <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p> <ul style="list-style-type: none"> • Tell the main topic of a text • Tell the most important information from the text that supports the main topic • Use words and/or pictures from the text to support the answer (Cite evidence) <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> • Understand a character is a person or creature in a story • Understand a setting is the time and place a story takes place • Understand major events are the important things that happen in a story • Identify characters, setting, and major events in a story <p>RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, scientific concepts).</p> <ul style="list-style-type: none"> • Know that a connection is a relationship between two parts • Describe how two individuals, events, ideas, or scientific concepts are connected <p><i>Craft and Structure</i> RL.K.4 Ask and answer questions about unknown words in a text. 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 • Ask and answer questions to figure out the word's meaning

Reading-4th Quarter continued

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<p><i>RL & RI</i> Comprehends texts in group reading activities continued</p>	<p><i>Integration of Knowledge and Ideas</i> RI.K.8 With prompting and support, identify the details an author gives to support points in a text</p> <ul style="list-style-type: none"> • Identify the most important ideas the author want us to know • Identify details the author gives about why the ideas are important (could be illustrations) <p>RL.K.9 With prompting and support, compare and contrast characters (e.g., adventures and experiences) in familiar stories.</p> <ul style="list-style-type: none"> • Compare/Contrast the adventures and experiences of characters in familiar stories <p>RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> • Compare/Contrast the title, topic, illustrations, descriptions, procedures, or information in a text <p>Supporting Standards RL.K.1, RL.K.5, RL.K.6, RL.K.7 RI.K.1, RI.K.5, RI.K.7</p>

Reading: Foundational Skills-4th Quarter

Report Card Descriptor	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.d Recognize and name all upper and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> • Identify 50+ letters • Increase fluency in naming randomly ordered upper- and lowercase letters
<p><i>RF-Phonological Awareness</i> Can hear and say parts of words (rhymes, syllables and sounds)</p> 	<p>RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.</p> <ul style="list-style-type: none"> • Students count, pronounce, blend together, and break apart syllables in spoken words or pictures. <p>RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.</p> <ul style="list-style-type: none"> • Blend the onset and rime to make a word (ex. The beginning sound is /m/ the ending sounds are /op/. What is the word?) • Segment a word into onset and rime (ex. The word is <i>cab</i>. Segment the word into onset and rime.) <p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words.</p> <ul style="list-style-type: none"> • Identify and say the initial, medial, and final sounds in isolation of a three phonemes or CVC word (such as 'hot'). • Use the phoneme segmentation routine at the beginning of the <i>Start Up Phonics</i> spelling routine (say each sound and slide a counter into the Elkonin boxes) <p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <ul style="list-style-type: none"> • Make new CVC words by substituting an initial phoneme, medial vowel, or final phoneme

Reading: Foundational Skills-4th Quarter continued

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<p><i>RF-Phonics and Word Recognition</i> Knows and applies letter sounds and word knowledge Blue text indicates that instruction for this standard is not included in the Start Up Phonics kit.</p>	<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <ul style="list-style-type: none"> • Produce 31 letter sounds (includes both short and long vowel sounds) <p>RF.K.3.b Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u) using open and closed syllable types (e.g., open-go, closed-got).</p> <ul style="list-style-type: none"> • Name the long and short sounds of the five major vowels • Use the closed syllable pattern to know when a vowel makes a short sound • Use the open syllable pattern to know when a vowel makes a long sound <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <ul style="list-style-type: none"> • Read at least 25 sight words <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <ul style="list-style-type: none"> • Blend similarly spelled closed syllable words (Pam/Sam, cup/cop, gum/gut) • Blend similarly spelled open syllable words (no/go, he/we) <p>NEW: RF.K.3.e Decode CVC words.</p> <ul style="list-style-type: none"> • Blend CVC words with all short vowel sounds in isolation and in text <p>NEW: RF.K.3d Decode open and closed one-syllable words.</p> <ul style="list-style-type: none"> • Blend closed syllable words in isolation and in text • Blend open syllable words in isolation and in text
<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	<p>RF.K.4a Read emergent-reader texts with purpose and understanding</p> <ul style="list-style-type: none"> • Participate in small groups • Independently reading a 4/D • Scores near MAP RIT mean of 158.1

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 Standard W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events and provide a reaction to what happened.</p> <ul style="list-style-type: none"> • Score a "3" based on writing rubrics • Use the <i>Start Up Phonics</i> spelling routine (<i>sound out the word and then write the letter for each sound</i>) to write words in independent and interactive writing • Use learned high frequency words <p>Supporting standards W.K.2</p>
<p><i>W-Production and Distribution of Writing</i> Adds details to strengthen writing</p>	<p>W.K.5 With guidance and support from an adults respond to questions and add details 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 writing • Make revisions based on feedback <p>W.K.6 With guidance and support from adults, explore 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.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question</p> <ul style="list-style-type: none"> • Work with others to gather information about a topic

Speaking and Listening – 4th Quarter

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<p><i>S&L-Comprehension and Collaboration</i></p> <p>Participates in conversations to demonstrate comprehension</p>	<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <ul style="list-style-type: none"> Request information/ ask questions <i>about key details</i> in order to understand a text read aloud or information presented orally <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <ul style="list-style-type: none"> Ask (<i>Can I read this book? Can I go to the library? Do you want me to read this now? I don't know what that means. Can you help me understand?</i>) Answer (<i>Do you need my help? Does anyone know what ____ means? How many of you would like choice 2 for lunch? The answer is....</i>) questions to get help, get information, or clarify understanding
<p><i>S&L-Presentation of Knowledge and Ideas</i></p> <p>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 people, places, things, and events. For Example: (Remember YOU are asking the student for more information....)Continue to add details to descriptions. <p>SL.K.5 Add drawings 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 or add another visual aid as desired to provide additional detail <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> Speak “loud and proud” Express <i>thoughts, feelings and ideas</i> clearly using sentence frames if needed

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.K.1.h <i>Independently produce and expand complete sentences in shared language activities.</i> ❖ <i>With prompting and support, use spaces to separate words in a sentence.</i></p> <ul style="list-style-type: none"> • Speak in complete sentences during shared language activities • Expand sentences during shared language activities • When writing, separate words with spaces
<p><i>L-Conventions of Standard English</i> Use appropriate capitalization, punctuation and spelling</p>	<p>L.K.2a <i>Capitalize the first word in a sentence and the pronoun I.</i> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I <p>L.K.2d <i>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i> ❖ <i>Spell consonant-vowel consonant (CVC) words correctly.</i> ❖ <i>Spell words phonetically, drawing on knowledge of sound-letter relationships.</i></p> <ul style="list-style-type: none"> • Spell CVC words correctly • Spell words phonetically, drawing on knowledge of sound-letter relationships • Use the <i>Start Up Phonics</i> spelling routine (<i>sound out the word and then write the letter for each sound</i>) to write words </p>
<p>HANDWRITING Forms letters correctly with proper spacing in manuscript</p>	<p>L.K.1.k <i>Print all upper and lowercase letters legibly.</i></p> <ul style="list-style-type: none"> • Holds pencil correctly • Print uppercase and lowercase letters on writing lines: <ul style="list-style-type: none"> ○ Starts short letters at the midpoint and ends them on the lower line/baseline ○ Starts tall letters at the top line and ends them on the lower line/baseline
<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>L.L.K.4a <i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i></p> <ul style="list-style-type: none"> • Orally explain, or draw pictures to show, multiple meanings of words <p>L.K.4b <i>Use frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</i></p> <ul style="list-style-type: none"> • Use knowledge of word parts to understand the meaning of an unknown word (happy, unhappy; read, reread; care, careless, careful) <p>L.K.5b <i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i></p> <ul style="list-style-type: none"> • Identify opposites (such as, run-walk, whisper-scream, fast-slow, hot-cold) <p>L.K.6 <i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p> <ul style="list-style-type: none"> • Incorporate previously taught and discussed words, including text talk words, into conversation or writing