


Reading- 2nd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<i>RL & RI</i> Comprehends texts	<p>Focus Standards</p> <p><i>Key Ideas and Details</i></p> <p>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.1.2 Identify the main topic and retell key details of a text.</p> <p>An example of how to identify the main idea and supporting key details is provided below:</p> <ul style="list-style-type: none"> The main idea of the text is that sharks have unique characteristics. “Sharks are actually a type of fish.” “Sharks have lots of teeth that are arranged in many rows rather than in just one row like people.” “One of the things particularly special about sharks is they have been around a long time.” <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <ul style="list-style-type: none"> Distinguish between main characters and supporting characters Describe main characters using key details from the text Identify the setting , including both <i>where</i> and <i>when</i> the story takes place Determine major events in the story Describe major events using key details. <p><i>Craft and Structure</i></p> <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</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 words in a text.</p> <ul style="list-style-type: none"> Identify whether a piece of information can be learned from an illustration or from the words of a text Decide if one needs to look at the illustrations or the words to find out a particular piece of information

	<p><i>Integration of Knowledge and Ideas</i></p> <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 or conflict. <p>Supporting Standards RL.1.1, RL.15, RL.1.6, RL.1.7 RI.1.7</p>
--	---

Reading- 2nd Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>RF-Print Concepts</i> Understands the structure of a sentence (first word, capitalization, ending punctuation) <i>Build Up Phonics does not provide instruction for the standards in blue text.</i></p>	<p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <ul style="list-style-type: none"> • Locate the first word in a sentence • Locate capital letter at the beginning of a sentence. • Identify and locate all ending punctuation
<p><i>RF-Phonological Awareness</i> Can hear and say parts of words (syllables and sounds in the absence of print)</p> 	<p>RF.1.2.a Distinguish long from short vowels in spoken one-syllable words.</p> <ul style="list-style-type: none"> • Identify one-syllable words with short vowel sounds • Identify one-syllable words with long vowel sounds <ul style="list-style-type: none"> ○ Example: Which has a long “e” sound? be/bet. Which has a short “e” sound? see/set <p>RF.1.2.b Orally produce one-syllable words by blending sounds (phonemes), including consonant blends.</p> <ul style="list-style-type: none"> • Orally blend segmented sounds to make a one syllable word (e.g., /t/ /o/ /p/= top, /f/ /a/ /st/= fast) • Substitute an initial or final consonant or consonant blend in a word and blend it into a new word <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.</p> <ul style="list-style-type: none"> • Isolate, identify, and pronounce a sound in a given place within a word (ex: What sound do you hear at the beginning/end/middle of “crab” ? <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> • Segment a single-syllable word (Ex: last /l/ /a/ /s/ /t/)

Reading- 2nd Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>RF-Phonics and Word Recognition</i></p> <p>Knows and applies letter sounds and word knowledge</p> <p><i>Build Up Phonics does not provide instruction for the standards in blue text.</i></p>	<p>RF.1.3a Know the letter-sound correspondences for common consonant digraphs.</p> <ul style="list-style-type: none"> ❖ Know the sounds for common consonant digraphs (sh, th, wh, ch, ck) <ul style="list-style-type: none"> • Identify initial and final digraphs • Decode words with initial and final digraphs both in isolation and in text <p>RF.1.3b Know the letter-sound correspondences.</p> <ul style="list-style-type: none"> ❖ silent e (e.g., a-e, e-e, i-e, o-e, u-e) ❖ vowel teams ❖ vowel digraph (e.g., ee, oo, ai, ay, ea) <ul style="list-style-type: none"> • Explain that silent e makes the vowel sound long • Decode words with silent e both in isolation and in text <p>RF.1.3c Recognize and read grade-appropriate irregularly spelled words.</p> <ul style="list-style-type: none"> ❖ read 60+ sight words <p>RF.1.3d Read words with inflectional endings</p> <ul style="list-style-type: none"> ❖ -ed, -s, -ing <ul style="list-style-type: none"> • Explain that adding –ed, -s, or -ing changes the tense of verbs or that –s makes a noun plural • Decode words with inflectional endings both in isolation and in text <p>New Standard RF.1.3. e. Decode regularly spelled one-syllable words that follow syllable types</p> <ul style="list-style-type: none"> ❖ closed syllable ❖ open syllable ❖ vowel-consonant-e ❖ vowel teams ❖ consonant -le ❖ r-controlled vowel <ul style="list-style-type: none"> • Explain that a syllable ending in a consonant is closed and has a short vowel sound • Explain that a syllable ending in a vowel is open and has a long vowel sound • Explain that a syllable ending in vowel –consonant-e has a long vowel sound • Decode closed single-syllable words • Decode open single-syllable words • Decode single-syllable vowel-consonant-e words • Score at least 43 on NWF-CLS • Score at least 8 on NWF-WRC

<p><i>RF-Fluency</i></p> <p>Reads grade level material with accuracy and fluency</p>	<p>RF.1.4a Read on-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. • Read DRA level 10/F &P level F texts independently(95%) and answer comprehension questions • Score near the Winter Reading MAP RIT mean of 171.5 <p>RF.1.4b 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 19 words correct per minute and demonstrate comprehension <p>RPS Standard – Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.</p> <ul style="list-style-type: none"> • When encountering an unknown word: <ol style="list-style-type: none"> 1. Look at the letter sequence 2. Sound out the word 3. Check the sense with the whole sentence or passage-If it does not make sense , reread or ask for assistance
---	---

Writing – 2nd Quarter

Report Card Descriptor	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.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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>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</p> <p>W.1.1</p> <p>W.1.2</p>
<i>W-Production and Distribution of Writing</i> Adds details to strengthen writing	<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, 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"> ○ Sticking to one topic ○ Adding additional details • Make revisions based on the conference
<i>W-Research to Build and Present Knowledge</i> Participates in shared research projects	<p>W.1.7 Participate in shared research and writing projects.</p> <ul style="list-style-type: none"> • Contribute to a shared project

Speaking and Listening – 2nd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension	<p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (This is the last quarter that this standard will be a Focus Standard. However, students should be held to the demonstration of this standard throughout the year.)</p> <ul style="list-style-type: none"> • Listen to the speaker without interrupting • Take turns speaking • Look at the speaker • Demonstrate listening behavior <ul style="list-style-type: none"> ○ Nodding ○ Smiling ○ Appropriate facial gestures ○ <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"> • <u>With teacher encouragement</u>, ask questions to clear up any confusion. • <u>In Unit 2</u>, students will focus on asking and answering questions about <u>a text read aloud</u>. <u>In Unit 3</u>, students should be able to ask and answer questions <u>about a presentation</u> (video, Brain Pop Thanksgiving, Needs and Wants, etc.) <p>SL.1.2 Students ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> • <u>In Unit 2</u>, students will focus on asking and answering questions about <u>a text read aloud</u> • <u>In Unit 3</u>, students should be able to ask and answer questions <u>about a presentation</u> (video, Brain Pop Thanksgiving, Needs and Wants, etc.) <p>SL.1.3 Students ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Students will be able to answer questions <u>posed by the teacher</u> about an oral presentation (Principal’s announcement, broadcast, Fire Safety, other presentations by groups that come to the school.)</p>

*S&L-Presentation of Knowledge and Ideas***Reports on a topic or text****SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.**

- Describe familiar people, places, things and events with relevant details (Unit 2), including ideas or feelings (Unit 3).
- Speak clearly

SL.1.5 Students add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- Students will add drawings or visual displays (posters, diorama, graph, product, and photograph) to their descriptions (“Here is a picture of a lion.” “This is a photograph of the desert.”)

SL.1.6 Produce complete sentences when appropriate to task and situation.

- Speak in complete simple-
 - Declarative sentences
 - Interrogative sentences
 - Exclamatory sentences
 - Imperative sentences

Language – 2nd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<i>L-Conventions of Standard English</i> Use appropriate grammar when speaking and writing	<p>L.1.1e Use adjectives.</p> <ul style="list-style-type: none"> ❖ Use determiners, noun markers, to add specificity (e.g., a book, the book). <ul style="list-style-type: none"> • Use adjectives correctly when speaking and writing • Use noun markers (a, an, the) correctly when speaking and writing <p>L.1.1f Use conjunctions (e.g. and, but, or, so).</p> <ul style="list-style-type: none"> • Use coordinating conjunctions (and, but, or, so) to join together words and phrases in simple sentences <p>L.1.1h Produce and expand complete simple and compound 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"> • Produce simple imperative and exclamatory sentences when speaking and writing • Use coordinating conjunctions to expand simple imperative and exclamatory sentences • Leave appropriate spaces between words when writing
<i>L-Conventions of Standard English</i> Use appropriate capitalization, punctuation and spelling	<p>L.1.2b Use end punctuation for sentences.</p> <ul style="list-style-type: none"> • Use periods, question marks, and exclamation marks in their writing <p>L.1.2d 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"> • Use segmenting, blending and letter sound knowledge to spell unknown words (such as spelling <i>beach</i> as <i>bech</i>, <i>been</i> as <i>ben</i> or <i>bin</i>) • Apply previously learned spelling patterns in their daily writing • Spell irregularly spelled high frequency

<p><i>L-Vocabulary Acquisition and Use</i></p> <p>Learns and uses new words and phrases</p>	<p>L.1.4a 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 to help determine the meaning of an unknown word or phrase <p>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent</p> <ul style="list-style-type: none"> Complete sorts related to texts and content, explaining why they sorted in the way they did. (size, habitat, and ways they move, etc.) (Could use <i>Biggest, Strongest, Fastest</i>) <p>L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <ul style="list-style-type: none"> Tell the category of a word and at least one attribute (<i>a giraffe is an animal with a long neck, an ant is in insect that crawls</i>) <p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <ul style="list-style-type: none"> Verbally connect new words to real-life situations (such as saying, "I <i>bolted</i> out to recess.") <p>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.</p> <ul style="list-style-type: none"> Define, choose, or act out adjectives differing in intensity <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"> Students incorporate previously taught and discussed tier 2 words, including text talk words into conversation or writing
--	---