


Reading- 3rd Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<i>RL & RI</i> Comprehends texts	<div style="display: flex; justify-content: space-between;"> <div style="width: 65%;"> <p>Focus Standards</p> <p><i>Key Ideas and Details</i></p> <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>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></p> <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <ul style="list-style-type: none"> • Describe feelings and senses using words or phrases • Identify sensory words in text • Explain how words in a text suggest or describe feelings or appeal to the senses <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>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types.</p> <ul style="list-style-type: none"> • Explain the difference between a story and informational text • Tell why authors write each type of text <p>RL.1.6 Identify who is telling the story at various points in a text.</p> <ul style="list-style-type: none"> • Identify who is telling a story (a character, narrator, or someone else) at various points in a text <p><i>Integration of Knowledge and Ideas</i></p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <ul style="list-style-type: none"> • Identify key points the author wants the reader to know • Identify the reasons the author gives to support these points <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 text </div> <div style="width: 30%; text-align: right;"> <p>Supporting Standards</p> <p>RL.1.1, RL.1.2, RL.1.7</p> <p>RI.1.5</p> </div> </div>

Reading- 3rd Quarter continued

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<p><i>RF-Phonological Awareness</i> Can hear and say parts of words (syllables and sounds)</p> 	<p>RF.1.2a Distinguish long from short vowels in spoken one-syllable words.</p> <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 3-4 segmented sounds to make a one syllable word (e.g., /t/ /o/ /p/= top, /f/ /a/ /s/ /t/= fast) • Substitute an initial or final consonant 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 single-syllable words.</p> <ul style="list-style-type: none"> • Segment a word • Isolate and pronounce the first, second, third or fourth phoneme <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <ul style="list-style-type: none"> • Given a word with up to four phonemes, segment and pronounce the sounds in sequence. <p>New Standard RF.1.2 f. Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.</p> <ul style="list-style-type: none"> • The following is an example of adding a phoneme to make a new word: Teacher says, "ate" and asks students to repeat. Teacher says, "add /r/ at the beginning and the word is?" Students say "rate". • The following is an example of substituting a phoneme to make a new word: Teacher says, "coat" and asks students to repeat. Teacher says, "Change /k/ to /b/ and the word is?" Students say "boat". <p>New Standard RF.1.2.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 style="list-style-type: none"> • Orally delete an initial sound in a one syllable spoken word • Orally delete a final sound in a one syllable 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>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.(e.g., th, sh, ch, ck)</p> <ul style="list-style-type: none"> • Know the sounds for common consonant digraphs • Apply sound-symbol associations to blending and reading simple words in isolation and in connected text <p>RF.1.3b Know the letter-sound correspondences.</p> <ul style="list-style-type: none"> ❖ <i>silent e (e.g., a-e, e-e, i-e, o-e, u-e)</i> ❖ <i>vowel teams</i> <ul style="list-style-type: none"> ○ <i>vowel digraph (e.g., ee, oo, ai, ay, ea)</i> • Decode words with a long vowel sound spelled with <i>silent e</i> in isolation and in text • Decode words with a long vowel sound spelled with a vowel team 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 90+ sight words <p>RF.1.3d Read words with inflectional endings.</p> <ul style="list-style-type: none"> • -ed, -s, -ing, -est, -er <p>RF.1.3e Decode regularly spelled one-syllable words that follow syllable types</p> <ul style="list-style-type: none"> ❖ <i>close syllable</i> <ul style="list-style-type: none"> • Score at least 43 on *NWF-CLS • Score at least 8 on *NWF-WRC ❖ <i>open syllable</i> ❖ <i>vowel-consonant-e</i> ❖ vowel teams <ul style="list-style-type: none"> • ai, ay, oa, oe, ea, ee, ie ❖ <i>consonant -le</i> ❖ r-controlled vowel <ul style="list-style-type: none"> • ar, ur, er, or

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<i>RF-Fluency</i> Reads grade level material with accuracy and fluency	<p>RF.1.4a Read on-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 14/F & P level H 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 – 3rd Quarter

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<i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story	Focus Standards W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics Supporting Standards W.1.2 W.1.3
<i>W-Production and Distribution of Writing</i> Adds details to strengthen writing	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. <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	W.1.7 Participate in shared research and writing projects. (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). <ul style="list-style-type: none"> • Contribute to a shared project W.1.8 With guidance and support from adults recall information from experiences or gather information from provided sources to answer a question. <ul style="list-style-type: none"> • Use knowledge gained from reading texts

Speaking and Listening – 3rd 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.1.1b Build on others’ talk in 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"> <u>With teacher encouragement</u>, ask questions to clear up any confusion.
<i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text	<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 (Unit 2), including ideas or feelings (Unit 3). Speak clearly <p>SL.1.6 Produce complete sentences when appropriate to task and situation</p> <ul style="list-style-type: none"> <u>With teacher prompting and support</u>, speak in complete simple <u>and compound</u> <ul style="list-style-type: none"> Declarative sentences Interrogative sentences Exclamatory sentences Imperative sentences

Language – 3rd Quarter

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<i>L-Conventions of Standard English</i> Use appropriate grammar when speaking and writing	<p>L.1.1c Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home.). Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <ul style="list-style-type: none"> Use pronouns (such as, I, me, my, they, them, their, anyone, everything) correctly in their speaking and writing <p>L.1.1h 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.
<i>L-Conventions of Standard English</i> Use appropriate capitalization, punctuation and spelling	<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. 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>)
<i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases	<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 during read aloud, guided reading, and independent reading <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</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>L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <ul style="list-style-type: none"> Isolate root words and inflectional endings by framing, masking, or highlighting <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, “My kitten <i>cuddled</i> with me.”) <p>L.1.5d Distinguish shades of meaning <u>among verbs differing in manner</u> (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 verbs and adjectives, using some in their speaking and writing <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 (including text talk words) and conjunctions into conversations and writing