


| Reading- 1 <sup>st</sup> Quarter   |  |
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| Report Card Descriptor   | <b>NEW ARKANSAS</b> Standards with “What does proficiency look like?” bullets  |
| <i>RL &amp; RI</i><br><b>Comprehends texts in group reading activities</b> | <b>Focus Standards</b><br><i>Key Ideas and Details</i><br><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b> <ul style="list-style-type: none"> <li>• Answer by telling what happens or is said in a text.</li> <li>• Name the words, pictures, and sentences that help them know this (Cite evidence).</li> </ul> <b>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</b> <ul style="list-style-type: none"> <li>• Answer by naming important facts (Informational) in a text.</li> <li>• Name the words, pictures, and sentences that help them know this (Cite evidence).</li> </ul><br><i>Craft and Structure</i><br><b>RL.K.4 Ask and answer questions about unknown words in a text.</b><br><b>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</b> <ul style="list-style-type: none"> <li>• Select words that are unknown.</li> <li>• Use other words, phrases, and illustrations surrounding an unknown word to figure out its meaning.</li> <li>• Answer questions to figure out the word’s meaning.</li> </ul><br><b>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</b> <ul style="list-style-type: none"> <li>• Name the type of text they are reading</li> </ul> <b>RI.K.5 Identify the front cover, back cover, and title page of a book.</b> <ul style="list-style-type: none"> <li>• Identify the front cover, back cover, and title page of a book</li> </ul><br><b>Supporting Standards</b><br><b>RL.K.2    RI.K.2</b><br><b>RL.K.3</b><br><b>RL.K.6    RI.K.6</b><br><b>RL.K.9</b> |
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| Reading- 1 <sup>st</sup> Quarter continued   |  |
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| Report Card Descriptor   | <b>NEW ARKANSAS</b> Standards with “What does proficiency look like?” bullets  |
| <i>RF-Print Concepts</i><br><b>Understands the organization and features of print (left to right, top to bottom, spaces, letter ID)</b>  | <p><b>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</b></p> <ul style="list-style-type: none"> <li>Track single-syllable printed words in short sentences as the teacher reads (L→R)</li> <li>Identify a word, sentence and letter</li> </ul> <p><b>RF.K.1.c Understand that words are separated by spaces in print.</b></p> <ul style="list-style-type: none"> <li>Point to Spaces in text</li> </ul> <p><b>RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.</b></p> <ul style="list-style-type: none"> <li>Match letters to alphabet templates and name the letters in sequence.</li> <li>Point to letters teacher names</li> <li>Recognize at least 27 letter</li> </ul> |
| <i>RF-Phonological Awareness</i><br><b>Can hear and say parts of words(rhymes, syllables and sounds)</b>  | <p><b>RF.K.2.a Recognize and produce rhyming words.</b></p> <ul style="list-style-type: none"> <li>Participate in recitation of rhymes, finger plays, songs and poems</li> <li>Listen for and identify specific words in rhymes or stories</li> <li>Orally identify which two words rhyme (e.g., cat, car, hat)</li> </ul>   |
| <i>RF-Phonics and Word Recognition</i><br><b>Knows and applies letter sounds and word knowledge</b>  |  |
| <i>RF-Fluency</i><br><b>Reads grade level material with accuracy and fluency</b>   |  |

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

| Speaking and Listening – 1 <sup>st</sup> Quarter  |  |
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| Report Card Descriptor  | <b>NEW ARKANSAS</b> Standards with “What does proficiency look like?” bullets  |
| <i>S&amp;L-Comprehension and Collaboration</i><br><b>Participates in conversations to demonstrate comprehension</b> | <p><b>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).</b></p> <ul style="list-style-type: none"> <li>• Listen to the speaker without interrupting</li> <li>• Take turns speaking (Raise your hand for permission to speak)</li> </ul> <p><b>SL.K.1b Continue a conversation through multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>• Listen to what others say about a topic or text</li> <li>• With support, stay on topic when responding to what others say</li> </ul>  |
| <i>S&amp;L-Presentation of Knowledge and Ideas</i><br><b>Reports on a topic or text</b>                             | <p><b>SL.K.4 Describe familiar people, places, things, and events; provide additional details with prompting and support.</b></p> <ul style="list-style-type: none"> <li>• Describe familiar             <ul style="list-style-type: none"> <li>○ people</li> <li>○ places</li> <li>○ things</li> <li>○ events</li> </ul> </li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Draw a picture to add to descriptions</li> </ul> <p><b>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</b></p> <ul style="list-style-type: none"> <li>• Begin to express a clear message with teacher support (e.g., I enjoyed..., I had fun..., My favorite...)</li> <li>• See L.K.1 for specific language expectations for Kindergarten students when speaking and writing</li> </ul> |

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