


Reading- 2<sup>nd</sup> Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>RL &amp; RI</i></p> <p><b>Comprehends texts in group reading activities</b></p>	<p><b>Focus Standards</b></p> <p><b>Key Ideas and Details</b></p> <p><b>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</b></p> <ul style="list-style-type: none"> <li>• Answer by telling what happens or is said in a text</li> <li>• Ask about 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> <p><b>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</b></p> <ul style="list-style-type: none"> <li>• Answer by naming important facts in a text</li> <li>• Ask about important facts in a text</li> <li>• Name the words, pictures, and sentences that help them know this (Cite evidence)</li> </ul> <p><b>RL.K.2 With prompting and support, retell familiar stories, including key details.</b></p> <ul style="list-style-type: none"> <li>• Retell a story, including details, to demonstrate understanding of the story, using words and/or pictures</li> </ul> <p><b>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</b></p> <ul style="list-style-type: none"> <li>• Tell the main topic of a text</li> <li>• Tell the most important information from the text that supports the main topic</li> <li>• Use words and/or pictures from the text to support the answer (Cite evidence)</li> </ul> <p><b>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</b></p> <ul style="list-style-type: none"> <li>• Know a character is a person or creature in a story</li> <li>• Know a setting is the time and place a story takes place</li> <li>• Know major events are the important things that happen in a story</li> <li>• Identify characters, setting, and major events in a story</li> </ul> <p><b>Craft and Structure</b></p> <p><b>RL.K.4 Ask and answer questions about unknown words in a text.</b></p> <p><b>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</b></p> <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>• Ask and answer questions to figure out the word’s meaning</li> </ul> <p><b>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</b></p> <p><b>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.</b></p> <ul style="list-style-type: none"> <li>• Name the roles of the author and illustrator.</li> <li>• Explain how each help tell a story or present information.</li> </ul>

Reading- 2<sup>nd</sup> Quarter continued

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<p><i>RL &amp; RI</i>  <b>Comprehends texts in group reading activities</b> continued</p>	<p><b><i>Integration of Knowledge and Ideas</i></b>  <b><i>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., based on this picture, what is happening?).</i></b></p> <ul style="list-style-type: none"> <li>• Match the illustrations of a text to the events in the story</li> <li>• Explain how pictures help to understand a story</li> </ul> <p><b><i>RI.K.7 With prompting and support, describe the relationship between visual images and the text in which they appear (e.g., what person, place, thing, or idea in the text a visual image depicts) .</i></b></p> <ul style="list-style-type: none"> <li>• Match the illustrations to the text in which they appear</li> <li>• Explain how pictures help to understand the information</li> </ul> <p><b>Supporting Standards</b>  <b>RL.K.5, RL.K.9</b>  <b>RI.K.3, RI.K.5, RI.K.9</b></p>
<p><i>RF-Print Concepts</i>  <b>Understands the organization and features of print (left to right, top to bottom, spaces, letter ID)</b></p>	<p><b><i>RF.K.1.a Follow words from left to right, top to bottom, and page by page.</i></b></p> <ul style="list-style-type: none"> <li>• Follow words in a big book or text:             <ul style="list-style-type: none"> <li>○ Left to right</li> <li>○ Top to bottom</li> <li>○ Page by page</li> </ul> </li> </ul> <p><b><i>RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters and that print carries meaning.</i></b></p> <ul style="list-style-type: none"> <li>• Identify longer and shorter words in print</li> <li>• Point to the words as the place to start reading</li> </ul> <p><b><i>RF.K.1.c Understand that words are separated by spaces in print.</i></b></p> <ul style="list-style-type: none"> <li>• Identify spaces and tell why they are used</li> </ul> <p><b><i>RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.</i></b></p> <ul style="list-style-type: none"> <li>• Identify at least 50+ letters</li> </ul>

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<p>RF-Phonological Awareness</p> <p><b>Can hear and say parts of words(rhymes, syllables and sounds)</b></p> 	<p><b>RF.K.2a <i>Recognize and produce rhyming words orally.</i></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> <p><b>RF.K.2b <i>Count, pronounce, blend, and segment syllables in spoken words.</i></b></p> <ul style="list-style-type: none"> <li>• Students count, pronounce, blend together, and break apart syllables in <b>spoken</b> words or pictures</li> </ul> <p><b>RF.K.2d <i>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words. (This does not include CVC's ending with /l/, /r/, or /x/.)</i></b></p> <ul style="list-style-type: none"> <li>• Identify and say the <b>initial, medial, and final sounds</b> in isolation of a three phonemes or CVC word (such as 'hot').</li> <li>• 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)</li> </ul>
<p>RF-Phonics and Word Recognition</p> <p><b>Knows and applies letter sounds and word knowledge</b></p>	<p><b>RF.K.3a <i>Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the most frequently used sound for each consonant.</i></b></p> <ul style="list-style-type: none"> <li>• Produce 9+ letter sounds</li> </ul> <p><b>RF.K.3c <i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</i></b></p> <ul style="list-style-type: none"> <li>• Read 4+ sight words</li> </ul> <p><b>New Standard RF.K.3.e <i>Decode CVC words.</i></b></p> <ul style="list-style-type: none"> <li>• Blend CVC words with short <b>a</b> and short <b>i</b></li> </ul>
<p>RF-Fluency</p> <p><b>Reads grade level material with accuracy and fluency</b></p>	<p><b>RF.K.4 <i>Read emergent-reader texts with purpose and understanding</i></b></p> <ul style="list-style-type: none"> <li>• Participate in small groups</li> <li>• Independently reading a 1/A</li> <li>• Scores near MAP RIT mean of 151.3</li> </ul>

Writing – 2<sup>nd</sup> Quarter

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<p><i>W- Text Types and Purposes</i>  <b>Writes to give an opinion, explain or tell a story</b></p>	<p><b>Focus Standard</b>  <b>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.</b></p> <ul style="list-style-type: none"> <li>• Score a “3” based on writing rubrics</li> <li>• 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</li> <li>• Use learned high frequency words</li> </ul> <p><b>Supporting standards</b>  <b>W.K.2</b></p>
<p><i>W-Production and Distribution of Writing</i>  <b>Adds details to strengthen writing</b></p>	<p><b>W.K.5 With guidance and support from adults respond to questions and add details to strengthen writing as needed.</b></p> <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 writing</li> </ul> </li> <li>• Make revisions based on feedback</li> </ul>
<p><i>W-Research to Build and Present Knowledge</i>  <b>Participates in shared research projects</b></p>	

Speaking and Listening – 2<sup>nd</sup> Quarter

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<p><i>S&amp;L-Comprehension and Collaboration</i></p> <p><b>Participates in conversations to demonstrate comprehension</b></p>	<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 speaker without interrupting</li> <li>• Take turns speaking</li> </ul> <p><b>SL.K.1b Continue a conversation through multiple exchanges.</b></p> <ul style="list-style-type: none"> <li>• Continue a conversation about a topic or text through several rounds of listening (Unit 1) and <u>speaking</u> (Unit 2). <ul style="list-style-type: none"> <li>○ Listen when others speak</li> <li>○ Look at the speaker</li> <li>○ Raise hands to speak</li> <li>○ Take turns speaking</li> </ul> </li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Listen to the teacher and other classmates speak during whole group and small group activities (Resource: “Talk Moves” from 2014-2015 PD. See your math facilitator for refresher course if needed).</li> <li>• Answer questions to confirm understanding of a text read aloud.</li> <li>• Restate what a speaker has said to demonstrate listening comprehension.</li> </ul>
<p><i>S&amp;L-Presentation of Knowledge and Ideas</i></p> <p><b>Reports on a topic or text</b></p>	<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 people, places, things, and events (<b><u>Remember YOU are asking the student for more information....</u></b>) <ul style="list-style-type: none"> <li>○ People – add detail about clothing, height, relationship (My mom <b><u>is pretty.</u></b>)</li> <li>○ Places – add detail about location, size, reason for describing (My school <b><u>is big.</u></b>)</li> <li>○ Things – add detail about use, color, size (My boots <b><u>are brown.</u></b>)</li> <li>○ Events – add detail about date, time, and people (My brother <b><u>is fifteen.</u></b>)</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 provide additional detail (Again, more detail in the picture.)</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>• <b><u>Express thoughts</u></b> clearly using sentence frames (I enjoyed...I had fun...My favorite...)</li> </ul>

Language – 2<sup>nd</sup> Quarter

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<p><i>L-Conventions of Standard English</i></p> <p><b>Use appropriate grammar when speaking and writing</b></p>	<p><b>L.K.1b Use frequently occurring nouns.</b></p> <ul style="list-style-type: none"> <li>❖ <b>Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).</b></li> <li>• Use singular and plural nouns when speaking</li> </ul> <p><b>L.K.1c Use frequently occurring verbs</b></p> <ul style="list-style-type: none"> <li>• Use verbs when speaking</li> </ul> <p><b>L.K.1.g Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</b></p> <ul style="list-style-type: none"> <li>• Use frequently occurring prepositions when writing or speaking</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>• Ask questions using question words</li> </ul>
<p><i>L-Conventions of Standard English</i></p> <p><b>Use appropriate capitalization, punctuation and spelling</b></p>	<p><b>L.K.2a Capitalize the first word in a sentence and the pronoun I.</b></p> <ul style="list-style-type: none"> <li>• Capitalize the first word in a sentence and the pronoun I</li> </ul> <p><b>L.K.2.d Write a letter or letters for most consonant and short-vowel sounds (phonemes).</b></p> <ul style="list-style-type: none"> <li>❖ <b>Spell consonant-vowel consonant (CVC) words correctly.</b></li> <li>❖ <b>Spell words phonetically, drawing on knowledge of sound-letter relationships.</b></li> <li>• Begins to spell CVC words correctly (uses vowels <b>a</b> and <b>i</b>)</li> <li>• Begins to spell words phonetically, drawing on knowledge of sound-letter relationships</li> <li>• Use the <i>Start Up Phonics</i> spelling routine (<i>sound out the word and the write the letter for each sound</i>) to write words</li> </ul>
<p><b>HANDWRITING</b></p> <p><b>Forms letters correctly with proper spacing in manuscript</b></p>	<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>• Print with assistance most uppercase and lowercase letters</li> </ul>
<p><i>L-Vocabulary Acquisition and Use</i></p> <p><b>Learns and uses new words and phrases</b></p>	<p><b>L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</b></p> <ul style="list-style-type: none"> <li>• Orally explain, or draw pictures to show, multiple meanings of words</li> </ul> <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.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</b></p>

	<ul style="list-style-type: none"><li>• Identify opposites (such as, run-walk, whisper-scream, fast-slow, hot-cold)</li></ul> <p><b>L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).</b></p> <ul style="list-style-type: none"><li>• Verbally connect new words to real-life situations (such as saying, “We had to <i>hustle</i> because we were late to lunch.”)</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>
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