


Reading- 3rd 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> RI.K.2 <i>With prompting and support, identify the main topic and retell the key details of a text.</i></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>RI.K.3 <i>With prompting and support, describe the connections between two topics (individuals, events, ideas, or scientific concepts).</i></p> <ul style="list-style-type: none"> • Know that a connection is a relationship between two parts • Describe how two topics in a text are connected <p><i>Craft and Structure</i> RL.K.4 <i>Ask and answer questions about unknown words in a text.</i> RI.K.4 <i>With prompting and support, ask and answer questions about unknown words in a text.</i></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 <p><i>Integration of Knowledge and Ideas</i> RI.K.8 <i>With prompting and support, identify the details an author gives to support points in a text</i></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>Supporting Standards RL.K.7 RI.K.1, RI.K.7, RI.K.9</p>

Reading: Foundational Skills -3rd Quarter

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<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.c Understand that words are separated by spaces in print.</p> <ul style="list-style-type: none"> Match spoken words to printed words using one-to-one correspondence <p>RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet.</p> <ul style="list-style-type: none"> Identify at least 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.a Recognize and produce rhyming words orally.</p> <ul style="list-style-type: none"> Produce a word that rhymes with a given word (ex. Tell me a word that rhymes with "cup") <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.2.d 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/.)</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)

Reading: Foundational Skills -3rd Quarter continued

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<p><i>RF-Phonics and Word Recognition</i></p> <p>Knows and applies letter sounds and word knowledge</p>	<p>RF.K.3.a <i>Demonstrate basic knowledge of one-to-one letter/sound correspondences by producing the the most frequently used sound for each consonant.</i></p> <ul style="list-style-type: none"> Produce at least 22+ letter sounds <p>RF.K.3.b <i>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).</i></p> <ul style="list-style-type: none"> Name the long and short sounds of the five major vowels <p>RF.K.3.c <i>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</i></p> <ul style="list-style-type: none"> Read at 15+ sight words <p>RF.K.3.d <i>Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</i></p> <ul style="list-style-type: none"> Blend similarly spelled words (Pam/Sam, cup/cop, gum/gut) <p>NEW: RF.K.3.e <i>Decode CVC words.</i></p> <ul style="list-style-type: none"> Blend CVC words with all short vowel sounds in isolation and in text
<p><i>RF-Fluency</i></p> <p>Reads grade level material with accuracy and fluency</p>	<p>RF.K.4 <i>Read grade appropriate texts with purpose and understanding.</i></p> <ul style="list-style-type: none"> Participate in small groups Independently reading a 3/C Scores near MAP RIT mean of 151.3

Writing – 3rd 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.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name the topic and supply some information about it.</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.1 W.K.3</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 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 some 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 on a specific topic and produce simple findings.</p> <ul style="list-style-type: none"> • Work with others to gather information about a topic

Speaking and Listening – 3rd 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"> (Unit 4 and 5) With support, ask questions to confirm understanding of 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"> Answer questions to get help, get information or clarify something. (<i>Example: Do you need my help? Does anyone know what ____ means? How many of you would like Choice 2 for lunch? Does everyone know how to get to the nurse’s office?</i>)
<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 detail with prompting and support.</p> <ul style="list-style-type: none"> Describe familiar people, places, things, and events. (<i>For Example: (Remember YOU are asking the student for more information....)</i>) <ul style="list-style-type: none"> People – add detail about clothing, height, relationship (<i>My mom is pretty. She has brown hair.</i>) Places – add detail about location, size, reason for describing. (<i>My school is big. It has a red door.</i>) Things – add detail about use, color, size (<i>My boots are brown. I wear them in the rain.</i>) Events – add detail about date, time, people (<i>My brother is fifteen. He is in high school.</i>) <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 to provide additional detail. (Again, more detail in the picture.) <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> Express thoughts clearly using sentence frames (<i>I enjoyed...I had fun...My favorite...</i>)

Language – 3rd Quarter

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<p><i>L-Conventions of Standard English</i></p> <p>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>L.K.1.j <i>Understand and use question words, interrogatives, (e.g., who, what, where, when, why, how).</i></p> <ul style="list-style-type: none"> • Ask questions using question words correctly (such as saying, “<i>Who went to the playground?</i>” and not, “<i>What went to the playground?</i>”)
<p><i>L-Conventions of Standard English</i></p> <p>Use appropriate capitalization, punctuation and spelling</p>	<p>L.K.2.a <i>Capitalize the first word in a sentence and the pronoun I.</i></p> <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I <p>L.K.2.d <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 (uses all vowels) • 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>HANDWRITING</p> <p>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 • Begins to 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

Language – 3rd Quarter continued

Standards with “What does proficiency look like?” bullets

L-Vocabulary Acquisition and Use

Learns and uses new words and phrases

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).

- Orally explain, or draw pictures to show, multiple meanings of words

L.K.4.b 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.

- Use knowledge of word parts to understand the meaning of an unknown word (happy, unhappy; read, reread; care, careless, careful)

L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

- Verbally connect new words to real-life situations (such as saying, “We had to *hustle* because we were late to lunch.”)

L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings

- Act out verbs to show the shades of meaning (walk, march, strut, prance)

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

- Incorporate previously taught and discussed words, including text talk words, into conversation or writing