


Reading- 4th 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 Key Ideas and Details RL.K.2 With prompting and support, retell familiar stories, including key details.</p> <ul style="list-style-type: none"> Retell a story, including details, in logical order to demonstrate understanding of the story, using words and/or pictures <p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</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>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <ul style="list-style-type: none"> Understand a character is a person or creature in a story Understand a setting is the time and place a story takes place Understand major events are the important things that happen in a story Identify characters, setting, and major events in a story <p>RI.K.3 With prompting and support, describe the connection between two topics (individuals, events, ideas, scientific concepts).</p> <ul style="list-style-type: none"> Know that a connection is a relationship between two parts Describe how two individuals, events, ideas, or scientific concepts are connected <p>Craft and Structure RL.K.4 Ask and answer questions about unknown words in a text. RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</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

Reading-4th Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<i>RL & RI</i> Comprehends texts in group reading activities continued	<p><i>Integration of Knowledge and Ideas</i></p> <p>RI.K.8 With prompting and support, identify the details an author gives to support points in a text</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>RL.K.9 With prompting and support, compare and contrast characters (e.g., adventures and experiences) in familiar stories.</p> <ul style="list-style-type: none"> Compare/Contrast the adventures and experiences of characters in familiar stories <p>RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <ul style="list-style-type: none"> Compare/Contrast the title, topic, illustrations, descriptions, procedures, or information in a text <p>Supporting Standards</p> <p>RL.K.1, RL.K.5, RL.K.6, RL.K.7</p> <p>RI.K.1, RI.K.5, RI.K.7</p>

Reading: Foundational Skills-4th Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<i>RF-Print Concepts</i> Understands the organization and features of print (left to right, top to bottom, spaces, letter ID)	RF.K.1.d Recognize and name all upper and lowercase letters of the alphabet. <ul style="list-style-type: none"> Identify 50+ letters Increase fluency in naming randomly ordered upper- and lowercase letters
<i>RF-Phonological Awareness</i> Can hear and say parts of words(rhymes, syllables and sounds) 	RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words. <ul style="list-style-type: none"> Students count, pronounce, blend together, and break apart syllables in spoken words or pictures. RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words. <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.) RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words. <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) RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <ul style="list-style-type: none"> Make new CVC words by substituting an initial phoneme, medial vowel, or final phoneme

Reading: Foundational Skills-4th 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>Blue text indicates that instruction for this standard is not included in the Start Up Phonics kit.</p>	<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <ul style="list-style-type: none"> Produce 31 letter sounds (includes both short and long vowel sounds) <p>RF.K.3.b 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).</p> <ul style="list-style-type: none"> Name the long and short sounds of the five major vowels Use the closed syllable pattern to know when a vowel makes a short sound Use the open syllable pattern to know when a vowel makes a long sound <p>RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)</p> <ul style="list-style-type: none"> Read at least 25 sight words <p>RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <ul style="list-style-type: none"> Blend similarly spelled closed syllable words (Pam/Sam, cup/cop, gum/gut) Blend similarly spelled open syllable words (no/go, he/we) <p>NEW: RF.K.3.e Decode CVC words.</p> <ul style="list-style-type: none"> Blend CVC words with all short vowel sounds in isolation and in text <p>NEW: RF.K.3d Decode open and closed one-syllable words.</p> <ul style="list-style-type: none"> Blend closed syllable words in isolation and in text Blend open syllable words in isolation and in text
<p><i>RF-Fluency</i></p> <p>Reads grade level material with accuracy and fluency</p>	<p>RF.K.4a Read emergent-reader texts with purpose and understanding</p> <ul style="list-style-type: none"> Participate in small groups Independently reading a 4/D Scores near MAP RIT mean of 158.1

Writing 4th Quarter

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<i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story	Focus Standard 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. <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 Supporting standards W.K.2
<i>W-Production and Distribution of Writing</i> Adds details to strengthen writing	W.K.5 With guidance and support from an adults respond to questions 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"> ◦ Adding additional details to writing • Make revisions based on feedback W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers <ul style="list-style-type: none"> • Use technology to produce and publish
<i>W-Research to Build and Present Knowledge</i> Participates in shared research projects	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8 Recall information, with prompting and support, from experiences or gather information from provided sources to answer a question <ul style="list-style-type: none"> • Work with others to gather information about a topic

Speaking and Listening – 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<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"> Request information/ ask questions <i>about key details</i> in order to understand 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"> Ask (<i>Can I read this book? Can I go to the library? Do you want me to read this now? I don't know what that means. Can you help me understand?</i>) Answer (<i>Do you need my help? Does anyone know what ____ means? How many of you would like choice 2 for lunch? The answer is....</i>) questions to get help, get information, or clarify understanding
<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 details with prompting and support</p> <ul style="list-style-type: none"> Describe familiar people, places, things, and events. For Example: (Remember YOU are asking the student for more information....)Continue to add details to descriptions. <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 or add another visual aid as desired to provide additional detail <p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</p> <ul style="list-style-type: none"> Speak “loud and proud” Express <i>thoughts, feelings and ideas</i> clearly using sentence frames if needed

Language – 4th 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></p> <p>❖ <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><i>L-Conventions of Standard English</i></p> <p>Use appropriate capitalization, punctuation and spelling</p>	<p>L.K.2a <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.2d <i>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</i></p> <p>❖ <i>Spell consonant-vowel consonant (CVC) words correctly.</i></p> <p>❖ <i>Spell words phonetically, drawing on knowledge of sound-letter relationships.</i></p> <ul style="list-style-type: none"> • Spell CVC words correctly • 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 • 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
<p><i>L-Vocabulary Acquisition and Use</i></p> <p>Learns and uses new words and phrases</p>	<p>L.L.K.4a <i>Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</i></p> <ul style="list-style-type: none"> • Orally explain, or draw pictures to show, multiple meanings of words <p>L.K.4b <i>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.</i></p> <ul style="list-style-type: none"> • Use knowledge of word parts to understand the meaning of an unknown word (happy, unhappy; read, reread; care, careless, careful) <p>L.K.5b <i>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</i></p> <ul style="list-style-type: none"> • Identify opposites (such as, run-walk, whisper-scream, fast-slow, hot-cold) <p>L.K.6 <i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</i></p> <ul style="list-style-type: none"> • Incorporate previously taught and discussed words, including text talk words, into conversation or writing