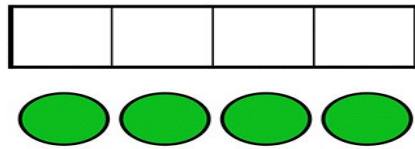


CPCSC Priority Standard
1.RF.3.5 Phonemic Segmentation



Level 4	I can segment all the sounds in a word. 71 sounds in a minute and above
Level 3	I can segment all the sounds in a word. 45-60 sounds in a minute
Level 2	I can segment all the sounds in a word. 37-40 sounds in a minute
Level 1	I can segment all the sounds in a word. 13-24 sounds in a minute

CPCSC Priority Standard

1.RF.4.1 Read words with consonant digraphs

ch

sh

th

wh

Level 4

I can fluently read words and sentences with consonant digraphs that have an ending.
-ed -s -ing -ies -er -est

Level 3

I can fluently read words with consonant digraphs.

Level 2

I can sound out and recode words with consonant digraphs.

Level 1

I can make the digraph sounds in a word and need teacher help to sound out the word.

CPCSC Priority Standard

1.RF.4.1 Read words with consonant blends

Level 4

I can fluently read words and sentences with consonant blends that have an ending.
-ed -s -ing -ies -er -est

Level 3

I can fluently read words with consonant blends.

Level 2

I can sound out and recode words with consonant blends.

Level 1

I can chunk the two consonants to make a blend and need teacher help to sound out the word.

CPCSC Priority Standard

1.RF.4.1 Read words with long vowel, silent -e words

Level 4

I can fluently read words and sentences with a silent -e that have an ending.
-ed -s -ing -ies -er -est

Level 3

I can fluently read words with a silent -e.

Level 2

I can sound out and recode words with a silent -e.

Level 1

I know if a word has a long or short vowel when my teacher reads it to me.

CPCSC Priority Standard
1.RF.4.1 Read common vowel team words

oo

oa

ai

ee

ea

Level 4

I can fluently read irregular
vowel team words.

Level 3

I can fluently read words with
vowel teams.

Level 2

I can sound out a word with a
vowel team.

Level 1

I can point to the vowel team in a
word.

CPCSC Priority Standard
1.RF.4.4 High Frequency Words



Level 4	I can read 450 Fry Words.
Level 3.5	I can read at least 350 Fry Words.
Level 3	I can read 250 Fry Words.
Level 2.5	I can read at least 200 Fry Words.
Level 2	I can read at least 150 Fry Words.
Level 1.5	I can read 100 Fry Words.
Level 1	I can read 60 Fry Words.

CPCSC Priority Standard
1.RL.2.2 Retell stories

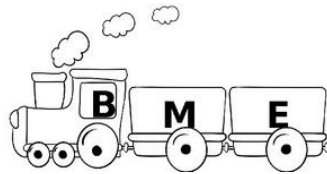
Level 4

I can state the message or lesson of the story.



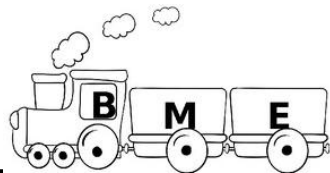
Level 3

I can retell the story with details in sequence: beginning, middle, story



Level 2

I can retell the story in sequence or out of order.



Level 1

I can recall a detail from the story or need teacher help.

CPCSC Priority Standard
1.RN.2.2 Retells main idea and details

Level 4

I can sort the main idea and the details and understand the difference.

Level 3

I can retell the main idea and key details.




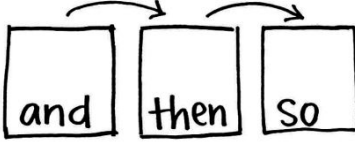

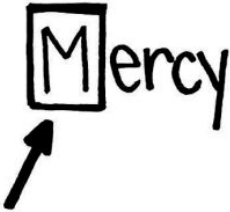
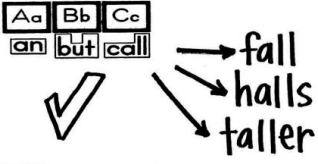
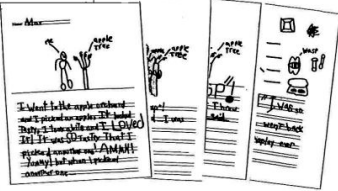
Level 2

I can retell the main idea OR the details.



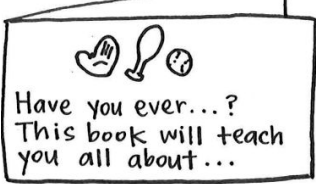
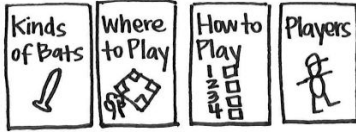
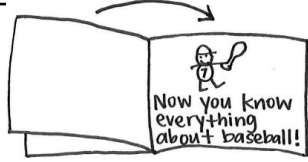
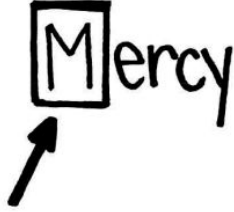
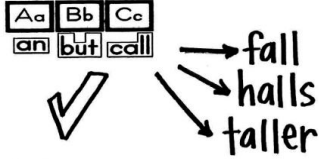
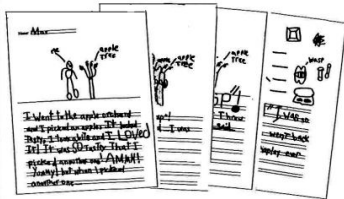
Level 1

I can recall a detail or need teacher help.

CPCSC Priority Standard 1.W.3.3 Narrative	Visuals	Not yet (1)	Start to (2)	Yes (3)
My writing starts with a beginning.				
My writing has a middle with 3 or more sentences related to the topic with a sequence including temporal words.				
My writing has an end that provides closure to the story.				
I use a variety of punctuation to end my sentences a majority of the time.	End it with . ! ?			
I use capital letters at the beginning of my sentences and capitalize names, places, and the pronoun I, a majority of the time.				
I use phonics, word families, and sight words to spell my words.				
I can read my own writing.				
My teacher can read my writing.				

Strengths

Room for Growth

CPCSC Priority Standard 1.W.3.2 Informative	Visuals	Not yet (1)	Start to (2)	Yes (3)
My writing starts with a beginning that names my topic and hooks the reader.				
My writing has at least 2 facts or details about my topic.				
My writing has an ending sentence.				
I use a variety of punctuation to end my sentences a majority of the time.	End it with . ! ?			
I use capital letters at the beginning of my sentences and capitalize names, places, and the pronoun I, a majority of the time.				
I use phonics, word families, and sight words to spell my words.				
I can read my own writing.				
My teacher can read my writing.				

Strengths

Room for Growth

CPCSC Priority Standard 1.W.3.1 Persuasive (Opinion)	Visuals	Not yet (1)	Start to (2)	Yes (3)
My writing starts with a beginning that states my opinion.				
My writing has at least 2 reasons to support my opinion.				
My writing has an end that provides closure and restates my opinion.				
I use a variety of punctuation to end my sentences a majority of the time.	End it with . ! ?			
I use capital letters at the beginning of my sentences and capitalize names, places, and the pronoun I, a majority of the time.				
I use phonics, word families, and sight words to spell my words.				
I can read my own writing.				
My teacher can read my writing.				

Strengths

Room for Growth