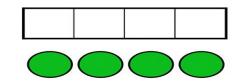
CPCSC Priority Standard 1.RF.3.5 Phonemic Segmentation



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 th wh ch <u>sh</u> I can fluently read words and sentences with consonant Level 4 digraphs that have an ending. -ed -s -ing -ies -er -est I can fluently read words with Level 3 consonant digraphs. I can sound out and recode Level 2 words with consonant digraphs. I can make the digraph sounds in a word and need teacher help Level 1 to sound out the word.

CPCSC Priority Standard 1.RF.4.1 Read words with consonant blends

1.RF.4.1 Read words with consonant blends			
Level 4	I can fluently read words and sentences with consonant blends that have an endinged -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 endinged -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					
<u>00</u>	<u>00</u>	<u>ai</u>	<u>ee</u>	ea	
Level 4	l ca	•	y read irre eam word:	•	
Level 3	I can fluently read words with vowel teams.				
Level 2	l can	I can sound out a word with a vowel team.			
Level 1	l can p		he vowel t	team in a	

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	l 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 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.	One hot sunny day I went to play soccer.			
My writing has a middle with 3 or more sentences related to the topic with a sequence including temporal words.	and then so			
My writing has an end that provides closure to the story.	We won! I felt so Proud.			
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.	Mercy			
I use phonics, word families, and sight words to spell my words.	Aa Bb Co □ but call halls taller			
I can read my own writing.	-Marie 198			
My teacher can read my writing.	Table 1: the capte stables of			
<u>Strengths</u>	Room for	Grow	<u>th</u>	

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.	Have you ever? This book will teach you all about			
My writing has at least 2 facts or details about my topic.	Kinds where of Bats to Play Players Play			
My writing has an ending sentence.	Now you know everything about baseball!			
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.	Mercy			
I use phonics, word families, and sight words to spell my words.	A B B C Fall halls taller			
I can read my own writing.	-Marie 200 4			
My teacher can read my writing.	The little gapt school and little gapt school an			
<u>Strengths</u>	Room for	Grow	<u></u>	

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.	Did you know?			
My writing has at least 2 reasons to support my opinion.	One reason is trains do lots of jobs.			
My writing has an end that provides closure and restates my opinion.	That is why I love trains!			
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.	[]ercy			
I use phonics, word families, and sight words to spell my words.	Aa Bb Co an biff coll halls taller			
I can read my own writing.				
My teacher can read my writing.	Exhall bill apply unbody and injuried an open the Challed Bright hand a special bill and injuried and injur			
<u>Strengths</u>	Room for Growth			