### Content Standards

<table>
<thead>
<tr>
<th>Content Standards</th>
<th>Dates Taught</th>
<th>% of Students scoring over 70%</th>
<th>Dates Re-taught (Optional)</th>
<th>Formative and Summative Assessments (Additional comments optional)</th>
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</thead>
<tbody>
<tr>
<td>With prompting and support, ask and answer questions about key details in a text. <em>(CCKII)</em></td>
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<td>With prompting and support, identify basic similarities and differences between two texts on the same topic <em>(e.g., illustrations, descriptions, or procedures)</em>. <em>(CCKRI9)</em></td>
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<td>Isolate and pronounce the initial, medial vowel, and final sounds <em>(phonemes)</em> in three-phoneme <em>(CVC)</em> words <em>(CCKRF2.d)</em></td>
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<td>Count, pronounce, blend, and segment syllables in spoken words. <em>(CCKRF2.b)</em></td>
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<td>Associate the long and short sounds with the common spellings <em>(graphemes)</em> for the five major vowels <em>(CCKRF3.b)</em></td>
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<td>Read common high frequency words by sight <em>(e.g., the, of, to, you, she, my, is, are)</em> <em>(CCKRF3)</em></td>
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<td>Use frequently occurring nouns and verbs <em>(CCKL1.b)</em></td>
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<tr>
<td>Produce and expand complete sentences in shared language activities. <em>(CCKL1.f)</em></td>
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<td>With prompting and support, ask and answer questions about key details in a text. <em>(CCKRL1)</em></td>
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<td>With prompting and support, identify characters, settings, and major events in a story. <em>(CCKRL3)</em></td>
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</table>
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words. *(CCKRF2.d)*
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels. *(CCKRF3.b)*
- Read common high frequency words sight *(e.g., the, of, to, you, she, my, is are)*. *(CCKRF3)*
- Use frequently occurring adjectives. *(CC1L1.f)*
- Use frequently occurring nouns and verbs. *(CCKL1.b)*
- With prompting and support, ask and answer questions about key details in a text. *(CCKRI1)*
- With prompting and support, identify the main topic and retell key details of a text. *(CCKRI2)*
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words *(CCKRF2.d)*
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *(CCKRF3.b)*
- Read common high-frequency words by sight *(e.g., the, of, to, you, she, my, is, are)*. *(CCKRF3)*
- Produce and expand complete sentences in shared language activities. *(CC1L2.f)*
- Use frequently occurring adjectives *(CC1L1.f)*
- With prompting and support, ask and answer questions about key details in a text. *(CCKRL1)*
- With prompting and support, identify characters, settings, and major events in a story. *(CCKRL3)*
- Demonstrate understanding of spoken words, syllables, and sounds 
d. Isolate and pronounce the initial, media vowel, and final sounds (phonemes) in three-phoneme (CVC) words. *(CCKRF2)*
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. *(CCKRF3.b)*
- Read common high frequency words by sight *(e.g., the, of, to, you, she, my, is, are)*. *(CCKRF3)*
- Produce and expand complete sentences in shared language activities.(CC1L2.f)
- Recognize and name end punctuation. *(CC1L2.b)*
- With prompting and support, ask and answer questions about key
- With prompting and support, identify characters, settings, and major events in a story. (CCKRL3)
- Count, pronounce, blend and segment syllables in spoken words. (CCKRF2.b)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCKRF2.e)
- Know and apply grade level phonics and word analysis skills in decoding words (CCKRF3)
- Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are). (CCKRF3)
- Recognize and name end punctuation. (CC1L2.b)
- Produce and expand complete sentences in shared language activities. (CCKL1.f)
- With prompting and support, ask and answer questions about key details in a text. (CCKRI1)
- Actively engage in group reading activities with purpose and understanding. (CCKRI10)
- Count, pronounce, blend, and segment syllables in spoken words. (CCKRF2.b)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCKRF2.e)
- Know and apply grade level phonics and word analysis skills in decoding words. (CCKRF3)
- Read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are). (CCKRF3)
- Produce and expand complete sentences in shared language activities. (CCKL1.f)