

GRADE K
Reading/Language Arts, K-5

4th Nine Weeks: Scope and Sequence

| Content Standards | Dates Taught | % of Students scoring over 70% | Dates Re-taught (Optional) | Formative and Summative Assessments (Additional comments optional) |
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| <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. (CCKI1) | | | | |
| <ul style="list-style-type: none"> • With prompting and support, identify basic similarities and differences between two texts on the same topic (<i>e.g., illustrations, descriptions, or procedures</i>). (CCKRI9) | | | | |
| <ul style="list-style-type: none"> • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words (CCKRF2.d) | | | | |
| <ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in spoken words. (CCKRF2.b) | | | | |
| <ul style="list-style-type: none"> • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels (CCKRF3.b) | | | | |
| <ul style="list-style-type: none"> • Read common high frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are</i>) (CCKRF3) | | | | |
| <ul style="list-style-type: none"> • Use frequently occurring nouns and verbs (CCKL1.b) | | | | |
| <ul style="list-style-type: none"> • Produce and expand complete sentences in shared language activities. (CCKL1.f) | | | | |
| <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. (CCKRL1) | | | | |
| <ul style="list-style-type: none"> • With prompting and support, identify characters, settings, and major events in a story. (CCKRL3) | | | | |
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| <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words. (CCKRF2.d) | | | | |
| <ul style="list-style-type: none"> Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (CCKRF3.b) | | | | |
| <ul style="list-style-type: none"> Read common high frequency words sight (<i>e.g., the, of, to, you, she, my, is are</i>). (CCKRF3) | | | | |
| <ul style="list-style-type: none"> Use frequently occurring adjectives. (CC1L1.f) | | | | |
| <ul style="list-style-type: none"> Use frequently occurring nouns and verbs. (CCKL1.b) | | | | |
| <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (CCKRI1) | | | | |
| <ul style="list-style-type: none"> With prompting and support, identify the main topic and retell key details of a text. (CCKRI2) | | | | |
| <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (CVC) words (CCKRF2.d) | | | | |
| <ul style="list-style-type: none"> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCKRF3.b) | | | | |
| <ul style="list-style-type: none"> Read common high-frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are</i>). (CCKRF3) | | | | |
| <ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. (CC1L2.f) | | | | |
| <ul style="list-style-type: none"> Use frequently occurring adjectives (CC1L1.f) | | | | |
| <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key details in a text. (CCKRL1) | | | | |
| <ul style="list-style-type: none"> With prompting and support, identify characters, settings, and major events in a story. (CCKRL3) | | | | |
| <ul style="list-style-type: none"> 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) | | | | |
| <ul style="list-style-type: none"> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCKRF3.b) | | | | |
| <ul style="list-style-type: none"> Read common high frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are</i>). (CCKRF3) | | | | |
| <ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities.(CC1L2.f) | | | | |
| <ul style="list-style-type: none"> Recognize and name end punctuation. (CC1L2.b) | | | | |
| <ul style="list-style-type: none"> With prompting and support, ask and answer questions about key | | | | |

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| details in a text. (CCKRL1) | | | | |
| • 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. (CCIL2.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) | | | | |
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