

ELA Checklist

Name: _____

2021-2022

Reading

2.A - Phonological Awareness skills

- ___ produce a series of rhyming words (2.A.i)
- ___ recognize spoken alliteration (2.A.ii)
- ___ distinguish long and short vowel sounds in one syllable words (2.A.iii)
- ___ recognize changes in phonemes (2.A.iv)
- ___ blend phonemes (2.A.v)
- ___ manipulate phonemes (2.A.vi)
- ___ segment 1 syllable words of 3-5 phonemes into individual phonemes (2.A.vii)

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|--|--|--|--|
| NYE | The student does not yet show evidence of standard. | | | |
| 1- Developing | The student demonstrates mastery of: 1 or more indicators with assistance | The student demonstrates mastery of: 1 or more indicators with assistance | The student demonstrates mastery of: 1 or more indicators with assistance | The student demonstrates mastery of: 1 or more indicators with assistance |
| 2 - Approaching | The student demonstrates mastery of: 1 indicator independently | The student demonstrates mastery of: 2 indicators independently | The student demonstrates mastery of: 3-4 indicators independently | The student demonstrates mastery of: 4-5 indicators independently |
| 3 - Meeting | The student demonstrates mastery of: 2 indicators independently | The student demonstrates mastery of: 3 indicators independently | The student demonstrates mastery of: 5 indicators independently | The student demonstrates mastery of: 6-7 indicators independently |

1.B - Phonetic Knowledge (reading/decoding words)

* = taught 1st 9 weeks **=taught 2nd 9 weeks ***=taught 3rd 9 weeks

- ___ *Decode words - isolated and in context (1.B.i)
- ___ *Decode words with initial consonant blends (1.B.ii)
- ___ *Decode words with final consonant blends (1.B.ii)
- ___ **Decode words with digraphs (1.B.ii)
- ___ ***Decode words with trigraphs (1.B.ii)
- ___ *Decode closed syllables (1.B.iii)
- ___ **Decode open syllables (1.B.iii)
- ___ **Decode VCe syllables (1.B.iii)
- ___ ***Decode vowel teams - vowel digraphs and diphthongs (1.B.iii)
- ___ ***Decode 'r' controlled syllables (1.B.iii)

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|--|--|--|--|
| NYE | The student does not yet show evidence of standard. | | | |
| 1- Developing | The student demonstrates mastery of: 1 indicator with assistance | The student demonstrates mastery of: 1 or more indicators with assistance | The student demonstrates mastery of: 1 or more indicators with assistance | The student demonstrates mastery of: 1 or more indicators with assistance |
| 2 - Approaching | The student demonstrates mastery of: 2-3 indicators independently | The student demonstrates mastery of: 4-5 indicators independently | The student demonstrates mastery of: 6-7 indicators independently | The student demonstrates mastery of: 7-8 indicators independently |
| 3 - Meeting | The student demonstrates mastery of: 4 indicators independently | The student demonstrates mastery of: 6 or more indicators independently | The student demonstrates mastery of: 8 or more indicators independently | The student demonstrates mastery of: 9-10 indicators independently |

2.B.vi - Identifying and reading high frequency words with accuracy

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|--|--|--|--|
| NYE | The student does not yet show evidence of standard. (0-10 HFW) | The student does not yet show evidence of standard. (0-22 HFW) | The student does not yet show evidence of standard. (0-49 HFW) | The student does not yet show evidence of standard. (0-64 HFW) |
| 1- Developing | The student is able to read 11-22 high-frequency words with automaticity. | The student is able to read 23-47 high-frequency words with automaticity. | The student is able to read 50-74 high-frequency words with automaticity. | The student is able to read 65-84 high-frequency words with automaticity. |
| 2 - Approaching | The student is able to read 23-34 high-frequency words with automaticity. | The student is able to read 48-69 high-frequency words with automaticity. | The student is able to read 75-99 high-frequency words with automaticity. | The student is able to read 85-99 high-frequency words with automaticity. |
| 3 - Meeting | The student is able to read 35+ high-frequency words with automaticity. | The student is able to read 70+ high-frequency words with automaticity. | The student is able to read 100+ high-frequency words with automaticity. | The student is able to read 100+ high-frequency words with automaticity. |

| | | | | |
|-------|------|--------|------|-------|
| I | a | little | look | me |
| you | the | we | like | on |
| what | come | for | here | my |
| one | see | to | are | do |
| have | no | go | big | can |
| up | down | and | run | in |
| is | it | play | red | jump |
| away | blue | said | make | where |
| three | find | funny | help | not |

| | | | | |
|--------|--------|--------|-------|----------|
| yellow | two | at | be | he |
| ran | she | they | with | yes |
| this | saw | did | am | was |
| want | all | but | get | that |
| black | came | eat | now | out |
| so | ate | brown | good | pretty |
| under | went | white | into | must |
| new | our | please | four | who |
| will | well | too | there | soon |
| say | ride | small | thing | together |
| after | could | again | him | over |
| some | them | when | were | walk |
| of | from | an | by | give |
| had | live | stop | then | take |
| put | old | let | how | his |
| her | as | any | every | just |
| think | round | once | know | has |
| going | ask | fly | may | open |
| thank | home | always | don't | us |
| boy | girl | those | your | very |
| why | would | many | its | because |
| before | been | first | goes | sit |
| does | around | best | or | right |
| pull | write | wash | green | laugh |
| about | never | only | both | call |

| | | | | |
|--------|-------|------|-------|-------|
| found | fast | off | their | buy |
| cold | work | wish | use | these |
| better | which | upon | tell | sing |
| made | five | gave | read | sleep |
| own | | | | |

1.6.1 - Uses strategies to monitor comprehension and make adjustments when understanding breaks down

*= explicitly taught 1st 9 weeks, **= explicitly taught 2nd 9 weeks

- ___ *Reread
- ___ *Use background knowledge
- ___ *Check for visual cues
- ___ *Establish purpose for reading with adult assistance (genre/author's purpose)
- ___ *Generate questions before, during, and after reading with adult assistance
- ___ *Make and correct/confirm predictions with adult assistance
- ___ **Create mental images with adult assistance
- ___ *Make connections with adult assistance (text to self, text to text, text to world)
- ___ **Make inferences with adult assistance
- ___ **Evaluate details with adult assistance
- ___ **Synthesize information with adult assistance

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|---|---|---|---|
| NYE | The student does not yet show evidence of standard. | | | |
| 1- Developing | | The student demonstrates mastery of: 1-2 | The student demonstrates mastery of: 1-4 | The student demonstrates mastery of: 1-7 indicators |
| 2 - Approaching | | The student demonstrates mastery of: 3-4 indicators | The student demonstrates mastery of: 5-6 indicators | The student demonstrates mastery of: 8-9 indicators |
| 3 - Meeting | | The student demonstrates mastery of: 5 indicators | The student demonstrates mastery of: 7-8 indicators | The student demonstrates mastery of: 10-11 indicators |

1.7.B - Responds by writing brief comments on literary and informational texts

Things to consider:

- The student is able to give an oral response or illustrate but cannot write comments about a text.
- The student is able to write brief comments on literary or informational texts, but requires teacher prompting and support to complete the task.
- The student is able to write brief comments on literary texts or informational texts independently but is limited on the types of responses she provides.
- The student is able to respond to literary and informational texts independently in a variety of formats.

Ways to show:

- Complete a story map or graphic organizer in response to a text.
- Complete a reading response sheet to specific questions about a text.
- Respond to a text by leaving a sticky note or comment card on the text.
- Complete a journal reflection in response to a text.

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|--|--|--|--|
| NYE | The student is unable to respond. | | | |
| 1- Developing | Inconsistently or with assistance is able to respond to literary and informational texts independently in a variety of formats. | Inconsistently or with assistance is able to respond to literary and informational texts independently in a variety of formats. | Inconsistently or with assistance is able to respond to literary and informational texts independently in a variety of formats. | Inconsistently or with assistance is able to respond to literary and informational texts independently in a variety of formats. |
| 2 - Approaching | Usually able to respond to literary and informational texts independently in a variety of formats. | Usually able to respond to literary and informational texts independently in a variety of formats. | Usually able to respond to literary and informational texts independently in a variety of formats. | Usually able to respond to literary and informational texts independently in a variety of formats. |
| 3 - Meeting | Consistently able to respond to literary and informational texts independently in a variety of formats. | Consistently able to respond to literary and informational texts independently in a variety of formats. | Consistently able to respond to literary and informational texts independently in a variety of formats. | Consistently able to respond to literary and informational texts independently in a variety of formats. |

Writing

11.B - Develops a written draft

___ Plans an idea before writing (11.A) (Orally, draw a picture, brainstorm, or use a graphic organizer)

___ Organize with structure (11.B.i)

___ Develop an idea with specific and relevant details (11.B.ii)

| | 1st Nine Weeks | 2nd Nine Weeks | 3rd Nine Weeks | 4th Nine Weeks |
|-----------------|--|--|--|--|
| NYE | The student does not yet show evidence of standard. | | | |
| 1- Developing | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator |
| 2 - Approaching | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1-2 indicator | Usually able to demonstrate mastery of 1-2 indicator |
| 3 - Meeting | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 2-3 indicators | Consistently able to demonstrate mastery of 2-3 indicators |

11.D.i - Write in complete sentences with subject verb agreement

___ Use capitalization at the beginning of sentences (11.D.ix)

___ Use capitalization for the pronoun "I" (11.D.ix)

___ Use punctuation marks at the end of sentences (11.D.x)

___ Uses appropriate spacing between letters and words

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| 1- Developing | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator |
| 2 - Approaching | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1-2 indicator | Usually able to demonstrate mastery of 2-3 indicator |
| 3 - Meeting | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 2-3 indicators | Consistently able to demonstrate mastery of 3-4 indicators |

2.C.iii - Applies sound/spelling strategies appropriately for grade level

___ Spell high frequency words using resources (11.D.xi)

___ Apply sound/spelling strategies appropriately for grade level (2.C.iii)

Authentic ways to show:

- As evident through reader's response journal
- As evident in written drafts
- As evident in work samples
- As evident through anecdotal notes
- As evident in word work

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| 1- Developing | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator | Inconsistently or with assistance demonstrates mastery of 1 indicator |
| 2 - Approaching | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1 indicator | Usually able to demonstrate mastery of 1 indicator |
| 3 - Meeting | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 1-2 indicators | Consistently able to demonstrate mastery of 1-2 indicators |