



Early Literacy

Essential Skills Profile (K-3)



Learning together on the ancestral, unceded territory of the syilx nation.

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**DRAFT ‘Under Construction’– LITERACY COMPONENTS NOT
REQUIRED in 2023/2024**

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Early Literacy Essential Skills Profile

- Procedures for the Screener
- Assessment Tasks Tools



Oral Language Development Checklist (K)

Purpose

- ☐ To determine if children need additional oral language support to develop their expressive, receptive, and social language skills.
- ☐ **Note: This screening task is to be done in *kindergarten*, however, the checklist may be used beyond kindergarten, if deemed appropriate.**

It is recommended that teachers assess children's oral language through observation in multiple situations where the child can demonstrate their language knowledge in a variety of contexts.

- Observing the child's interactions with peers,
- Listening to the language the child uses in responding to open-ended questions or when reflecting on their learning during sharing time,
- Reviewing the products, the child develops (stories, role-plays, news telling, self-evaluations),
- Listening to the child's responses to books, and
- Observing the child's use of language structures to support reading and writing (Trehearne, 2004).

TASK Procedure:

1. Refer to the Oral Language Checklist in the **Kindergarten** Section of this booklet and use it as a guideline for daily observation of oral language skills.
2. When enough information has been gathered, complete the checklist for each child.
3. If a child appears to have difficulty in any of the areas, plan to pay closer attention to the child's oral language skills over a concentrated period of time (i.e., one week) to gather detailed assessment notes.
4. Use the results of the checklists to inform instructional practice and guided learning activities for your children.

Enter the results into EdPlan Insight once you have finished the Oral Language assessment.

Teacher's Guide to Interpreting the Oral Language Checklist:

Tier 1: 1-2 concerns on the entire oral language checklist

- Requires typical instructional support at this time.
- Use the results of the checklists to inform instructional practice and guide learning activities for your children.

Tier 2: 3 concerns on the entire oral language checklist.

- Requires extra in-class support, instruction, and practice in the identified areas of oral language development.
- Use the results of the checklists to inform instructional practice and guide learning activities for your children.

Tier 3: More than 3 concerns on the entire oral language checklist.

- Requires the most support in oral language development.
- Consult with the school-based team about your concerns regarding the oral language development of the child.
- Children will most likely require some form of supplemental intervention by a specialist.

Specific Social Language Concern:

- If a child has no areas of concern in receptive and expressive language, but at least 1 area of concern in social language, this is a possible indication of a behaviour-based concern.
- Refer to the *Social Responsibility Performance Standard Quick Scale* to confirm your evaluation (BC Ministry of Education and Child Care).
- If additional support is required around social language skills consult with the school-based team about your concerns.

Phonological Awareness (K-2)

Purpose

- ☐ To determine if a child can both discriminate and produce rhymes.
- ☐ To determine if a child can identify initial sounds in common words.
- ☐ To determine if a child can blend syllables together to form a word.
- ☐ To determine if a child can segment one syllable words in a sentence.
- ☐ To determine if a child can delete one word from a compound word.

Curriculum Content: What Children Are Expected to Know in Phonological Awareness

- Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.
- Phonemic awareness is a specific aspect of a learner's phonological awareness system. A child's ability to segment spoken words into phonemes (e.g., /c/ /a/ /t/) and to blend phonemes into words indicates a child's developing phonemic awareness.

TASK Procedure: ***FIRST DEMONSTRATE THE PROCESS WITH YOUR WHOLE CLASS, then use the phonological awareness section with individual students.***

1. Practice rhyming, isolating, blending, segmenting, and deleting together.
2. Demonstrate isolating phonemes using 3 Unifix or wooden cubes.
(2 of the same colour, 1 different - ■ ■ □) This will help make an abstract concept more concrete.
3. It is advantageous for children to be exposed to the process and language of the phonological awareness section prior to screening. This will both save time and may even be enough to solidify the concept for some children.
4. Children must be screened individually in a quiet setting, as this is an auditory screening assessment. Prepare an area free of noise, have the Unifix blocks available.
5. Later, reassess only the sections where a child has received 3 or less (4 or 5 are considered a pass and do not warrant rescreening).
6. Enter the results into EdPlan Insight once you have finished assessing the Phonological Awareness tasks.

Alphabet Knowledge (K-1)

Purpose

- ❑ To determine what letters and their sounds children can identify.

Curriculum Content: What Children Are Expected to Know and Do in Letter Recognition?

- The association of letters and sounds
- The distinct features of letters
- The correspondence between uppercase and lowercase letters

TASK Procedure:

1. Have one copy of the upper and lowercase letter pages for use with all children.
2. Use the child's Alphabet Knowledge response page to record the child's developing knowledge of the alphabet over time.
3. Use a cover sheet and show the child one line at a time. For credit, the child should respond unprompted within 2-3 seconds, because you are looking for automaticity and fluency.
4. If the child is not responding after the first two columns, stop the screening. (You may discontinue sooner if deemed appropriate.)
5. When rescreening, check only the letters that were previously unknown, unless a complete rescreen is deemed necessary.
6. Enter the results into EdPlan Insight once you have finished assessing the Alphabet Knowledge tasks.

Note: Targets for each subskill *Note: In September, assess letter knowledge for Uppercase and Lowercase letters. If the student is proficient with letter identification, then assess letter Sounds at this time.

Kindergarten Alphabet Knowledge

	Early	Mid	Late
	Uppercase & Lowercase	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound
Emerging	0-5 for each subskill	0-14 for each subskill	0-21 for each subskill
Developing	6-14 for each subskill	15-21 for each subskill	
Proficient	15-26 for each subskill	22-26 for each subskill	

Grade 1 Alphabet Knowledge

	Early	Mid	Late
	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound
Concern	0-25	0-25	0-25
No Concern	26	26	26

Use this page when assessing uppercase **Alphabet Knowledge**

M	S	D	F	G
L	J	U	R	W
B	N	O	C	X
E	Z	Q	A	H
T	Y	K	I	V
P				

Use this page when assessing lowercase **Alphabet Knowledge**

m	s	d	f	g
l	j	u	r	w
b	n	o	c	x
e	z	q	a	h
t	y	k	i	v
p				

Phonics (Gr 1-2)

Purpose

- ❑ “To develop the brain’s orthographic processing system, [by] bringing letters, sounds, meaning, and context together” (Burkins & Yates, 2021).

Curriculum Content: What Children Are Expected to Know and Do in Letter Recognition?

- ❑ The association of letters and sounds.
- ❑ There is a predictable relationship between sounds and their symbols.
- ❑ Sometimes a single sound is represented by more than one letter.
- ❑ There are predictable patterns that determine vowel sounds.
- ❑ When *R* follows a vowel letter, it changes the vowel sound.
- ❑ Longer words are made up of shorter parts (syllables) that can be decoded bit by bit.

(Burkins & Yates, 2021, p.69).

TASK Procedure:

1. The phonics assessment tasks start in Grade 1 and go up to Grade 2.
2. Each task provides specific directions and scripted language to use.
3. Ideally, screening individual students should occur in a quiet setting because the students need to read the Phonics Assessment Student Page aloud to you. Prepare an area free of noise.
4. Later, reassess only the sections where a child has received 3 or less (4 or 5 are considered a pass and do not warrant rescreening).
5. Enter the results into EdPlan Insight once you have finished assessing the Phonics tasks.

Phonics Assessment Student Pages

Short Vowels				
ham	jot	run	lid	net
Short Vowels - Nonsense words				
dat taf	seg sig	him bem	rop	lum
Consonant Digraphs				
chop	shut	thin	chat	them
Beginning Blends				
brim	trot	fret	grab	drum
Beginning Blends (l-blends)				
flip	slot	bled	clam	plum
Beginning Blends (s-blends)				
skit	snip	swam	step	spun
Final Blends and Digraphs				
nest	lift	jump	sank	wing
Long Vowel - silent e				
make	these	bike	code	tube

Vowel Digraphs					
gain	seat	boat	feet	rain	
Other Vowels					
soon	high	cry	day	blue	
R-Controlled Vowels					
car	sort	bird	over	turn	
Diphthongs					
join	toy	paw	haul	loud	cow

Kindergarten Assessment Tasks

- Oral Language
- Phonological Awareness
- Alphabetic Knowledge



Oral Language Checklist Kindergarten

***Note: Place an X or highlight in the box if there is a concern or leave the box blank if there is NO concern**

	K - Mid	K - Late	1 - Mid	1 - Late	2 - Mid	2 - Late	3 - Mid	3 - Late
Receptive								
Understands classroom language and follows classroom routines								
Understands vocabulary specific to subject and situation								
Follows oral directions								
Expressive								
Shares personal experiences and feelings related to classroom topics and book discussions								
Speaks fluently and with expression (prosody)								
Asks appropriate questions								
Can retell aspects of a story and give information about a topic								
Uses language to explain, inquire and compare								
Uses speech that is understandable-produces speech sounds correctly (e.g., articulation)								
Uses appropriate sentence structure (e.g., grammar)								
Uses appropriate vocabulary for subject and situation								
Social								
Is an active participant in classroom language activities								
Understands and uses appropriate social conventions for conversations when listening and speaking								
Ignores distractions and stays focused during listening activities								
Total Concerns	/14	/14	/14	/14	/14	/14	/14	/14

*Key: also refer to the "Teacher's Guide" for Interpreting the Oral Language Checklist

**Note: Any concern that has been identified should be carefully considered. You may wish to consult your SBRT and/or S/L Pathologist for further information.

Tier 1 Student	1-2 concerns	No, not a concern in language. Teach to areas of concern.
Tier 2 Student	3 concerns	Yes, a concern in language. *Refer to Interpretation Guide.
Tier 3 Student	>3 concerns	Yes, a concern in language. *Refer to Interpretation Guide.

Kindergarten Phonological Awareness

I. Rhyming

a. Discrimination

Directions: "I'm going to say two words and ask you if they rhyme. Listen carefully."

Demonstration item: "Fan rhymes with man. Do fan and boy rhyme?"

Additional demonstration items: mitt/fit mitt/bit mitt/hen

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -				
1. look/took									
2. fun/sun									
3. farm/car									
4. hop/sand									
5. dad/rad									
Total		/5			/5		/5		/5

b. Production

Directions: "I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully."

Demonstration item: "Tell me a word that rhymes with *bat*."

Additional demonstration items: miss log

*Note: Nonsense words are acceptable.

Stimulus	Assessment 1: Early Date:			Assessment 2: Mid-Year Date:					
	Response	+ or -		Response	+ or -				
1. win									
2. rap									
3. same									
4. trouble									
5. flower									
Total		/5			/5		/5		/5

II. Isolation

a. Initial (phoneme/sound)

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with a different coloured block at the beginning of the row:



Directions: "I'm going to say a word and ask you to tell me the beginning or first sound of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What's the beginning sound in the word cat?" or "What sound does the word cat start with?" Point to the first block.

Additional demonstration items: *dog* *mouse*

Stimulus	Assessment 1: Early Date:		Assessment 2: Mid-Year Date:					
	Response	+ or -	Response	+ or -	Response	+ or -	Response	+ or -
1. bug								
2. sick								
3. pan								
4. duck								
5. fudge								
Total		/5		/5		/5		/5

III. Blending

a. Syllables

Directions: "I will say the parts of a word and you are to tell me what the word is."

e.g. ta-ble / ba-na-na

Stimulus	Assessment 1: Early Date:		Stimulus	Assessment 1: Early Date:		Stimulus	Assessment 1: Early Date:		Stimulus	Assessment 1: Early Date:	
	Response	+ or -		Response	+ or -		Response	+ or -		Response	+ or -
1. ba - by											
2. win - dow											
3. fan-tas-tic											
4. pop - si - cle											
5. lem - on - ade											
Total		/5			/5			/5			/5

IV. Segmentation

a. Sentences

Directions: I will say a sentence and I want you to tap one time for each word that I say.

"My house is blue." Demonstrate by tapping on table once for each word in the sentence.

Stimulus	Assessment 1: Early Date:		Stimulus	Assessment 2: Mid-Year Date:		Stimulus	Assessment 2: Mid-Year Date:		Stimulus	Assessment 2: Mid-Year Date:	
	Response	+ or -		Response	+ or -		Response	+ or -		Response	+ or -
1. Tom can jump.	3 taps/			3 taps/			3 taps/			3 taps/	
2. My dog is black.	4 taps/			4 taps/			4 taps/			4 taps/	
3. Some boys can skip.	4 taps/			4 taps/			4 taps/			4 taps/	
4. I have six blue books.	5 taps/			5 taps/			5 taps/			5 taps/	
5. The kite is up high.	5 taps/			5 taps/			5 taps/			5 taps/	
Total		/5			/5			/5			/5

V. Deletion

a. Compounds

Directions: Listen – I will say a word to you and say it again without one of its parts. “Cowboy” – Now I’ll say it again but I won’t say “boy.” The answer is “cow.” Now I want you to try. Say “football.” Now say it again but don’t say “foot.” (Answer: “ball.”)

Stimulus	Stimulus	Correct Response	Assessment 1: Early Date:	Assessment 2: Mid-Year Date:		
			Write Response Below	Write Response Below		
1. Say <i>mailbag</i>	Say it again, but don't say <i>bag</i> .	<i>mail</i>				
2. Say <i>sunlight</i>	Say it again, but don't say <i>sun</i> .	<i>light</i>				
3. Say <i>backpack</i>	Say it again, but don't say <i>pack</i>	<i>back</i>				
4. Say <i>shoelace</i>	Say it again, but don't say <i>lace</i>	<i>shoe</i>				
5. Say <i>driveway</i>	Say it again, but don't say <i>drive</i> .	<i>way</i>				
Total			/5	/5	/5	/5

Kindergarten Alphabet Knowledge

Highlight the 'letter' in each subset when the student can identify the uppercase name, lowercase name, the letter sound, and can generate a word that begins with that letter. As the goal is fluency, students must be able to generate an answer within 3 seconds.

Sept: Pink
Early: Blue
Mid: Green
Late: Yellow

Uppercase		Lowercase		Sounds		Word/Comment
M		m		M		
S		s		S		
D		d		D		
F		f		F		
G		g		G		
L		l		L		
J		j		J		
U		u		U		
R		r		R		
W		w		W		
B		b		B		
N		n		N		
O		o		O		
C		c		C		
X		x		X		
E		e		E		
Z		z		Z		
Q		q		Q		
A		a		A		
H		h		H		
T		t		T		
Y		y		Y		
K		k		K		
I		i		I		
V		v		V		
P		p		P		
/26		/26		/26		

Targets for each subskill *Note: In September, assess letter knowledge for Uppercase and Lowercase letters. If the student is proficient with letter identification, then assess letter Sounds at this time. Once an element has been achieved there is no need to re-assess that element.

	Early	Mid	Late
	Uppercase & Lowercase	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound
Emerging	0-5 for each subskill	0-14 for each subskill	0-21 for each subskill
Developing	6-14 for each subskill	15-21 for each subskill	
Proficient	15-26 for each subskill	22-26 for each subskill	

Grade 1 Assessment Tasks

- Phonological Awareness
- Alphabetic Knowledge
- Phonics



Grade 1 Phonological Awareness

VI. Isolation

b. Final (phoneme/sound)

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with the different coloured block at the end of the row:



Directions: “I’m going to say a word and ask you to tell me the end or last sound of the word. Listen carefully.”

Demonstration item: Say “cat.” Then ask, “What sound is at the end of the word cat?” Point to the last block.

Additional demonstration items: *dog mouse*

Stimulus	Assessment 1			Assessment 2					
	Date:			Date:					
	Response	+ or -		Response	+ or -		Response	+ or -	
1. mat									
2. fan									
3. fish									
4. ball									
5. book									
Total		/5			/5			/5	

VII. Blending

b. Phonemes

Directions: I will say parts of a word and you tell me the word," "e.g., c-a-t / d-o-g / b-l-ue"

Stimulus	Assessment 1		Assessment 2					
	Date:		Date:					
	Response	+ or -	Response	+ or -	Response	+ or -	Response	+ or -
1. b-oy								
2. m-a-n								
3. f-l-a-sh								
4. w-i-n-d-ow								
5. b-a-b-y								
Total		/5		/5		/5		/5

VIII. Segmentation

b. Syllables/Compound Words

Directions: "I will say a word and I want you to tap one time for each **part of the word**" - "ba-na-na."
Demonstrate by **tapping on your arm** for each part of the word. Child does not need to tell you how many taps, the teacher tracks the number of taps.

Stimulus	Correct Response	Assessment 1	Assessment 2				
		Date:	Date:				
		Write how many taps child uses below	Write how many taps child uses below				
1. crayon	2 taps/ cray-on						
2. baseball	2 taps/ base - ball						
3. computer	3 taps/ com - pu - ter						
4. watermelon	4 taps/ wa - ter - me - lon						
5. imagination	5 taps/ i-mag-i-na-tion						
Total		/5	/5	/5	/5	/5	/5

c. Phonemes

Directions: "I will say a word and I want you to clap for each sound in the word."
 "cat" Demonstrate by clapping for each phoneme. (c-a-t - 3 claps)

Stimulus	Correct Response	Assessment 1	Assessment 2				
		Date:	Date:				
		Write how many claps child uses below	Write how many claps child uses below				
1. on	2 claps/ o - n						
2. baby	4 claps/ b - a - b - y						
3. both ^{both}	3 claps/ b-a-t-h ^{b-a-t-h}						
4. stamp	5 claps/ s - t - a - m - p						
5. snip	4 claps/ s - n - i - p						
Total		/5	/5	/5	/5	/5	/5

IX. Deletion

b. Phonemes

Directions: Listen – I will say a word and then leave out one of its parts. "Cat". Now I'll leave out "c". What is left is "at". Now you try: Say "bat". Now say it again but don't say "b".
 (Answer: "at"). Say "black". Now say it again but don't say "l". (Answer: "back".)

Stimulus	Stimulus		Assessment 1	Assessment 2				
			Date:	Date:				
			Write Response Below	Write Response Below				
1. Say <i>pat</i>	Say it again, but don't say "p".	<i>at</i>						
2. Say <i>chin</i>	Say it again, but don't say "ch".	<i>in</i>						
3. Say <i>slip</i>	Say it again, but don't say "l".	<i>sip</i>						
4. Say <i>meat</i>	Say it again, but don't say "t".	<i>me</i>						
5. Say <i>box</i>	Say it again, but don't say "b".	<i>ox</i>						
Total			/5	/5	/5	/5	/5	/5

Grade 1 Alphabet Knowledge

Sept: Pink
Early: Blue
Mid: Green
Late: Yellow

Highlight the 'letter' in each subset when the student can identify the uppercase name, lowercase name, the letter sound, and can generate a word that begins with that letter. As the goal is fluency, students must be able to generate an answer within 3 seconds.

Uppercase		Lowercase		Sounds		Word/Comment
M		m		M		
S		s		S		
D		d		D		
F		f		F		
G		g		G		
L		l		L		
J		j		J		
U		u		U		
R		r		R		
W		w		W		
B		b		B		
N		n		N		
O		o		O		
C		c		C		
X		x		X		
E		e		E		
Z		z		Z		
Q		q		Q		
A		a		A		
H		h		H		
T		t		T		
Y		y		Y		
K		k		K		
I		i		I		
V		v		V		
P		p		P		
/26		/26		/26		

Targets for each subskill *Note: In September, assess letter knowledge for Uppercase and Lowercase letters. If the student is proficient with letter identification, then assess letter Sounds at this time. Once an element has been achieved there is no need to re-assess that element.

	Early	Mid	Late
	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound	Uppercase, Lowercase, and Sound
Concern	0-25	0-25	0-25
No Concern	26	26	26

Grade 1 Phonics Knowledge

Short Vowels (developmentally appropriate target for term 1 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. ham									
2. jot									
3. run									
4. lid									
5. net									
Total		/5			/5			/5	

Short Vowels - Pseudowords/Nonsense words (developmentally appropriate target for term 1 of Grade 1)

Directions: Say, "These are made-up words. They are silly. They don't mean anything, but you can still read them. Look at this word TUS. This word says tus. What is a tus? It's not anything because it's a made-up word. Say, "Please read the following made up words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. taf									
2. sig									
3. bem									
4. rop									
5. lum									
Total		/5			/5			/5	

Consonant Digraphs (developmentally appropriate target for term 1 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. chop									
2. shut									
3. thin									
4. chat									
5. them									
Total		/5			/5			/5	

Beginning Blends (r-blends) (developmentally appropriate target for term 2 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. brim									
2. trot									
3. fret									
4. grab									
5. drum									
Total		/5			/5			/5	

Beginning Blends (l-blends) (developmentally appropriate target for term 2 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. flip									
2. slot									
3. bled									
4. clam									
5. plum									
Total		/5			/5		/5		/5

Beginning Blends (s-blends) (developmentally appropriate target for term 2 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. skit									
2. snip									
3. swam									
4. step									
5. spun									
Total		/5			/5		/5		/5

Final Blends and Digraphs (developmentally appropriate target for term 3 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. nest									
2. lift									
3. jump									
4. sank									
5. wing									
Total		/5			/5			/5	

Long Vowel – silent e (developmentally appropriate target for term 3 of Grade 1)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. make									
2. these									
3. bike									
4. code									
5. tube									
Total		/5			/5			/5	

Grade Two Assessment Tasks

- **Phonological Awareness**
- **Phonics**



Grade 2 Phonological Awareness

X. Isolation

c. Medial (phoneme/sound)

Materials: 3 blocks – 2 of the same colour.

Place blocks in a row with a different coloured block in the middle of the row:



Directions: "I'm going to say a word and ask you to tell me the middle sound of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What sound is in the middle of the word cat?" Point to the middle block.

Additional demonstration items: *lid pop ant*

	Assessment 1 Date:		Assessment 2 Date:					
Stimulus	Response	+/-	Response	+/-	Response	+/-	Response	+/-
1. pen								
2. bit								
3. man								
4. top								
5. end								
Total		/5		/5		/5		/5

Grade 2 Phonics Knowledge

Vowel Digraphs (*developmentally appropriate target for term 1 of Grade 2*)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. gain									
2. seat									
3. boat									
4. feet									
5. rain									
Total		/5			/5			/5	

Other Vowels (*developmentally appropriate target for term 1 of Grade 2*)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. soon									
2. high									
3. cry									
4. day									
5. blue									
Total		/5			/5			/5	

R-Controlled Vowels (*developmentally appropriate target for term 2 of Grade 2*)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. car									
2. sort									
3. bird									
4. over									
5. turn									
Total		/5			/5		/5		/5

Diphthongs (*developmentally appropriate target for term 2 of Grade2*)

Directions: Have the child read each word. Say, "Please read these words."

Stimulus	Assessment 1:			Assessment 2:					
	Response	+ or -		Response	+ or -				
1. join									
2. toy									
3. paw									
4. haul									
5. loud									
6. cow									
Total		/5			/5		/5		/5

DRAFT ‘Under Construction’ LITERACY COMPONENT DATA NOT REQUIRED in 2023/2024

Feel Free to Explore



Kindergarten Concepts of Print

Procedure: Choose a simple levelled book (level 2 or B) with 2 lines per page and read it to your class. **Make sure you have explored/taught the concepts of print during shared reading with your students before the first screening.** Assess each student individually. When reassessing, check only the items that were previously unknown, unless a complete reassessment is deemed necessary.

Circle + for correct and – for incorrect	Assessment 1 Date:	Assessment 2 Date:
1. Hand the child the story and say: <i>"Point to where you should start reading."</i>	+ -	+ -
2. Say: <i>"Which way should you go?"</i> Check for knowledge of directionality.	+ -	+ -
3. Check for return sweep.	+ -	+ -
4. Say: <i>"Point to one word on the page."</i>	+ -	+ -
5. Say: <i>"Point to the first letter of a word. Point to the last letter of a word."</i>	+ -	+ -
6. Point to a period and ask: <i>"What is this for?"</i>	+ -	+ -
7. Ask the student to "read" the story to you. Does the child's reading closely match the text?	+ -	+ -
8. Read the story to the child asking him/her to match the words as you read. Was the child able to closely track as you read?	+ -	+ -
9. Ask the child to "reread" the story, tracking as he/she reads. Does the child's reading closely match the text? (Less than 3 errors?)	+ -	+ -
10. Ask the child what the story is about. Does the child understand that print conveys meaning?	+ -	+ -
Total	/10	/10

Mid	
0-6	Emerging
7-10	Proficient
Late	
0-8	Emerging
9-10	Proficient

Grade 1 Concepts of Print

Procedure: Choose a simple levelled book (level 2 or B) with 2 lines per page and read it to your class. **Make sure you have explored/taught the concepts of print during shared reading with your students before the first screening.** Assess each student individually. When reassessing, check only the items that were previously unknown, unless a complete reassessment is deemed necessary.

Circle + for correct and – for incorrect	Assessment 1 Date:
1. Hand the child the story and say: <i>"Point to where you should start reading."</i>	+ -
2. Say: <i>"Which way should you go?"</i> Check for knowledge of directionality.	+ -
3. Check for return sweep.	+ -
4. Say: <i>"Point to one word on the page."</i>	+ -
5. Say: <i>"Point to the first letter of a word. Point to the last letter of a word."</i>	+ -
6. Point to a period and ask: <i>"What is this for?"</i>	+ -
7. Ask the student to "read" the story to you. Does the child's reading closely match the text?	+ -
8. Read the story to the child asking him/her to match the words as you read. Was the child able to track as you read?	+ -
9. Ask the child to "reread" the story, tracking as he/she reads. Does the child's reading closely match the text? (Less than 3 errors?)	+ -
10. Ask the child what the story is about. Does the child understand that print conveys meaning?	+ -

Total	/10
--------------	------------

Early	
0-9	Emerging
10	Proficient

Writing Continuum

"You don't have to write...you get to write."

-Adrienne Gear

Writing Continuum: Kindergarten: The year-end target for Kindergarten is the column in gray



Proficient Emerging Writing						
Drawing as Writing	Scribble/Curly Writing	Scribble/Curly Writing & Letter-Like Symbols	Random & Non-Phonetic Letter Strings	Emerging Writing		Early Writing
				Phonetic Representation	Words with some Phonetic Representation	
Emerging, talking about their writing has yet to develop	- Can talk about their writing with adult support - Responds to questions with single words or phrases	Can talk about writing using a simple sentence	Can talk about writing using a full sentence	- Can talk about writing using at least two connected ideas (e.g., Here is my dad. He is moving the lawn.) - Oral story is connected to drawing and writing	Can talk about writing in more detail (e.g., using more descriptive words, sequencing three or more events)	- Able to tell a short story using some descriptive language and clear sequencing or ideas - Story is directly related to drawing and writing
- Visual - Picture	Draws some forms (e.g., circles, stars) without recognizable picture is evident	- Draws a recognizable picture - Picture may not be clearly connected to the story told and/or written	Draws a recognizable picture that is mostly connected to the story told and/or written	Draws a recognizable picture and includes some details connected to the story (e.g., main character, birthday party, park)	- Draws a full picture including background (e.g., sun, trees, clouds, flowers) - Picture reflects more than one detail from the story (e.g., multiple characters)	- Draws a detailed picture - Drawing may represent more than one event in the story
- Textual - Writing - Writes random scribbles without recognizable symbols or letters	Writes a mixture of scribbles, symbols, and curly writing	Writes a mixture of scribbles, curly writing, symbols, and letters	- Writes strings of letters (often letters from the child's name) - No clear sound-letter correspondence	- Matches at least one sound in most words with an appropriate letter (often the initial phoneme) - May be starting to put spaces between "words" - Writing is clearly connected to oral story and picture - Begins to experiment with periods	- Matches some sounds in most words with an appropriate letter (often the initial phoneme and beginning to write final phoneme) - Inconsistently puts spaces between words - Writing is clearly connected to oral story and picture - Begins to use high frequency words that may be spelled correctly - Inconsistent use of periods - Inconsistent in letter formation, shape, and size	- Matches some sounds in most words with an appropriate letter and can be largely read by others (often the initial phoneme and/or often the final phoneme) - Mixed uppercase and lowercase letters (within words) - Puts spaces between words - Some high frequency words may be spelled correctly - Writing may be conversational (sounds like talk written down) - Writes 1-2 simple sentences using invented spelling - May repeat simple patterns and familiar words - Sometimes uses periods - Consistent in letter formation but inconsistent in shape and size
EDPlan Insight: 1- Fall Target 2- Mid-year Target 3- Year-end Target						

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Writing Continuum: Grade 1: The year-end target for Grade 1 are the columns in grey



	Early Writing		Conventional Writing	
	Invented Spelling	The writing is readable and makes sense. The student can write independently with occasional help	The writing communicates ideas or information with some description and detail. The child is able to write independently	
Meaning/Ideas • Ideas/Topic • Details	• Able to orally tell a short story using descriptive language and clear ideas • Oral story is directly related to drawing and writing	• Writing makes sense, focus may be unclear • Few details	• Writing makes sense and generally focuses around central idea • Some details to develop central idea	• Central idea is clear, and writing makes sense • Simple details that elaborate on the central idea
Style • Sentence Fluency • Word choice • Voice	• Writes 1-2 simple sentences • May repeat simple patterns and familiar words • Writing may be conversational (sounds like talk written down)	• Writes 2-3 simple sentences • Rhythm may be choppy and repetitive • May include descriptive language • Audience awareness is emerging	• Writes several sentences • Rhythm is more mechanical than fluid • Some descriptive language, vocabulary is expanding • Voice is emerging in pictures and text (i.e., speech bubbles, facial expressions & punctuation) • Audience awareness is becoming evident	• Writes several sentences with some variety in sentence length and structure • Fluid rhythm is emerging • Uses some descriptive language, plays with triple scoop words • Takes risks with new words and patterns • Identifiable feelings are present and expressed in the writing (I like, I'm sad, My favourite) • Audience awareness continues to emerge
Form/Organization • Logical organization/sequence	• Draws a detailed picture • Drawing may represent more than one event in the story	• There are detailed pictures that may add information • Sequencing is starting to emerge	• There are detailed pictures that add information • Sequence is taking shape • Contains simple sentences and uses connecting words (and, or, but)	• There are detailed pictures to add interest or information • With support follows form modelled by the teacher (e.g., list, web, letter, non-fiction, adding interesting details) • Writing is logically sequenced • Writing makes sense standing alone • Consistently uses connecting words (and, or, but)
Conventions • Use of phonics • Capitals & lowercase letters • Spelling • Spacing • Punctuation • Legibility	• Matches some sounds in most words with an appropriate letter and can be largely read by others (often the initial phoneme and/or often the final phoneme) • Mixed uppercase and lowercase letters (within words) • Puts spaces between words • Some high frequency words may be spelled correctly • Writing may be conversational (sounds like talk written down) • Writes 1-2 simple sentences using invented spelling • May repeat simple patterns and familiar words • Sometimes uses periods • Consistent in letter formation but inconsistent in shape and size	• Matches most sounds in most words with an appropriate letter • Transitioning to using mostly lowercase letters • Some high frequency and familiar sight words are spelled conventionally • Many new or unfamiliar words are spelled phonetically • Puts spaces between words • Periods are often used but may not always be accurate • Legible printing and correct letter formation is developing	• Uses mostly lowercase letters with uppercase to begin sentences and for names • Uses periods to end most sentences; beginning to use exclamations and question marks when appropriate • Many high frequency and familiar sight words are spelled conventionally (list 1 & 2) are spelled phonetically • New or unfamiliar words are spelled phonetically • Consistently puts spaces between words • Prints legibly and correctly forms letters	• Generally, uses lowercase and uppercase letters correctly to begin sentences and for names • Correctly uses periods and sometimes uses exclamation and question marks when appropriate • Most high frequency and familiar sight words are spelled conventionally (list 1 & 2) • Independently able to apply phonics in spelling unfamiliar words • Legible printing, consistent in formation and size
EDPlan insight:	1 - Fall Target	2 - Mid-year Target	3 - Year-end Target	

Weightings: 1. Meaning is foremost. 2. Style and Form strengthen the meaning. 3. Conventions clarify the communication.

Writing Continuum: Grade 2: The year-end target for Grade 2 is the column in grey



	Conventional Writing			Helpful Teaching Hints
	The writing communicates ideas or information with some description and detail. The student is able to write independently.	The writing offers logical ideas and reactions, but connections are not always clear.	The writing is clear and easy to follow. It offers a series of connected ideas and experiences with some detail.	
Meaning/Ideas • Ideas/Topic • Details	- Central idea is clear, and writing makes sense - Simple details that elaborate on the central idea	- Central idea is clear and developed - Many sentences with some details that elaborate on central idea	- Central idea is clear and well developed - Many sentences with relevant details that elaborate on central idea	- Triple Scoop Words: Refer to page 49 in Addressme Gear's WritingPower (2011). - Voice: Refer to page 48 in Addressme Gear's WritingPower (2011). - Interesting Details: Refer to page 43 in Addressme Gear's WritingPower (2011).
Style • Sentence Fluency • Word choice • Voice	- Writes several sentences with some variety in sentence length, and structure - Fluid rhythm is emerging - Uses some descriptive language; plays with triple scoop words - Takes risks with new words and patterns - Identifiable feelings are present and expressed in the writing (I like, I'm sad, My favourite). - Audience awareness continues to emerge	- Writes several sentences with some variety in sentence beginnings, length, and structure - Rhythm is more fluid than mechanical - Uses descriptive language; triple scoop words enhance the meaning - Writing begins to connect with the audience - Individual expression emerges from the text. - The writer's feelings about the subject are loud and clear	- Writes several sentences. Often varies sentence beginnings, length, and structure. May include compound sentences - Uses descriptive and interesting language to engage the reader - Rhythm is often fluid and pleasant to read aloud - Writing connects with the audience through the use of natural and engaging language (Did you know... Amazingly...) - Writing reflects risk taking with unique phrases and words	
Form/ Organization • Logical organization/sequence • Connecting Words	- Includes detailed pictures that add interest or information - With support follows form modelled by the teacher (e.g., list, web, letter, non-fiction, adding interesting details) - Writing is logically sequenced - Writing makes sense standing alone - Consistently uses connecting words (and or but)	- Independently follows form modelled by the teacher (e.g., list, web, letter, non-fiction, adding interesting details) - May have no opening sentence (starts in the middle) or ends abruptly - Ideas and events are logically connected and sequenced - Uses connecting and transition words (and, but, then, after)	- Independently follows form modelled by the teacher (e.g., list, web, letter, non-fiction, adding interesting details) - Opening sentence introduces the topic/idea - Sequencing is purposeful from start to finish, including beginning, middle, and end - No attempt at paragraphing - Uses some effective connecting and transition words (and, then, so, but, next, later on)	
Conventions • Capitalization • Punctuation • Spelling • Grammar	- Generally, uses lowercase and uppercase letters correctly to begin sentences and form names - Correctly uses periods and sometimes uses exclamation and question marks when appropriate - Most high frequency and familiar sight words are spelled conventionally (list 1 & 2) - Independently able to apply phonics inspelting unfamiliar words - Legible printing, consistent in formation and size	- Correctly uses lowercase and uppercase letters to begin sentences and for names and places - Correctly uses periods and often uses exclamation and question marks when appropriate - All high frequency words are spelled conventionally (list 1 & 2) and beginning to spell list 3 words conventionally - Applies phonics and begins to use spelling patterns to spell unfamiliar words - Some errors in pronouns and verb tense	- Correctly uses lowercase and uppercase letters to begin sentences and for names, places, and titles - Consistently and correctly uses punctuation (periods, exclamation marks and question marks) - May experiment with quotation marks, apostrophes, and commas - All high frequency words are spelled conventionally (list 1 & 2) and spells most of list 3 words conventionally - Applies spelling patterns to spell unfamiliar words - Most pronouns and verb tenses are correct	
EDPlan insight:	1 - Fall Target	2 - Mid-year Target	3 - Year-end Target	

Weighting: 1. Meaning is foremost. 2. Style and Form strengthen the meaning. 3. Conventions clarify the communication.

Writing Continuum: Grade 3: The year-end target for Grade 3 is the column in grey



Conventional Writing				
	The writing is clear and easy to follow. It offers a series of connected ideas and experiences with some detail.	The writing has a clear topic and focus, with related supporting details, reasons, or examples.	The writing is clear and easy to follow. It offers a series of connected ideas and experiences with some detail.	Helpful Teaching Hints
Meaning/Ideas • Ideas/Topic • Details	- Central idea is clear and well developed - Many sentences with relevant details that elaborate on central idea	- Central idea is clear, well developed and elaborated - Enhanced by relevant details	- Central idea is clear, well developed, elaborated, and ideas are fresh and original - Accurate, quality details amplify ideas, images, and feelings	- Voice: Refer to page 48 in Adrienne Gear's Writing Power (2011). - Anchor Lines: Refer to page 47 in Adrienne Gear's Writing Power (2011). - Imagery: Refer to page 83 in Adrienne Gear's Writing Power (2011). - Refer to teacher resource package for an example of writing that illustrates the next step along the writing continuum.
Style • Sentence Fluency • Word choice • Voice	- Writes several sentences. Often varies sentence beginnings, length, and structure. May include compound sentences - Uses descriptive and interesting language to engage the reader - Rhythm is often fluid and pleasant to read aloud - Writing connects with the audience through the use of natural and engaging language (Did you know... Amazingly...) - Writing reflects risk-taking with unique phrases and words	- Writes several sentences with varying sentence beginnings, length, and structure. Often includes compound sentences - Uses varied descriptive language to engage the reader - Rhythm is consistently pleasant to read aloud - Writing clearly connects with the audience through the use of compelling language (A fascinating thing... You'd be shocked... You'd be surprised... Have you ever... All in all...) - Writing reflects an interaction with the reader and shows individual thinking	- Writes several connected sentences on one topic with varied structure. May include compound sentences - Uses varied descriptive language to engage the reader (may experiment with similes and imagery) - The writing connects strongly with the audience through the focus of the topic and selection of relevant details - The writing is personal and engaging	
Form/Organization • Logical organization/sequence • Connecting Words	- Independently follows form modelled by the teacher (e.g., non-fiction, web, events story, anchor line) - Opening sentence introduces the topic/idea - Sequencing is purposeful from start to finish, including a beginning, middle and end - No attempt at paragraphing - Uses some effective connecting and transition words (and, then, so, but, next)	- Independently follows form modelled by the teacher (e.g., web, paragraph, anchor lines, non-fiction, event story) - Beginning attracts, middle works, and ending is present - Sequencing is purposeful from start to finish - May experiment with paragraphs on one topic - Uses a variety of effective connecting and transition words (and, then, so, but, next, first/after, when, because)	- Independently chooses appropriate writing form that suits purpose and audience - Engaging beginning, developed middle, and clear end; sticks to topic - Writing is well organized and ideas may be grouped into paragraphs - Smooth and varied transitions and effective connecting words	
Conventions • Capitalization • Punctuation • Spelling • Grammar	- Correctly uses lowercase and uppercase letters to begin sentences and for names, places, and titles - Consistently and correctly uses basic punctuation (periods, exclamation marks, and question marks) - May experiment with more advanced punctuation (quotation marks, parentheses, apostrophes, and commas) - All high frequency words are spelled conventionally (List 1 & 2) and spells most of List 3 words conventionally - Applies spelling patterns to spell unfamiliar words - Most pronouns and verb tenses are correct	- Capitalization is mostly accurate - Experimenting with advanced punctuation (quotation marks, apostrophes, and commas) - Conventionally spells most high frequency words from lists 1, 2 & 3 - Applies spelling patterns to challenging words and more complex language - Uses correct pronouns and verb tenses; may make occasional errors	- Capitalization is generally accurate - Some accuracy when applying advanced punctuation (quotation marks, apostrophes, commas, and parentheses) - Conventionally spells high frequency words from lists 1, 2, 3 & 4 - Grammar use is generally accurate and adds to the clarity of the writing	
EDPlan insight:	1 - Fall Target	2- Mid-year Target	3 - Year-end Target	

Weightings: 1. Meaning is foremost. 2. Style and Form strengthen the meaning. 3. Conventions clarify the communication.

Additional Resources Section



Words Their Way Primary Spelling Inventory Feature Guide

Words Their Way Primary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: ____ / 26 Feature Points: ____ / 56 Total: ____ / 82 Spelling Stage: _____

SPELLING STAGES →	EMERGENT		LETTER NAME-ALPHABETIC				WITHIN WORD PATTERN			SYLLABLES AND AFFIXES		
	LATE	Initial	Consonants	Final	Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Feature Points	Words Spelled Correctly
Features →												
1. fan	f	n		a								
2. pet	p	t		e								
3. dig	d	g		i								
4. rob	r	b		o								
5. hope	h	p						o-e				
6. wait	w	t						ai				
7. gum	g	m		u								
8. sled				e			sl					
9. stick				i			st					
10. shine						sh		i-e				
11. dream							dr	ea				
12. blade							bl	a-e				
13. coach						ch		oa				
14. fright						ch	fr	igh				
15. chewed									ew	-ed		
16. crawl							cr		aw			
17. wishes						sh				-es		
18. thorn						th			or			
19. shouted						sh			ou	-ed		
20. spoil									oi			
21. growl									ow			
22. third						th			ir			
23. camped										-ed		
24. tries							tr			-ies		
25. clapping										-ppg		
26. riding										-dng		
Totals	17	17	17	17	17	17	17	17	17	17	56	26

Words Their Way Elementary Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____

Words Spelled Correctly: ____ / 25 Feature Points: ____ / 62 Total: ____ / 87 Spelling Stage: ____

SPELLING STAGES →		EMERGENT		LETTER NAME-ALPHABETIC			WITHIN WORD PATTERN			SYLLABLES AND AFFIXES			DERIVATIONAL RELATIONS		
		LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	EARLY	MIDDLE	LATE	
Features →	Consonants		Short Vowels	Digraphs	Blends	Common Long Vowels	Other Vowels	Inflected Endings	Syllable Junctures	Unaccented Final Syllables	Harder Suffixes	Bases or Roots	Feature Points	Words Spelled Correctly	
1. bed	b	d	e												
2. ship		p	i	sh											
3. when			e	wh											
4. lump	l		u		mp										
5. float		t			fl	oa									
6. train		n			tr	ai									
7. place					pl	a-e									
8. drive		v			dr	l-e									
9. bright					br	igh									
10. shopping			o	sh				pping							
11. spoil					sp		oi								
12. serving							er	ving							
13. chewed				ch			ew	ed							
14. carries							ar	ies	rr						
15. marched				ch			ar	ed							
16. shower				sh			ow			er					
17. bottle									tt	le					
18. favor									v	or					
19. ripen									p	en					
20. cellar									ll	ar					
21. pleasure											ure	pleas			
22. fortunate							or				ate	fortun			
23. confident											ent	confid			
24. civilize											ize	civil			
25. opposition											tion	pos			
Totals	17		15	16	17	15	17	15	15	15	15	15	62	25	

Words Their Way Upper-Level Spelling Inventory Feature Guide

Student's Name _____ Teacher _____ Grade _____ Date _____
 Words Spelled Correctly: ____ / 31 Feature Points: ____ / 68 Total: ____ / 99 Spelling Stage: ____

SPELLING STAGES →	WITHIN WORD PATTERN				SYLLABLES AND AFFIXES				DERIVATIONAL RELATIONS			
	EARLY	MIDDLE	LATE		EARLY	MIDDLE	LATE		EARLY	MIDDLE	LATE	
	Blends and Digraphs	Vowels	Complex Consonants	Inflected Endings and Syllable Juncture	Unaccented Final Syllables	Affixes	Reduced Vowels in Unaccented Syllables	Greek and Latin Elements	Assimilated Prefixes	Feature Points	Words Spelled Correctly	
Features →												
1. switch	sw	i	tch									
2. smudge	sm	u	dge									
3. trapped	tr			pped								
4. scrape		a-e	scr									
5. knotted		o	kn	ttd								
6. shaving	sh			ving								
7. squirt		ir	squ									
8. pounce		ou	ce									
9. scratches		a	tch	es								
10. crater	cr			t	er							
11. sailor		ai			or							
12. village				ll	age							
13. disloyal		oy			al	dis						
14. tunnel				nn	el							
15. humor				m	or							
16. confidence						con	fid					
17. fortunate					ate			fortun				
18. visible						ible		vis				
19. circumference						ence		circum				
20. civilization							liz	civil				
Subtotals	/ 5	/ 9	/ 7	/ 8	/ 7	/ 4	/ 2	/ 4	/ 0	/ 46	/ 20	

High Frequency Word Lists

High Frequency Words: Highlight the words that the child can read within 2-3s.
Once a child has mastered all the words in a list then move to the next list.

Initial: Pink
Term 1: Blue
Term 2: Green
Term 3: Yellow



Overview

Year-end Targets from K-2

K	1	2
0-5 = Emerging 6-11 = Developing 12-170 = Proficient	0-57 = Emerging 58-82 = Developing 83-170 = Proficient	0-83 = Emerging 84-169 = Developing 170 = Proficient

*not irregular = These words require early exposure to access a variety of texts therefore have been moved further up the list

Kindergarten

List 1:

a	and	I	is	it	the	to	you	he	she	was	of
---	-----	---	----	----	-----	----	-----	----	-----	-----	----

Grade 1

List 2: CV

go	me	my	we	be	no	so	by
----	----	----	----	----	----	----	----

Irregular/HFW words

come	some	one	put	said	two	*see	*look
fly	why	try					

List 3: Digraphs

that	this	with	then	when	much	them	wish	pick
which								

Irregular/HFW words

where	all	small	call	fall	are	have	into	there	they
want	what	*like	*little	*play					

List 4: Blends

black	thank	think
-------	-------	-------

Irregular/HFW words

who	again	any	could	would	from	give	live	once	walk
were	*good	*her							

List 5: Long Vowel e

take	five	gave	made	these	those	use	white	write	here
make	ate	came	ride						

Irregular/HFW words

because	been	both	buy	old	cold	hold	does	goes	many
pull	full	their							

Grade 2**List 6: Vowel Teams**

please	each	eat	say	may	green	read	right	light	sleep
clean	soon	too	three	keep	away	blue			

Irregular/HFW words

around	very	wash	work	your	done	eight	find	kind
--------	------	------	------	------	------	-------	------	------

List 7: R-Controlled

over	before	first	or	far	hurt	for	under	after	start
------	--------	-------	----	-----	------	-----	-------	-------	-------

Irregular/HFW words

laugh	only	pretty	together	warm
-------	------	--------	----------	------

List 8: Diphthongs

how	round	found	draw	down	brown	new	now	our	out
saw	grow	own	show	know					

List 9: Multisyllabic

every	going	open	always	better	carry	funny	yellow	today
myself	never	seven	other	water	people			

Additional Phonological Awareness, Phonics, and HFW Resources:

(These resources are available in school libraries and/or at the DRC)

- The Next Step Forward in Word Study and Phonics by Jan Richardson
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction by Donald R. Bear
- The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teacher
- Shifting the Balance by Jan Miller Burkins and Kari Yates
- Heggerty Phonemic Awareness Lessons (Pre-K, K, Primary) by Michael Heggerty
- Rime Magic by Sharon Zinke

Phonics & HFW References:

Burkins, J. & Yates, K., (2021). Shifting The Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom. Portsmouth, NH: Stenhouse.

Mesmer, H.A. & Duke, N.K., (2019). Letter Lessons AND First Words: Phonics Foundations That Work. Portsmouth, NH: Heinemann.

Additional Reading Resources:

(These resources are available in school libraries and/or at the DRC)

- The Reading Minilessons (K, Gr. 1, Gr.2, Gr. 3) by Fountas & Pinnell
- The Reading Strategies Book by Jennifer Serravallo
- The Next Step Forward in Guided Reading by Jan Richardson
- The Next Step Forward in Word Study and Phonics by Jan Richardson
- Reading Power by Adrienne Gear
- Nonfiction Reading Power by Adrienne Gear
- Understanding Texts and Readers by Jennifer Serravallo
- A Teacher's Guide to Reading Conferences by Jennifer Serravallo
- Trusting Readers by Hannah Schneewind and Jennifer Scoggin
- The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teacher
- Read, Write, Play, Learn by Lori Jamison Rog
- Shifting the Balance by Jan Miller Burkins and Kari Yates

Additional Writing Resources:

(These resources are available in school libraries and/or at the DRC)

- The Writing Minilessons (K, Gr. 1, Gr.2) by Fountas & Pinnell
- The Writing Strategies Book by Jennifer Serravallo
- The Next Step Forward in Guided Reading by Jan Richardson
- Powerful Writing Structures by Adrienne Gear
- Teaching Writing in Small Groups by Jennifer Serravallo
- A Teacher's Guide to Getting Started with Beginning Writers (Grades K-2) by Katie Wood Ray with Lisa Cleaveland
- Learning to Write and Loving It by Miriam P. Trehearne
- A Teacher's Guide to Writing Conferences by Carl Anderson
- How's it Going? By Carl Anderson
- A Teacher's Guide to Writing Workshop Essentials by Katherine Bomer and Corinne Arens
- Read, Write, Play, Learn by Lori Jamison Rog

Grade 1- End of Year PM Benchmark Reading Record Staple Here

Grade 2- End of Year PM Benchmark Reading
Record Staple Here

Grade 3- End of Year PM Benchmark Reading
Record Staple Here

Kindergarten Year-End Writing Sample Staple Here

Grade 1 Year-End Writing Sample
Staple Here

Grade 2 Year-End Writing Sample
Staple Here

Grade 3 Year-End Writing Sample
Staple Here