

Word study through phonemic awareness, vocabulary, spelling, and phonics activities supports students' development of a working knowledge of the English language—knowledge that students will then apply as they develop into fluent readers and writers.

Due to the integrated nature of English Language Arts (ELA) subjects, several assessments should be used to determine key information and collect data to build a comprehensive picture of each student. Not only will teachers get a picture of the spelling patterns that students are familiar with, but the errors will give key information about how students are thinking about the sounds that letters make together.

Should a higher-level assessment be needed to fully document a student's ability, choose a similar assessment from the Grade 2 or Grade 3 *Daily Lesson Guide*.

Word Study Assessment	ELA Data Collected
Spelling Assessment	spelling, phonemic awareness, phonics, dictation
Oral Vocabulary Assessment	vocabulary, auditory discrimination, vocabulary production, antonyms, synonyms

Vocabulary

ACTIVITY: Oral Vocabulary Assessment

- There are three tasks in the Oral Vocabulary Assessment (Appendix C): vocabulary production, antonyms, and synonyms. It is recommended that all three tasks be assessed even if a student does not show mastery of the previous task because the tasks do not increase in difficulty.

Oral Vocabulary Assessment		
Name:	Date:	Beginning of Year Middle of Year End of Year
Vocabulary Production Task		
<ul style="list-style-type: none"> • Tell the student you would like to talk about word meanings. Ask the student to tell you what the word <i>frivolous</i> means. Discuss the meaning of the word with the student. Ask the child to use the word in a sentence. • Continue with the practice items, and then begin the assessment. • Circle words that students do not define or use in a sentence correctly. 		
Practice Words	frivolous	shale, clear
tablet	hulk	cosin
pool	dive	surprise
bath	smack	steal
		frust
		mountain
Total: /15		
Antonym Task		
<ul style="list-style-type: none"> • Tell the student, "Lots of words have opposites. For example, the opposite of up is down. The opposite of in is out, and the opposite of fat is thin. So, which of these words is the opposite of fat—short, thin, or fat? (thin)" • Read the question and the list of words to the student, placing a check mark next to each correct answer. 		
What is the opposite of <i>up</i> ? (fall, short, whisper)		
What is the opposite of <i>truth</i> ? (lie, tell)		
What is the opposite of <i>sweet</i> ? (grape, sugar, sour)		
What is the opposite of <i>big</i> ? (small, smart, tall)		
What is the opposite of <i>lost</i> ? (shot, found, forgot)		
What is the opposite of <i>round</i> ? (circle, ring, square)		
What is the opposite of <i>loud</i> ? (small, quiet, short)		
What is the opposite of <i>hot</i> ? (cold, summer, breeze)		
What is the opposite of <i>hate</i> ? (kind, love, nice)		
What is the opposite of <i>fast</i> ? (find, soon, follow)		
What is the opposite of <i>child</i> ? (in, adult, lead)		
What is the opposite of <i>float</i> ? (fall, sink, swim)		
Total: /12		

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Synonym Task	
<ul style="list-style-type: none"> • Tell the student, "Lots of times, we can use similar words to mean almost the same thing. For example, a synonym of yelled is shouted. I could use a synonym of smart, such as clever or intelligent. So, which of these words is the synonym of thin—skinny, fat, or tall? (skinny)" • Read the question and the list of words to the student, placing a check mark next to each correct answer. 	
Which word means the same as <i>tall</i> ? (speak, soup, grow)	
Which word means the same as <i>sniff</i> ? (noisy, stinky, loud)	
Which word means the same as <i>give</i> ? (pass, foot, puna)	
Which word means the same as <i>horse</i> ? (puppy, porry, deer)	
Which word means the same as <i>airplane</i> ? (rocket, shuttle, jet)	
Which word means the same as <i>to</i> ? (hi, throw, catch)	
Which word means the same as <i>cat</i> ? (dog, horse, kitten)	
Which word means the same as <i>quilt</i> ? (carpet, bed, blanket)	
Which word means the same as <i>bat</i> ? (chasing, grab, teeth)	
Which word means the same as <i>reach</i> ? (hit, hand, feet)	
Which word means the same as <i>swack</i> ? (look, ring, push)	
Which word means the same as <i>start</i> ? (stop, quit, begin)	
Total:	/12
Mastery Goal: 12/15 or 10/12 in each section	

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- o This assessment should be given individually to each student.
- o If it is not clear whether a student knows the meaning of a word, ask for further explanation or clarification; if the meaning is still not clear, then count that item as wrong and move on.

o Each question may be repeated once if necessary. Gently end the assessment if the child appears to be frustrated with the task.

- To demonstrate mastery in this task, the student should get at least 12/15 or 9/12 correct.

Phonological Awareness

ACTIVITY: Phonological/Phonemic Awareness Assessment

- The assessment provided is designed to specifically assess and document major kindergarten/first-grade skills and indicate readiness by assessing letter discrimination, phonemic awareness, rhyming, and blending. If the child misses more than half of the first five items in any section, then tactfully discontinue the task.
- This assessment should be given individually to each student (except for the Sentence Dictation section, which may be administered to the entire class at the same time).
- Make one copy of each of the following printables for the entire class to use: Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words (Appendix C). Placing the printables in plastic protectors is advised.

Alphabet Recognition—Uppercase

Name the letters from left to right. Skip all numbers.

G	J	X	F
Z	W	3	I
Q	B	C	A
H	2	S	V
R	P	U	T
7	N	E	M
I	L	K	9
Y	O	D	2

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Alphabet Recognition—Lowercase

Name the letters from left to right. Some letters repeat.

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

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Letter/Sound Identification

Read the sounds represented by these letters from left to right.

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

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Decoding Words

Read the following words from left to right. Use tracking.

cot	mat	sent
fail	word	part
brick	guess	few
call	grand	cage
best	long	letter
reach	late	honey
shower	strait	

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Sight Words

Read the following words from left to right. Use tracking.

the	of	and
a	to	in
is	you	that
it	he	was
for	on	are
as	with	his
they	I	at
be	this	or
one		

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