

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.

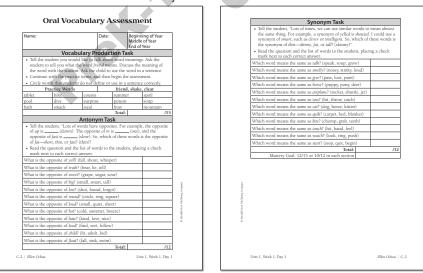
Due to the integrated nature of English Language Arts (ELA) subjects, several assessments should be used to determine key information and collect data to build a comprehensive picture of each student. Not only will teachers get a picture of the spelling patterns that students are familiar with, but the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

Vocabulary

• 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.



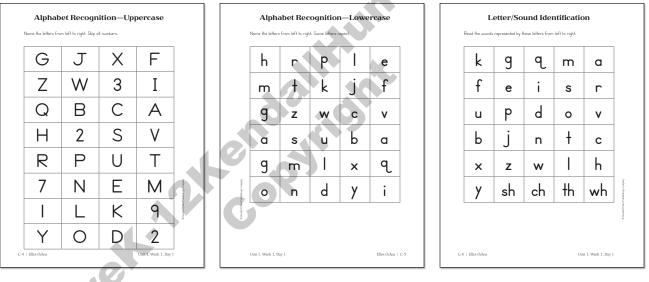
- o This assessment should be given individually to each student.
- o If it is not clear whether a student knows the meaning of a word, ask for further explanation or clarification; if the meaning is still not clear, then count that item as wrong and move on.

- 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.



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

Sight Words Read the fallowing words from left to right. Use broading.								
	the	of	and					
	a	to	in					
	is	you	that					
	it	he	was					
	for	on	are					
	as	with	his					
	they	Ι	at	0 ki nisi likur Nebihing Coopury				
	be	this	or	0 kind thraf				
	one							
C-8 Ellen Ochea Unit 1, Week 1, Day 1								