



**STUDENT:** \_\_\_\_\_ **SCHOOL NAME:** \_\_\_\_\_

**SCHOOL NUMBER:** \_\_\_\_\_ **SCHOOL YEAR:** \_\_\_\_\_

<b>READING AND VIEWING</b>			
<b>Indicator</b>	<b>Date</b>	<b>Comment</b>	<b>Assessment</b>
Recognizes and recalls upper case letters (M)			<ul style="list-style-type: none"> <li>- Individual checklist for recognition</li> <li>- Individual/group worksheet for recall</li> <li>- Shared writing, individual writing</li> </ul>
Recognizes and recalls lower case letters (M)			<ul style="list-style-type: none"> <li>- Individual checklist for recognition</li> <li>- Individual/group worksheet for recall</li> <li>- Shared writing, individual writing</li> </ul>
Understands concept of letter (M)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Sound boxes</li> </ul>
Understands concept of word (C)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Fingerpointing, shared writing, individual writing</li> </ul>
Understands concept of first and last letter of a word (C)			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Shared writing, individual writing</li> <li>- Reading record analysis</li> </ul>
Understands directionality (C) <ul style="list-style-type: none"> <li>- left to right</li> <li>- front and back of book</li> <li>- top to bottom</li> <li>- return sweep</li> <li>- beginning to end</li> </ul>			<ul style="list-style-type: none"> <li>- Concepts About Print</li> <li>- Picture walk of a book without reading, emphasizing these concepts</li> </ul>
Recognizes first and last name (M)			<ul style="list-style-type: none"> <li>- Observation</li> </ul>
Recognizes some personally significant words in context (e.g., mom, dad, love, pet names, names of siblings) (C)			<ul style="list-style-type: none"> <li>- Shared reading</li> <li>- Daily observation</li> </ul>
<b>Year End Reading Record (not necessary for all students)</b>		<b>Instructional Level</b> _____	<b>Accuracy Rate</b> _____

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<b>WRITING AND REPRESENTING</b>			
<b>Indicator</b>	<b>Date</b>	<b>Comment</b>	<b>Assessment</b>
Understands that print carries a message (M)			- Conference after journal or other writing
Understands the difference between drawing and writing (M)			- Conference
Distinguishes between numerals and letters when recording a message (M)			- Shared writing - Interactive writing - Journals, independent writing
Uses drawings, letters, and words to record meaning (C) - spaces between word-like clusters of letters - experiments with punctuation - uses letters to represent the predominant sounds in words - begins to spell some words conventionally			- May / June independent, un-edited writing sample (if students can write an independent message)
Beginning to write and represent simple informational texts (C)			- Simple diagram (e.g., Draw and label the life cycle of a butterfly.) - Picture representation (e.g., Draw a picture of an animal and write a sentence about it.)
<b>Attach May/June Writing Sample</b>			

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<b>SPEAKING AND LISTENING</b>			
<b>Indicator</b>	<b>Date</b>	<b>Comment</b>	<b>Assessment</b>
Expresses feelings and gives examples of experiences (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Show-and-Tell (scheduled)</li> <li>- Newstelling (p. 60-62 First Steps Oral Language Resource Book)</li> </ul>
Begins to ask and respond to questions (M)			<ul style="list-style-type: none"> <li>- Small group discussion (p. 29-32 FS Oral Language Resource Book)</li> <li>- Classroom Observation (p. 152-153 FS Oral Language Resource Book)</li> </ul>
Expresses opinions (e.g., "I like" . . ., "I don't like" ...) (M)			<ul style="list-style-type: none"> <li>- Classroom Observation</li> <li>- Show-and-Tell</li> </ul>
Listens to ideas and opinions of others (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Small group discussion (p. 29-32 FS Oral Language Resource Book)</li> </ul>
Responds to simple directions and instructions (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Barrier Games (p.110 FS Oral Language Resource Book)</li> <li>- Teacher-dictated patterns (e.g., multi-link cubes)</li> </ul>
Gives simple directions and instructions (C)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Barrier Games (p.110 FS Oral Language Resource Book)</li> <li>- Group Barrier Games (p.115-117 FS Oral Language Resource Book)</li> </ul>
Demonstrates awareness of social conventions in group work and co-operative play (M)			<ul style="list-style-type: none"> <li>- Classroom observation</li> <li>- Social Conventions (p. 51-52 FS Oral Language Resource Book)</li> <li>- Me Working with a Group (Discovery Links Social Studies)</li> </ul>
Engages in simple oral presentations (C)			<ul style="list-style-type: none"> <li>- Show-and-Tell</li> <li>- Newstelling (p. 60-62 FS Oral Language Resource Book)</li> <li>- Oral Report Assessment Master (Discovery Links Social Studies, p. 34)</li> </ul>