

Reading
(Concepts of Print)

Academic Standard: TLW demonstrate Concepts of Print in shared or individual settings for multiple purposes, using a variety of texts.

A. TLW recognize, identify and explain punctuation.

Directions: Follow the instructions and answer the questions below.

Concepts of Print Checklist

	Correct Response	Not Yet
1. Point to a period on this page. When would you use it? _____ _____	_____	_____
2. Point to a question mark on this page. When would you use it? _____ _____	_____	_____
3. Point to an exclamation point on this page. When would you use it? _____ _____	_____	_____
4. Point to a quotation mark on this page. When would you use it? _____ _____	_____	_____
5. Point to a comma on this page. When would you use it? _____ _____	_____	_____

Criteria: Adherence to *Concepts of Print Checklist*
Proficiency: 100%

Reading (Read Stories for Meaning)

Academic Standard: *TLW read stories with fluency and expression from a leveled set of books, using selected reading strategies to construct meaning.*

A. TLW read stories fluently and with expression, using reading strategies to construct meaning.

Directions: Read a book/passage.

Strategy Analysis Checklist

Progress	Yes	In
1. Uses phonics clues	_____	_____
2. Uses picture clues	_____	_____
3. Uses text clues	_____	_____
4. Uses structure clues (grammar)	_____	_____
5. Reads sight words fluently	_____	_____
6. Self-monitors to correct or confirm	_____	_____
7. Self-corrects	_____	_____
8. Reads fluently	_____	_____
9. Reads expressively	_____	_____
10. Asks questions to build comprehension	_____	_____

Criteria: Running Record or *Strategy Analysis Checklist* as determined by the district
Proficiency: 90% or above on the Running Record
 8 out of 10 on *Strategy Analysis Checklist*

B. TLW illustrate the sequence of events or retell the story read in Part A.

Directions: Think about the story you just read. Either retell the story or draw pictures about the things that happened in the story. Be sure to include the setting, the characters, the problem, and the solution.

Criteria: Student understands and can communicate story.
Proficiency: Retelling or illustrations are reasonable and make sense.

Reading (Read Stories to Identify Elements)

Academic Standard: TLW read stories from various genres, focusing on setting, characters, problem, solution, genre and theme.

- A. TLW identify the elements of a story by completing a story map with illustrations and/or written text to represent each element.

Directions: Read a story and complete a story map with pictures and/or words. (Teacher may use A Story Map Resource as the assessment page.)

Criteria: Completion of story map
Proficiency: 100% for mastery

Reading
(Increase Fluency - Construct Meaning)

Academic Standard: TLW increase fluency and construct meaning by incorporating phonetic skills to include selected word families, consonants, and vowel sounds while reading.

- A. TLW independently read aloud a developmentally appropriate passage to demonstrate fluency and understanding.

Directions: Read this passage aloud and tell me what it means (teacher should choose appropriate passages to assess students for fluency and understanding).

Criteria: Assessment is scored with a running record, a miscue analysis, or oral reading inventory.
Proficiency: 90%

- B. TLW read a developmentally appropriate word list.

Directions: Read this list of words to me.

Name: _____ Date: _____

back	black	sail	hug
tail	snail	rake	grump
pale	name	plan	bunk
blank	vat	trap	dunk
zap	splash	flat	truck
hat	date	straw	spot
play	stray	wheat	core
spell	crest	nice	drop
hide	might	night	crop
spill	chill	thin	poke
shine	swing	ring	lock
think	sip	split	clock

Criteria: Correct identification of decodable words
Proficiency: 100%

Listening
(Listen to-Retell Short Stories)

Academic Standard: TLW listen to and retell short stories, using multiple responses.

A. TLW orally, visually, or artistically retell a story.

Directions: Listen to a story and retell it. Tell what you think about the story.

Story Retelling Checklist

	Elaborate	Moderate	Minimal
1. Accurately retells important ideas	_____	_____	_____
2. Provides information about characters	_____	_____	_____
3. Describes the setting	_____	_____	_____
4. Includes a summary statement	_____	_____	_____
5. Tells the problem and solution	_____	_____	_____
6. Connects personal knowledge to the story	_____	_____	_____

Criteria: Guidelines for summary retellings are followed
Proficiency: Ratings of Elaborate or Moderate on *Story Retelling Checklist*

My Story Report

Directions: Read a favorite story and write a summary of the story describing the important events, characters, setting, problem, and solution. Then, on the back of this paper, draw a picture describing what happened in the story.

Story Title: _____

Author: _____

My Report: _____
