Phonological and Phonemic Awareness Record Sheet

Name: _____   Date: _____

Behaviours and Strategies	Prompts	Observations
Joins in with rhythmic poems and songs, and repeats some from memory	• Let's say (sing) this together.	
Locates rhymes and generates rhymes for a range of rhyming patterns	• Can you hear which words rhyme? • Can you think of some words that rhyme with…?	
Claps/chants/sings syllables in words	• Let's clap (sing/say) this word in parts.	
Orally segments one-vowel words into onsets and rimes (e.g., *t–op*)	• Let's say this word slowly so it sounds like *t–op*. can you hear the first part…the last part?	
Orally slows down speech to segment sentences into words (e.g., *This–is–my–Mom*)	• Let's speak slowly so we can hear spaces between the words.	
Orally stretches words and breaks them into phonemes (e.g., *w–i–sh*)	• Let's say the words a slowly as a snail and hear all the sounds.	
Orally blends phonemes into words (e.g., w–i–sh = *wish*)	• I'm going to say the word slowly. Can you slide the sounds together and tell me the word?	
Manipulates phonemes to create new words (e.g., *king* to *bring* and *dot* to *dog*)	• Let's change the first sound.… • Let's change the last sound.…	
Recognizes phonemes in medial positions in words (e.g., knows *man* and *cap* have the same medial sound)	• Clap when you hear two words that sound the same in the middle.	

Letter Knowledge Record Sheet

Name: _____ Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
Recognizes familiar letters in a variety of contexts (e.g., Marlin points to the "M" in Monday on the calendar and notes that it starts the same way as his name)	• Where have you seen that letter before? (may be the first letter in the child's name) • You keep seeing "s" (or another letter) everywhere.	
Recognizes all uppercase letters	• Can you tell me the letter names? • Do you know the sound the letter makes? • Can you tell me a word that starts with the same letter?	
Recognizes all lowercase letters	• Can you tell me the letter names? • Do you know the sound the letter makes? • Can you tell me a word that starts with the same letter?	

Writing

Behaviours and Strategies	Prompts	Observations
Prints all uppercase letters	• Can you print ––– (name the letters)? Make them small letters.	
Prints all lowercase letters	• Can you print ––– (name the letters)? Make them capital letters.	

High-Frequency Words Record Sheet

Name: _____ Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
Recognizes all classmates' names	• Can you show me where it says _____'s name? • Whose name is this?	
Recognizes many words on charts, poems, and labels around the classroom	• What is that word? • How does that label help us? What does it say? • Have you seen that word anywhere else?	
Recognizes the grade one high-frequency words	• Is that a Word Wall word? • Does it look right? Where do you see it on the Word Wall?	

Writing

Behaviours and Strategies	Prompts	Observations
Prints own name and the names of friends, family members, and favourite things	• Write your name. What other names can you write? (prompt e.g., Can you write *Mom*, etc?)	
Spells many of the high-frequency words on the grade one list and all the high-frequency words on the kindergarten list	• Can you write these Word Wall words? (Name a few) • I see your writing has lots of Word Wall words in it, and you spelled them correctly. (reinforcement)	

   Literacy Place for the Early Years – Grade One

Word Solving and Building Record Sheet

Name: _____   Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
Associates sounds to single consonants and some consonant clusters (e.g., "gr," "st," "bl," "sh")	• What sound does that letter make? or What sound do those letters make? (for consonant clusters) • Get your mouth ready to say the first sound. • What sound would you expect at the beginning of the word?	
Associates sounds to most vowels within the context of words (e.g., "o" in *got*)	• Does that sound right? Look at the middle of the word. • Check all the letters.	
Reads some words with silent letters (may need support)	• What would make sense there? • Would that sound right? • That's right we don't say all of the letters in this word. That one is silent. (reinforcement)	
Uses word-pattern similarities to work out unfamiliar words when reading (e.g., recalls "ice" pattern to spell *nice*)	• Does it look right? • Check all the letters. • Do you see a part you know? • Do you know a word with the same chunk in it?	
Reads words with simple inflected endings (e.g., *play–ing, play–ed*): may need some support	• Look at the ending and see if it sounds right to you.	
Reads words with r-controlled vowels (e.g., *car, first, hard*)	• Does it look right? • Check all the letters.	
May notice that some words sound the same but have different meanings and spellings	• Yes they sound the same (*sail/sale*) but they look different and mean different things. *Sail* means a sail on a boat … etc.	
Is beginning to read common contractions	• That's a short way of writing "do not." • Did that sound right? • Would you say it that way?	

Word Solving and Building Record Sheet (cont.)

Name: _____ Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
Reads some compound words	• How did you work out that word? • You noticed the first part of the word said *snow* and then you checked the last part (*man*). • That's a long word made from two short ones.	
Reads some two- to three-syllable words	• I like the way you chunked that word (*yes-ter-day*). Can you run the chunks together to make a word that would make sense there? • Look at all the letters. What do you see in the beginning (middle/end) part of the word?	

Writing

Behaviours and Strategies	Prompts	Observations
Uses letter-sound associations for spellings	• Think of the first sound in the word. • Get your mouth ready to say the word. • What is the sound at the end of the word? • What is/are the sound (or sounds) in the middle of the word?	
Is using vowel sounds in spellings	• That word looks right and sounds right. • I like the way you put a vowel in this word. Every word needs a vowel. • Say the word very slowly. What are you hearing in the middle?	
Is beginning to use some visual patterns for spellings	• That looks right. • Does that look like a word you know? • Does that part of the word look like a pattern you know?	

Word Solving and Building Record Sheet (cont.)

Name: _____   Date: _____

Writing

Behaviours and Strategies	Prompts	Observations
Uses word-pattern knowledge in spelling (e.g., spells *hen* and *Ben* using the "en" word pattern)	• Does it look like a word you know? • Look at the pattern at the end of the word	
Spells a few compound words	• How did you work out *snowball*? • It's a long word made from two small ones. What's the first part of the word? Can you spell that? Now try the second part. (*doghouse*)	
Uses simple inflected endings (e.g., makes *do* into *doing*)	• Read it to me. Does that sound right? • What does it need at the end of that word?	
Uses regular plurals by adding an "s"	• Remember to put an "s" on the end of the word when there's more than one. Read it to me and see where you need the "s." • Good, you put an "s" on *cats* because there were three of them. (reinforcement)	

Language Predictability Record Sheet

Name: _____   Date: _____

Reading

Behaviours and Strategies	Prompts	Observations
Uses context and picture cues to work out some word meanings in Read Aloud, Shared Reading, and Guided Reading	• Look at the picture to see what would make sense. • Does that fit with the rest of the story? • What would make sense here?	
Predicts meaningful and grammatically appropriate words for cloze gaps in Shared Reading, and for contextual word predictions in Guided Reading	• Remember, words have to make sense and sound right. • Does that make sense? • Is that a word you know? • Does that sound right? • Can you say it that way?	
Integrates meaning and grammatic cues with visual-sound cues (e.g., initial and final letters, and rimes) for contextual word predictions in reading (will need some support)	• Does that check out? Look at all the letters. • Does it look right? • Now does it make sense, sound right, and look right?	
Uses language strategies (e.g., reads ahead and rereads) to support predictions for unfamiliar words in context	• Keep reading to the end of the sentence and see what would make sense. • Try reading that again and check that part. It needs to make sense and sound right.	

Writing

Behaviours and Strategies	Prompts	Observations
Is aware of some graphic generalizations in spelling (e.g., each word needs a vowel, "y" can sometimes serve as a vowel in spellings)	• Remember, every word needs a vowel. (reminder) • You know every word needs a vowel. (reinforcement) • There's a silent letter in this word. (reminder) • You remembered the silent letter. (reinforcement) (For other graphic generalizations appropriate for grade one see page 15 in the *Working with Words Guide*.)	

© 2006 Scholastic Canada Ltd.   **Literacy Place for the Early Years – Grade One**