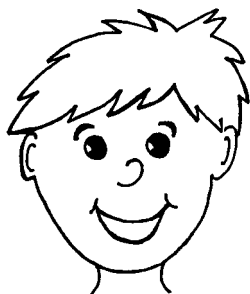


Smart Start in Language Arts Evaluation Sheets:



**Writing
Spelling
Reading**

Note: Sight word and phonetic evaluations are administered by writing each sight word/phoneme on a flashcard and testing each child orally and individually. *Reading evaluations should be administered one on one. Using an informal reading inventory for the assessment is preferred.

1. Classroom Reading Inventory

by Nicholas J. Silvaroli
-outdated stories and pictures
ISBN 0-697-06179-5

2. Informal Reading Inventory

by Burns and Roe
-educational psychologists use this widely as a standard
ISBN 0-395-43202-2

3. Basic Reading Inventory

by Jerry L. Johns
-longer passages
-has narrative as well as informational selections
ISBN 0-8403-6279-X

4. Alternative Assessment Techniques for Reading & Writing

by Wilma H. Miller
-topics are very appropriate for primary students
(my personal favorite)
ISBN 0-87628-141-2

<u>Sentence Writing</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Spaces between words.				
2. Sentence makes grammatical sense				
3. Using capitals and periods				
4. Uses a noun and verb with: *helping verb as needed *proper verb endings as required: ing, s, es, ed				
5. Expanding vocabulary with choices that are provided				
© by J. Moore				

<u>Sentence Writing</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Spaces between words.				
2. Sentence makes grammatical sense				
3. Using capitals and periods				
4. Uses a noun and verb with: *helping verb as needed *proper verb endings as required: ing, s, es, ed				
5. Expanding vocabulary with choices that are provided				
© by J. Moore				

<u>Sentence Writing</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Spaces between words.				
2. Sentence makes grammatical sense				
3. Using capitals and periods				
4. Uses a noun and verb with: *helping verb as needed *proper verb endings as required: ing, s, es, ed				
5. Expanding vocabulary with choices that are provided				
© by J. Moore				

<u>Sentence Writing</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Spaces between words.				
2. Sentence makes grammatical sense				
3. Using capitals and periods				
4. Uses a noun and verb with: *helping verb as needed *proper verb endings as required: ing, s, es, ed				
5. Expanding vocabulary with choices that are provided				
© by J. Moore				

<u>Paragraph Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words					
2. Writes in proper sentences					
3. Using capitals and periods					
4. Topic sentence, supporting details, and conclusion					
5. Expanding vocabulary with choices that are provided					
6. Varying Sentence Starters who, what, where, when, why, how					
7. Indenting first sentence					

<u>Paragraph Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words					
2. Writes in proper sentences					
3. Using capitals and periods					
4. Topic sentence, supporting details, and conclusion					
5. Expanding vocabulary with choices that are provided					
6. Varying Sentence Starters who, what, where, when, why, how					
7. Indenting first sentence					

<u>Paragraph Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words					
2. Writes in proper sentences					
3. Using capitals and periods					
4. Topic sentence, supporting details, and conclusion					
5. Expanding vocabulary with choices that are provided					
6. Varying Sentence Starters who, what, where, when, why, how					
7. Indenting first sentence					

<u>Paragraph Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words					
2. Writes in proper sentences					
3. Using capitals and periods					
4. Topic sentence, supporting details, and conclusion					
5. Expanding vocabulary with choices that are provided					
6. Varying Sentence Starters who, what, where, when, why, how					
7. Indenting first sentence					

Poetry Writing		Date: _____			
Name _____					
	yes	usually	sometimes	not yet	
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals, commas, periods					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

Poetry Writing		Date: _____			
Name _____					
	yes	usually	sometimes	not yet	
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals, commas, periods					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

Poetry Writing		Date: _____			
Name _____					
	yes	usually	sometimes	not yet	
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals, commas, periods					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

Poetry Writing		Date: _____			
Name _____					
	yes	usually	sometimes	not yet	
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals, commas, periods					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

<u>Creative Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals and periods.					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

© by J. Moore

<u>Creative Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals and periods.					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

© by J. Moore

<u>Creative Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals and periods.					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

© by J. Moore

<u>Creative Writing</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Spaces between words.					
2. Writes in thoughts.					
3. Ideas follow a logical sequence of events.					
4. Using capitals and periods.					
5. Expanding vocabulary with choices that are provided.					
6. Sentences make sense grammatically.					

© by J. Moore

<u>Printing Evaluation</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Holds pencil correctly.					
2. Forms letters from top to bottom.					
3. Places letters in printing house.					
4. Reversals: Yes No Sometimes					
Letters/Numbers reversed are: _____					
Note:					
Prior to printing p , q , d , b teach the child to make the sound of the letter. For d and q the mouth starts open to form the sound, thus when forming the letter begin with a circle to represent the open mouth and end with a line. In b and p the mouth starts closed when forming the sound. Therefore, the letter b or p begin with a line which is used to represent the closed mouth.					
© by J. Moore					

<u>Printing Evaluation</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Holds pencil correctly.					
2. Forms letters from top to bottom.					
3. Places letters in printing house.					
4. Reversals: Yes No Sometimes					
Letters/Numbers reversed are: _____					
Note:					
Prior to printing p , q , d , b teach the child to make the sound of the letter. For d and q the mouth starts open to form the sound, thus when forming the letter begin with a circle to represent the open mouth and end with a line. In b and p the mouth starts closed when forming the sound. Therefore, the letter b or p begin with a line which is used to represent the closed mouth.					
© by J. Moore					

<u>Printing Evaluation</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Holds pencil correctly.					
2. Forms letters from top to bottom.					
3. Places letters in printing house.					
4. Reversals: Yes No Sometimes					
Letters/Numbers reversed are: _____					
Note:					
Prior to printing p , q , d , b teach the child to make the sound of the letter. For d and q the mouth starts open to form the sound, thus when forming the letter begin with a circle to represent the open mouth and end with a line. In b and p the mouth starts closed when forming the sound. Therefore, the letter b or p begin with a line which is used to represent the closed mouth.					
© by J. Moore					

<u>Printing Evaluation</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Holds pencil correctly.					
2. Forms letters from top to bottom.					
3. Places letters in printing house.					
4. Reversals: Yes No Sometimes					
Letters/Numbers reversed are: _____					
Note:					
Prior to printing p , q , d , b teach the child to make the sound of the letter. For d and q the mouth starts open to form the sound, thus when forming the letter begin with a circle to represent the open mouth and end with a line. In b and p the mouth starts closed when forming the sound. Therefore, the letter b or p begin with a line which is used to represent the closed mouth.					
© by J. Moore					

Fine Motor		Date: _____			
Name _____		yes usually sometimes not yet			
1. Neat printing.					
2. Colours neatly and inside the lines					
3. Draws two dimensional animals and people (not stick characters).					
4. Cuts easily on the line.					
5. Folds paper easily for crafts.					
6. Can tie shoes & zip snow pants/coat.					
NOTE: Fine motor skills can be improved by playing keys on the piano to strengthen individual fingers and through cutting. Kumon has an excellent cutting book available at INDIGO/CHAPTERS entitled <u>My First Book of Cutting</u>					

Fine Motor		Date: _____			
Name _____		yes usually sometimes not yet			
1. Neat printing.					
2. Colours neatly and inside the lines					
3. Draws two dimensional animals and people (not stick characters).					
4. Cuts easily on the line.					
5. Folds paper easily for crafts.					
6. Can tie shoes & zip snow pants/coat.					
NOTE: Fine motor skills can be improved by playing keys on the piano to strengthen individual fingers and through cutting. Kumon has an excellent cutting book available at INDIGO/CHAPTERS entitled <u>My First Book of Cutting</u>					

Fine Motor		Date: _____			
Name _____		yes usually sometimes not yet			
1. Neat printing.					
2. Colours neatly and inside the lines					
3. Draws two dimensional animals and people (not stick characters).					
4. Cuts easily on the line.					
5. Folds paper easily for crafts.					
6. Can tie shoes & zip snow pants/coat.					
NOTE: Fine motor skills can be improved by playing keys on the piano to strengthen individual fingers and through cutting. Kumon has an excellent cutting book available at INDIGO/CHAPTERS entitled <u>My First Book of Cutting</u>					

Fine Motor		Date: _____			
Name _____		yes usually sometimes not yet			
1. Neat printing.					
2. Colours neatly and inside the lines					
3. Draws two dimensional animals and people (not stick characters).					
4. Cuts easily on the line.					
5. Folds paper easily for crafts.					
6. Can tie shoes & zip snow pants/coat.					
NOTE: Fine motor skills can be improved by playing keys on the piano to strengthen individual fingers and through cutting. Kumon has an excellent cutting book available at INDIGO/CHAPTERS entitled <u>My First Book of Cutting</u>					

Organizational Skills Date: _____				
Name _____				
	yes	usually	sometimes	not yet
1. Follows verbal instructions.				
2. Keeps track of own classroom materials such as a pencil.				
3. Keeps desk tidy.				
4. Takes home notices, daily work, and returns permission slips on time.				
5. Keeps track of shoes, boots, coat, snow pants, mittens, hat, scarf, backpack and lunch kit				

Organizational Skills Date: _____				
Name _____				
	yes	usually	sometimes	not yet
1. Follows verbal instructions.				
2. Keeps track of own classroom materials such as a pencil.				
3. Keeps desk tidy.				
4. Takes home notices, daily work, and returns permission slips on time.				
5. Keeps track of shoes, boots, coat, snow pants, mittens, hat, scarf, backpack and lunch kit				

Organizational Skills Date: _____				
Name _____				
	yes	usually	sometimes	not yet
1. Follows verbal instructions.				
2. Keeps track of own classroom materials such as a pencil.				
3. Keeps desk tidy.				
4. Takes home notices, daily work, and returns permission slips on time.				
5. Keeps track of shoes, boots, coat, snow pants, mittens, hat, scarf, backpack and lunch kit				

Organizational Skills Date: _____				
Name _____				
	yes	usually	sometimes	not yet
1. Follows verbal instructions.				
2. Keeps track of own classroom materials such as a pencil.				
3. Keeps desk tidy.				
4. Takes home notices, daily work, and returns permission slips on time.				
5. Keeps track of shoes, boots, coat, snow pants, mittens, hat, scarf, backpack and lunch kit				

<u>Class Participation</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Listens attentively during story time and teaching lessons.				
2. Volunteers answers.				
3. Can answer questions when called upon.				
4. Stands in front of class to orally share own ideas/show & tell, etc.				
5. Adds ideas to class discussions.				

<u>Class Participation</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Listens attentively during story time and teaching lessons.				
2. Volunteers answers.				
3. Can answer questions when called upon.				
4. Stands in front of class to orally share own ideas/show & tell, etc.				
5. Adds ideas to class discussions.				

<u>Class Participation</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Listens attentively during story time and teaching lessons.				
2. Volunteers answers.				
3. Can answer questions when called upon.				
4. Stands in front of class to orally share own ideas/show & tell, etc.				
5. Adds ideas to class discussions.				

<u>Class Participation</u>	Date: _____			
Name _____	yes	usually	sometimes	not yet
1. Listens attentively during story time and teaching lessons.				
2. Volunteers answers.				
3. Can answer questions when called upon.				
4. Stands in front of class to orally share own ideas/show & tell, etc.				
5. Adds ideas to class discussions.				

<u>Social Interactions</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Cooperates in a small group					
2. Shares materials with others					
3. Follows game rules					
4. Takes turns					
5. Makes eye contact					
6. Able to solve small problems					
7. Enjoys playing with others					

<u>Social Interactions</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Cooperates in a small group					
2. Shares materials with others					
3. Follows game rules					
4. Takes turns					
5. Makes eye contact					
6. Able to solve small problems					
7. Enjoys playing with others					

<u>Social Interactions</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Cooperates in a small group					
2. Shares materials with others					
3. Follows game rules					
4. Takes turns					
5. Makes eye contact					
6. Able to solve small problems					
7. Enjoys playing with others					

<u>Social Interactions</u>		Date: _____			
Name _____		yes	usually	sometimes	not yet
1. Cooperates in a small group					
2. Shares materials with others					
3. Follows game rules					
4. Takes turns					
5. Makes eye contact					
6. Able to solve small problems					
7. Enjoys playing with others					

Sight Word Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

Colour Words:

green red brown black yellow
blue orange purple white

Sight Words:

see I can the me play like and work
a is you to we that in for at
with it on put are of this your as
but be have he they one good about © by J. Moore

Sight Word Evaluation

Days 1 to 35

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

Colour Words:

green red brown black yellow
blue orange purple white

Sight Words:

see I can the me play like and work
a is you to we that in for at
with it on put are of this your as
but be have he they one good about © by J. Moore

Sight Word Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

Colour Words:

green red brown black yellow
blue orange purple white

Sight Words:

see I can the me play like and work
a is you to we that in for at
with it on put are of this your as
but be have he they one good about © by J. Moore

Sight Word Evaluation

Days 1 to 35

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

Colour Words:

green red brown black yellow
blue orange purple white

Sight Words:

see I can the me play like and work
a is you to we that in for at
with it on put are of this your as
but be have he they one good about © by J. Moore

Sight Word Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

had look some up her do so come here my
said very draw all colour would surprise could
something should any new been out there
were from picture day funny go
then little us no him by was
says come get boy girl little has
build how

© by J. Moore

Sight Word Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

had look some up her do so come here my
said very draw all colour would surprise could
something should any new been out there
were from picture day funny go
then little us no him by was
says come get boy girl little has
build how

© by J. Moore

Sight Word Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

had look some up her do so come here my
said very draw all colour would surprise could
something should any new been out there
were from picture day funny go
then little us no him by was
says come get boy girl little has
build how

© by J. Moore

Sight Word Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Words have not yet been mastered.

had look some up her do so come here my
said very draw all colour would surprise could
something should any new been out there
were from picture day funny go
then little us no him by was
says come get boy girl little has
build how

© by J. Moore

Sight Word Evaluation Days 71 to 105

© by J. Moore

Name _____ Date: _____

Highlighted Words have not yet been mastered.

our	what	who	where	there
know	why	sure	says	walk
their	ready	tough	both	idea
people	heart	father	mother	nice
laugh	fancy	because	wanted	pudgy
away	long	usual	does	usually
old	talk	walk	after	again

Sight Word Evaluation Days 71 to 105

© by J. Moore

Name _____ Date: _____

Highlighted Words have not yet been mastered.

our	what	who	where	there
know	why	sure	says	walk
their	ready	tough	both	idea
people	heart	father	mother	nice
laugh	fancy	because	wanted	pudgy
away	long	usual	does	usually
old	talk	walk	after	again

Sight Word Evaluation Days 71 to 105

© by J. Moore

Name _____ Date: _____

Highlighted Words have not yet been mastered.

our	what	who	where	there
know	why	sure	says	walk
their	ready	tough	both	idea
people	heart	father	mother	nice
laugh	fancy	because	wanted	pudgy
away	long	usual	does	usually
old	talk	walk	after	again

Sight Word Evaluation Days 71 to 105

© by J. Moore

Name _____ Date: _____

Highlighted Words have not yet been mastered.

our	what	who	where	there
know	why	sure	says	walk
their	ready	tough	both	idea
people	heart	father	mother	nice
laugh	fancy	because	wanted	pudgy
away	long	usual	does	usually
old	talk	walk	after	again

Sight Word Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Words have not yet been mastered.

© by J. Moore

saw	many	give	thanks	full
out	beautiful	called	children	enough
heard	though	sign	put	friend
telephone	cough	rough	school	pretty
few	today	busy	action	long
sang	didn't	won't	find	guess
daughter	catch	secret	write	tiger

Sight Word Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Words have not yet been mastered.

© by J. Moore

saw	many	give	thanks	full
out	beautiful	called	children	enough
heard	though	sign	put	friend
telephone	cough	rough	school	pretty
few	today	busy	action	long
sang	didn't	won't	find	guess
daughter	catch	secret	write	tiger

Sight Word Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Words have not yet been mastered.

© by J. Moore

saw	many	give	thanks	full
out	beautiful	called	children	enough
heard	though	sign	put	friend
telephone	cough	rough	school	pretty
few	today	busy	action	long
sang	didn't	won't	find	guess
daughter	catch	secret	write	tiger

Sight Word Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Words have not yet been mastered.

© by J. Moore

saw	many	give	thanks	full
out	beautiful	called	children	enough
heard	though	sign	put	friend
telephone	cough	rough	school	pretty
few	today	busy	action	long
sang	didn't	won't	find	guess
daughter	catch	secret	write	tiger

Phonics Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Sounds/Word Keys have not yet been mastered.

Short Vowels:

a (cat) e (pet) i (sit) o (pot) u (mug)

Word Keys (two letters that form a single sound when side by side)

ee ow (brown) ck ow (yellow) ue
qu sh th ch wh
or ur

© by J. Moore

Consonants:

s m t h r b
f g n p s d
L v j x (ks) w y
c k z q

Phonics Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Sounds/Word Keys have not yet been mastered.

Short Vowels:

a (cat) e (pet) i (sit) o (pot) u (mug)

Word Keys (two letters that form a single sound when side by side)

ee ow (brown) ck ow (yellow) ue
qu sh th ch wh
or ur

© by J. Moore

Consonants:

s m t h r b
f g n p s d
L v j x (ks) w y
c k z q

Phonics Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Sounds/Word Keys have not yet been mastered.

Short Vowels:

a (cat) e (pet) i (sit) o (pot) u (mug)

Word Keys (two letters that form a single sound when side by side)

ee ow (brown) ck ow (yellow) ue
qu sh th ch wh
or ur

© by J. Moore

Consonants:

s m t h r b
f g n p s d
L v j x (ks) w y
c k z q

Phonics Evaluation Days 1 to 35

Name: _____ Date: _____

Highlighted Sounds/Word Keys have not yet been mastered.

Short Vowels:

a (cat) e (pet) i (sit) o (pot) u (mug)

Word Keys (two letters that form a single sound when side by side)

ee ow (brown) ck ow (yellow) ue
qu sh th ch wh
or ur

© by J. Moore

Consonants:

s m t h r b
f g n p s d
L v j x (ks) w y
c k z q

Phonics Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***silent e words**

long vowel a (make)
long vowel e (here)
long vowel i (time)
long vowel o (rope)
long vowel u (cute)

***two vowels together**

ee
ea
ai
oa
ue
ui
oo

***ghost words (silent gh)**

e.g. light, sigh

***word families**

***y at end of one beat word (cry)** ay ook ight

***y at end of two beat word (baby)**

© by J. Moore

Phonics Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***silent e words**

long vowel a (make)
long vowel e (here)
long vowel i (time)
long vowel o (rope)
long vowel u (cute)

***two vowels together**

ee
ea
ai
oa
ue
ui
oo

***ghost words (silent gh)**

e.g. light, sigh

***word families**

***y at end of one beat word (cry)** ay ook ight

***y at end of two beat word (baby)**

© by J. Moore

Phonics Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***silent e words**

long vowel a (make)
long vowel e (here)
long vowel i (time)
long vowel o (rope)
long vowel u (cute)

***two vowels together**

ee
ea
ai
oa
ue
ui
oo

***ghost words (silent gh)**

e.g. light, sigh

***word families**

***y at end of one beat word (cry)** ay ook ight

***y at end of two beat word (baby)**

© by J. Moore

Phonics Evaluation Days 36 to 70

Name: _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***silent e words**

long vowel a (make)
long vowel e (here)
long vowel i (time)
long vowel o (rope)
long vowel u (cute)

***two vowels together**

ee
ea
ai
oa
ue
ui
oo

***ghost words (silent gh)**

e.g. light, sigh

***word families**

***y at end of one beat word (cry)** ay ook ight

***y at end of two beat word (baby)**

© by J. Moore

Phonics Evaluation Days 71 to 105

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***r-controlled vowels**

ar
er
ir
ur
or

***word families**

ook

word key review

ck at end of one beat words with short vowels (stick)

ue, ui, oo

***word endings:**

ing, es, s, ed (d, t, ed)

***new word keys**

ce, ci, cy

ge, gi, gy

oi, oy

ue, ew

ui, oo

exceptions

*ea sometimes says short sound e in words like *ready*

*oo sometimes says oo in words like *hood*

© by J. Moore

Phonics Evaluation Days 71 to 105

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***r-controlled vowels**

ar
er
ir
ur
or

***word families**

ook

word key review

ck at end of one beat words with short vowels (stick)

ue, ui, oo

***word endings:**

ing, es, s, ed (d, t, ed)

***new word keys**

ce, ci, cy

ge, gi, gy

oi, oy

ue, ew

ui, oo

exceptions

*ea sometimes says short sound e in words like *ready*

*oo sometimes says oo in words like *hood*

© by J. Moore

Phonics Evaluation Days 71 to 105

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***r-controlled vowels**

ar
er
ir
ur
or

***word families**

ook

word key review

ck at end of one beat words with short vowels (stick)

ue, ui, oo

***word endings:**

ing, es, s, ed (d, t, ed)

***new word keys**

ce, ci, cy

ge, gi, gy

oi, oy

ue, ew

ui, oo

exceptions

*ea sometimes says short sound e in words like *ready*

*oo sometimes says oo in words like *hood*

© by J. Moore

Phonics Evaluation Days 71 to 105

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***r-controlled vowels**

ar
er
ir
ur
or

***word families**

ook

word key review

ck at end of one beat words with short vowels (stick)

ue, ui, oo

***word endings:**

ing, es, s, ed (d, t, ed)

***new word keys**

ce, ci, cy

ge, gi, gy

oi, oy

ue, ew

ui, oo

exceptions

*ea sometimes says short sound e in words like *ready*

*oo sometimes says oo in words like *hood*

© by J. Moore

Phonics Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***new word keys**

aw, au, ou, ow, wr, kn. ie (tie), oe
ph says *f*
gh sometimes says *f*
ve at the end of words (love)

***word endings:**

ing, es, s, ed (d, t, ed), tion

***word families**

able, ace, ag, age, all, ang, ank
atch, ar, aste, ay, edge, ice, ight
ild, ind, ing, ink, itch, ir, ook, ore
ung, unk

word key review

ai, ay, oi, oy
ce, ci, cy, ge, gi, gy
ue, ew, ui, oo

***new concepts**

*at the end of one beat words
s, l, f, z double if vowel is short

*compound word (pancake)

*contractions (don't)

*in one beat words with short vowel
endings double last letter before
adding ing or ed

*in a two beat word: ___ __le (little)

© by J. Moore

Phonics Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***new word keys**

aw, au, ou, ow, wr, kn. ie (tie), oe
ph says *f*
gh sometimes says *f*
ve at the end of words (love)

***word endings:**

ing, es, s, ed (d, t, ed), tion

***word families**

able, ace, ag, age, all, ang, ank
atch, ar, aste, ay, edge, ice, ight
ild, ind, ing, ink, itch, ir, ook, ore
ung, unk

word key review

ai, ay, oi, oy
ce, ci, cy, ge, gi, gy
ue, ew, ui, oo

***new concepts**

*at the end of one beat words
s, l, f, z double if vowel is short

*compound word (pancake)

*contractions (don't)

*in one beat words with short vowel
endings double last letter before
adding ing or ed

*in a two beat word: ___ __le (little)

© by J. Moore

Phonics Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***new word keys**

aw, au, ou, ow, wr, kn. ie (tie), oe
ph says *f*
gh sometimes says *f*
ve at the end of words (love)

***word endings:**

ing, es, s, ed (d, t, ed), tion

***word families**

able, ace, ag, age, all, ang, ank
atch, ar, aste, ay, edge, ice, ight
ild, ind, ing, ink, itch, ir, ook, ore
ung, unk

word key review

ai, ay, oi, oy
ce, ci, cy, ge, gi, gy
ue, ew, ui, oo

***new concepts**

*at the end of one beat words
s, l, f, z double if vowel is short

*compound word (pancake)

*contractions (don't)

*in one beat words with short vowel
endings double last letter before
adding ing or ed

*in a two beat word: ___ __le (little)

© by J. Moore

Phonics Evaluation Days 106 to 140

Name _____ Date: _____

Highlighted Concepts/Word Keys have not yet been mastered.

***new word keys**

aw, au, ou, ow, wr, kn. ie (tie), oe
ph says *f*
gh sometimes says *f*
ve at the end of words (love)

***word endings:**

ing, es, s, ed (d, t, ed), tion

***word families**

able, ace, ag, age, all, ang, ank
atch, ar, aste, ay, edge, ice, ight
ild, ind, ing, ink, itch, ir, ook, ore
ung, unk

word key review

ai, ay, oi, oy
ce, ci, cy, ge, gi, gy
ue, ew, ui, oo

***new concepts**

*at the end of one beat words
s, l, f, z double if vowel is short

*compound word (pancake)

*contractions (don't)

*in one beat words with short vowel
endings double last letter before
adding ing or ed

*in a two beat word: ___ __le (little)

© by J. Moore

Spelling Evaluation Term 3

Name: _____ Date: _____

Highlighted Word Families have not yet been mastered.

able	ace	ag	age	all
ang	ank	atch	ar	aste
ay	edge	ice	ight	ild
ind	ing	ink	itch	ir
ook	ore	ung	unk	

© by J. Moore

Spelling Evaluation Term 3

Name: _____ Date: _____

Highlighted Word Families have not yet been mastered.

able	ace	ag	age	all
ang	ank	atch	ar	aste
ay	edge	ice	ight	ild
ind	ing	ink	itch	ir
ook	ore	ung	unk	

© by J. Moore

Spelling Evaluation Term 3

Name: _____ Date: _____

Highlighted Word Families have not yet been mastered.

able	ace	ag	age	all
ang	ank	atch	ar	aste
ay	edge	ice	ight	ild
ind	ing	ink	itch	ir
ook	ore	ung	unk	

© by J. Moore

Spelling Evaluation Term 3

Name: _____ Date: _____

Highlighted Word Families have not yet been mastered.

able	ace	ag	age	all
ang	ank	atch	ar	aste
ay	edge	ice	ight	ild
ind	ing	ink	itch	ir
ook	ore	ung	unk	

© by J. Moore

Reading Comprehension		Term 1/2/3		© by J. Moore	
Name _____		Date: _____			
1. Pictures drawn match meaning of sentence read	Yes	Usually	Sometimes	Not yet	
2. Who Questions *asks for a person/animal					
3. Why Questions *asks for a reason (needed/wanted)					
4. How Questions *the way/method something is done *first, second, third					
5. Where Questions *asks for a place					
6. What Questions *object *size *colour *number(amount) *shape *description *age					
6. When Questions *asks for time/season/period					

Reading Comprehension		Term 1/2/3		© by J. Moore	
Name _____		Date: _____			
1. Pictures drawn match meaning of sentence read	Yes	Usually	Sometimes	Not yet	
2. Who Questions *asks for a person/animal					
3. Why Questions *asks for a reason (needed/wanted)					
4. How Questions *the way/method something is done *first, second, third					
5. Where Questions *asks for a place					
6. What Questions *object *size *colour *number(amount) *shape *description *age					
6. When Questions *asks for time/season/period					

Reading Comprehension		Term 1/2/3		© by J. Moore	
Name _____		Date: _____			
1. Pictures drawn match meaning of sentence read	Yes	Usually	Sometimes	Not yet	
2. Who Questions *asks for a person/animal					
3. Why Questions *asks for a reason (needed/wanted)					
4. How Questions *the way/method something is done *first, second, third					
5. Where Questions *asks for a place					
6. What Questions *object *size *colour *number(amount) *shape *description *age					
6. When Questions *asks for time/season/period					

Reading Comprehension		Term 1/2/3		© by J. Moore	
Name _____		Date: _____			
1. Pictures drawn match meaning of sentence read	Yes	Usually	Sometimes	Not yet	
2. Who Questions *asks for a person/animal					
3. Why Questions *asks for a reason (needed/wanted)					
4. How Questions *the way/method something is done *first, second, third					
5. Where Questions *asks for a place					
6. What Questions *object *size *colour *number(amount) *shape *description *age					
6. When Questions *asks for time/season/period					

Oral Reading/Decoding Skills Term _____

© by J. Moore

Name _____

Date: _____

1. Reads smoothly with confidence.
2. Reads with expression.
3. Notices punctuation and voice inflections match appropriately.
4. Knows sight words taught to date in the context of reading sentences.
4. Applies word attack skills taught in the context of reading sentences:

*short vowel words (a, e, i, o, u)

*silent e words

*long vowels (two vowels)

ee, ea, oa, ue, ui, oe

*y at end of one beat words

*y at end of two beat word

*Word Endings: ing, tion, s, es, ier, ied, iest,

three sounds of ed (t, d, ed)

*initial consonant blends:

bl, br, cl, cr, fl, fr, gl, fr, pl, pr, scr, shr, sk,

sl, sm, sn, sp, spl, spr, squ, st, str, sw, tr, tw

*word keys

ai, ay, oi, oy,ou, ow, au, aw, ow, oa, oe, ow,

gh (silent and says f), oo, ui, ue, ew, ea, ee, ar, ir, ur, or, er,

ph, wr, kn, th, sh, ch, wh, ce, ci, cy, ge, gi, gy, ve, ck, ll, ss, ff, zz,

*word families

able, ace, age, all, ang, ank, atch,a r, ay, edge, ice, ight, ild, ind, ing,

ink, ir, old, onk, ook, ore, ung, unk

Yes	Usually	Sometimes	Not yet