

Level A CCRS Checklist

ELA

Name _____

Reading		TABEL
Date of Mastery		TABEL
	Recognize and produce rhyming words. (RF.2.a.) Foundational Skills	1, 2, 3, 1, 2, 3, 4, 5
	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.2.h.)	4, 5, 6, 7, 6
	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.2.g.)	11, 12, 7, 8, 10
	Decode regularly spelled one-syllable words. (RF.3.d.)	13, 14, 15, 16
	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.3.f.)	14, 15, 16, 13
	Know the spelling-sound correspondences for common consonant digraphs. (RF.3.c.)	8, 9, 10, 9, 11, 12
	Read common high-frequency words by sight (<i>the, of, to, you, she, my, is, are, do, does, etc.</i>). (RF.3.j.)	17, 18, 17, 18
	Ask and answer questions about key details in a text. (RI/RL.1.1) Anchor 1	26, 27, 29, 30, 31, 40, 19, 20, 22, 26, 35, 36
	Identify the main topic and retell key details of a text. (RI.1.2) Anchor 2	25, 36, 24, 31, 39
	Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) Anchor 3	19, 20, 37, 25, 29, 32
	Ask and answer questions to help determine/clarify the meaning of words and phrases in a text. (RI.1.4) Anchor 4	22, 28, 32, 38, 21, 27, 33, 37
	Know and use various text features (<i>headings, tables of contents, glossaries, e-menus, icons</i>) to locate key facts or information in a text. (RI.1.5) Anchor 5	33, 39, 23, 38
	Use the illustrations and details in a text to describe its key ideas (<i>maps, charts, photos, political cartoons, etc.</i>). (RI.1.7) Anchor 7	21, 23, 34, 28, 30, 34
	Identify the reasons an author gives to support points in a text. (RI.1.8) Anchor 8	24, 35, 40
	Identify basic similarities in and differences between two texts on the same topic (<i>in illustrations, descriptions, or procedures.</i>) (RI.1.9) Anchor 9	
Writing		
	Write informative/explanatory texts in which you name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)	
	Write narratives in which you recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (W.1.3)	
	With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.1.3)	
	With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.1.6)	

TABE 11 in Regular Print

TABE 12 in **Bold**

Level A CCRS Checklist

ELA

Name _____

	Participate in shared research and writing projects (like reading a variety of "how-tos" and then trying own sequence of instructions. (W.1.7)	
	With guidance and support, recall information from experiences or gather information from provided sources to answer a question. (W.1.8)	
Speaking and Listening		
	Participate in collaborative conversations with diverse partners in small and larger groups, following agreed-upon rules and building on others' talk with comments and questions. (SL.1.1)	
	Confirm understanding of a text read aloud or information presented orally/via other media by asking and answering questions about key details and requesting clarification if necessary. (SL.K.2)	
	Ask and answer questions in order to seek help, get information, or clarify something. (SL.K.3)	
	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)	
	Speak audibly and express self clearly, producing complete sentences when appropriate to task and situation. (SL.1.6)	
Language		
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, producing and expanding simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts. (L.K.1/1.1) Anchor 1	
	print upper and lower-case letters	
	common, proper and possessive nouns	1, 5, 3
	frequently occurring adjectives	
	singular and plural nouns with matching verbs	7, 15, 2, 8
	personal, possessive and indefinite pronouns	11
	verb tenses	27, 28, 12, 14, 15, 28, 29
	common adjectives (comparatives and superlatives)	13, 16
	determiners (articles, demonstratives)	19
	common prepositions	8, 16, 23
	frequently occurring conjunctions	10, 11, 12, 13, 14, 17, 18
	question words	9, 9, 10
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2/1.2) Anchor 2	
	capitalize first word of sentence and "I"	6
	capitalize dates and names of people	17, 18, 20, 21
	end punctuation	19, 22
	commas in dates and single words in a series	20, 21, 22, 23, 24
	spell simple words phonetically	4, 4

Level A CCRS Checklist

ELA

Name _____

	conventional spelling for words with common spelling patterns	2, 3, 5, 6, 7
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases. (L.1.4) Anchor	
	sentence-level context	24, 25, 25
	prefixes	26, 27
	suffixes	26
	root words with inflectional forms (-s, -ed, -ing)	
	With guidance and support, demonstrate understanding of word relationships and nuances in word meaning. (L.1.5) Anchor 5	
	sort words into categories	34, 35, 1, 30
	make real-life connections	30, 33, 31, 32, 34
	distinguish "shades of meaning" among verbs (<i>look, peek, glance, stare ...</i>)	29, 31, 32, 33, 35
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, using conjunctions to signal simple relationships (like <i>because</i>). (L.1.6) Anchor 6	