

## First-Grade Monitoring Tool

Skills	Teacher Notes
<b>Concepts of Print</b>	
<p>Recognizes the distinguishing features of a sentence</p> <p>(Present student with a book, and ask, "Show me a capital letter. Show me a word. Show me a sentence. Show me a period.")</p>	
<b>Phonological Awareness (Includes Phonemic Awareness)</b>	
<p>Distinguishes long from short vowel sounds in spoken single-syllable words</p> <p>(Use words with long- and short-vowel sounds to prompt a student to distinguish between long- and short-vowels in words: "Which word has a long-vowel sound? Short-vowel sound?")</p>	
<p>Produces single-syllable words by blending sounds, including consonant blends</p> <p>(Give student two to four individual phonemes. Student blends phonemes to make word: "What word do I have if I put together the sounds . . ." Example phonemes include /k/a/n/, /f/l/a/t/, /i/t/, /sh/ir/t/, /c/a/t/ = cat /f/l/a/t/ = flat.)</p>	
<p>Isolates initial, medial vowel, and final sounds in single-syllable words</p> <p>(Prompt student to identify initial, medial, and final sounds in single-syllable words: "What is the initial sound in . . . ; what is the medial or middle sound in . . . ; what is the final or ending sound in . . ." Example words include <i>seat, patch, cart, chip</i>.)</p>	
<p>Segments single-syllable words into their sequence of individual sounds</p> <p>(Use single-syllable words to prompt a student to segment words into their components: "What are the sounds in . . . ?" Example single-syllable words include <i>splat, rich, trap, duck</i>—cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/; trap = /t/r/a/p/; duck = /d/u/c/k/)</p>	

Phonics and Fluency	
Knows the spelling-sound correspondences for consonant digraphs  (Find a word that has the same sound as the underlined letter or letters in the word. Examples include <i>bath</i> , <i>skate</i> , <i>smile</i> , <i>black</i> , <i>quick</i> , <i>pond</i> , <i>clap</i> , <i>broke</i> , <i>spot</i> , <i>with</i> , <i>fast</i> , <i>dry</i> , <i>that</i> , <i>bump</i> .)	
Decodes one-syllable words, such as <i>mat</i> , <i>tan</i> , <i>peg</i> , <i>web</i> , <i>bud</i> , <i>hop</i> , <i>jig</i> , <i>kit</i> , <i>shop</i> , <i>wish</i> , <i>chat</i> , <i>much</i> , <i>think</i> , <i>moth</i> , <i>when</i> , <i>trip</i> , <i>jolt</i> , <i>bend</i> , <i>bike</i> , <i>late</i>	
Knows final -e and common vowel teams for representing long-vowel sounds	
Determines the number of syllables in words, knowing that syllables must have a vowel  (Ask, "How many syllables do you see in . . . ?")	
Decodes two-syllable words by breaking the words into syllables.	
Reads words with inflectional endings  (Ask, "Which word has the same sound as the underlined parts of _____?" such as <i>ask-asked-asking</i> , <i>jumps-jump-jumped-jumping</i> , <i>looked-looking-looks-look</i> .)	
Reads irregularly spelled words ( <i>the</i> , <i>have</i> , <i>said</i> , <i>come</i> , <i>give</i> , <i>of</i> , <i>teacher</i> , <i>watched</i> , <i>present</i> , <i>people</i> )	
Reads high-frequency words from list and in context	
Reads with the fluency (accuracy, rate, and expression) to comprehend	
Reads connected text at a rate of forty to sixty words correct per minute	
Reads with correct pacing (matching natural speech)	
Reads at an appropriate volume	
Observes punctuation marks (pauses when appropriate)	
Is able to figure out difficult words	
Reads with expression (indicating comprehension)	
Uses context to confirm, self-correct, and understand	

Comprehension and Vocabulary	
Asks and answers questions about key details	
Identifies the main topic and retells key details	
Identifies the reasons an author gives to support points	
Identifies words and phrases that suggest feelings or appeal to the senses	
Identifies who is telling the story at various points	
Describes characters using key details from illustrations and written details	
Describes settings using key details from illustrations and written details	
Describes major events using key details from illustrations and written details	
Explains differences between books that tell stories and books that give information	
Compares and contrasts: <ul style="list-style-type: none"> <li>• Adventures and experiences of characters</li> <li>• Illustrations, descriptions, or procedures</li> <li>• Two individuals, events, ideas, or pieces of information</li> </ul>	
Uses text features (headings, tables of contents, glossaries, electronic menus, icons)	
Asks and answers questions to help clarify the meaning of words and phrases	