

1ST GRADE LANGUAGE ARTS CHECKLIST
Goals 1 – 5
Illinois Learning Standards A-C
Performance Descriptors

WORD ANALYSIS AND VOCABULARY SKILLS

- _____ Count syllables
- _____ Hear and imitate rhythm/rhyme patterns
- _____ Recognize alliteration
- _____ Recognize onset and rime (cat)
- _____ Blend or segment phonemes in a one-syllable word
- _____ Recognize 100 high frequency words
- _____ Decode unknown words using illustrations, phonics, word patterns, or context clues
- _____ Orally read age appropriate material
- _____ Use a variety of materials such as dictionaries, illustrations, or context to figure out unfamiliar words

COMPREHENSION AND FLUENCY

- _____ Make predictions using information in illustrations or text
- _____ Relate prior knowledge to text before and after reading text (text to self)
- _____ Identify and compare the characters, settings, theme, and events in stories
- _____ Recognize poetry
- _____ Ask questions to clarify understanding of text
- _____ Read age appropriate material with accuracy, rhythm, volume, and fluency
- _____ Recognize questions in text
- _____ Identify the motives of the characters in various works
- _____ Compare two books by the same author (text to text)
- _____ Compare familiar books that have the same theme and topic (text to text)

This checklist is a suggested guideline.

- _____ Summarize information about fiction and nonfiction materials in charts, illustrations, and other graphics
- _____ Predict and confirm questions characters might ask
- _____ Create illustrations to answer questions about a story
- _____ Read labels, signs, and written instructions in classroom and respond appropriately
- _____ Select books appropriate to reading levels or interests
- _____ Tell a story with a beginning, middle, and end
- _____ Distinguish between “real” and “make believe”
- _____ Read a variety of literature from different cultures (nursery rhymes, fairy tales, poems, legends, and picture books)
- _____ Dramatize or retell stories, songs, poems, plays, and other literary works
- _____ Evaluate the text (“I like the story because...”)

GRAMMAR, SPELLING, PUNCTUATION, CAPITALIZATION AND STRUCTURE

- _____ Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement)
- _____ Use beginning capitalization and ending punctuation
- _____ Use invented spellings to construct words

WRITING

- _____ Tell a focused story using pictures, scribbles, and letter approximations
- _____ Respond to questions about the pictures, scribbles, and letter approximations in the story
- _____ Write an 8 sentence narrative paragraph independently with all the necessary elements
- _____ Create a basic publication (e.g., book, song, poetry, recipe, journal, etc.) using available resources

LISTENING

- _____ Listen and respond appropriately in formal and informal situations
- _____ Recognize common sounds (e.g., honk, bark, siren, etc.)
- _____ Distinguish letter sounds

This checklist is a suggested guideline.

_____ Ask and respond to questions appropriately

_____ Complete 2-step task based on oral instructions

_____ Complete a task that shows an understanding of visual and auditory messages

SPEAKING

_____ Demonstrate appropriate behaviors for listening (e.g., avoid interrupting others, listening attentively, etc.)

_____ Demonstrate appropriate behaviors for speaking (e.g., eye contact with audience, focus presentation on a single topic, ideas presented in an appropriate order, proper English, etc.)

RESEARCH AND COMMUNICATION

_____ Generate questions gained from experiences to gather information (e.g., field trips, visitors, stories, discussions, etc.)

_____ Use aids (e.g., graphic organizers) to locate and sort information

_____ Use information gathered to answer questions

_____ Ask questions to clarify ideas about a specific topic

_____ Write letters, stories, or reports using information found in a variety of sources

_____ Share information orally with others