

# EL SOL

(EL SISTEMA DE OBSERVACIÓN DE LA  
LECTO-ESCRITURA)

## LITERACY DEVELOPMENT CHECKLIST

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Student Name

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Date of Birth

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Student I.D. Number

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Date Entered Kindergarten

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Grade

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School/District/Borough

Strand	<u>Mastery Dates</u>					
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Alphabet/ Sight Words						
Reading						
Writing Mechanics						
Phonemic Awareness	<u>                    </u> <u>                    </u> <u>                    </u> Letter sound ID.      Initial sound or syllable ID.      Final sound or syllable ID.					

<b>Listening Comprehension and Verbal Expressive Language</b>	
Kind.	Comprehension    ___ Insightful    ___ Literal    ___ Confused
Date	Verbal Exp.Lang.    ___ Complete    ___ Adequate    ___ Limited
Gr. 1	Comprehension    ___ Insightful    ___ Literal    ___ Confused
Date	Verbal Exp.Lang    ___ Complete    ___ Adequate    ___ Limited
Gr. 2	Comprehension    ___ Insightful    ___ Literal    ___ Confused
Date	Verbal Exp.Lang    ___ Complete    ___ Adequate    ___ Limited
Gr. 3	Comprehension    ___ Insightful    ___ Literal    ___ Confused
Date	Verbal Exp.Lang    ___ Complete    ___ Adequate    ___ Limited

_____	_____	_____
<b>Teacher</b>	<b>Grade</b>	<b>Year</b>
_____	_____	_____
<b>Teacher</b>	<b>Grade</b>	<b>Year</b>
_____	_____	_____
<b>Teacher</b>	<b>Grade</b>	<b>Year</b>
_____	_____	_____
<b>Teacher</b>	<b>Grade</b>	<b>Year</b>

**IEP Test Modifications:** \_\_\_\_\_

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## GENERAL DIRECTIONS

### *Introduction*

**EL SISTEMA DE OBSERVACIÓN DE LA LECTO-ESCRITURA (EI SOL)** has been developed to help you assess the literacy development of children in your Spanish bilingual class. The Literacy Development Checklist will help you gather information, record your observations, plan instruction, and monitor each child's progress.

### *Five literacy skill strands*

Using this Checklist and materials from the El SOL Kit, you will assess each child in five distinct strands of literacy skills: Alphabet/Sight Words, Phonemic Awareness, Listening/Speaking, Reading, and Writing Mechanics. The Listening/Speaking Strand is the only Strand that is grade specific, administered only once a year (in the fall), and does not have Mastery Levels. The Phonemic Awareness Strand also does not have Mastery Levels.

### *The initial assessment*

It is NOT necessary to assess low levels of a strand if the child's skills are more advanced. Use your judgment and knowledge of the child's abilities to determine the level at which to begin assessing in each strand. If you choose a level that turns out to be too low or too high, stop and try a more appropriate level, one that presents some challenges without causing the child frustration or discomfort. A child may be at a different level on each strand.

**Your goal is to discover the levels that most accurately reflect a child's current skills to help you plan instruction. Remember to continue assessing children at higher levels in each strand until they can go no further without frustration.**

### *Assessing a child who has been previously assessed*

As with initial assessments, use your professional judgment and knowledge of the child to estimate the level on which to begin. Look at the child's Checklist. In general, when a child's Checklist indicates mastery of a level, begin at the next highest level. If a child's classroom work suggests that he/she should be assessed at a higher or lower level, you may skip a level. It is not necessary to assess at every level in a strand if the child has gained sufficient skills to master a higher level.

## ***How long to assess***

Use the following guide to determine how long to assess in each strand.

- Alphabet/Sight Words Strand -- until the child masters Level 6
- Reading Strand -- until the child masters Level 6
- Writing Mechanics Strand -- until the child masters Level 6
- Listening/Speaking Strand -- each year in the fall for grades K – 2 and for grade 3 students still being assessed in other strands
- Phonemic Awareness Strand -- until the child masters all three activities or masters Level 4 in the Reading Strand

**Remember that a child may be at a different level in each strand.**

## ***Recording the mastery date***

Be sure to record the date each time you do an assessment activity. When the child completes a level or activity, record the date in his/her Checklist in **two** places, on the page where the activities appear **and** on the inside front cover of the Checklist. If the child attempts, but does not master a level or activity, record the date of the attempt and any pertinent information in the appropriate Observations section.

Please remember that the information you collect from El SOL is for you and the child's future teachers. The more information you gather, the more it will help in planning appropriate instruction. The "Observations of Child's Work" and "Next Steps for Instruction" sections provide places for you to note significant information about the child's strengths and areas of need. Since the Checklist will travel from grade to grade with each child, please note in these sections any information that will be of value to teachers, administrators, and parents.

## ***Note on the use of Spanish and English***

Teacher directions are written in English. Instructions to children should be given in Spanish, and children should respond in Spanish. In the Observations sections, note any instances of code-switching. Record all notes in English.

## ***The Teachers' Guide***

A *Teachers' Guide* is included in every El SOL Kit. The *Teachers' Guide* contains more detailed information about what you are assessing and how to administer the assessment activities. It also contains samples of children's work and teacher's Checklist notation.

If you have any questions please refer to the *Teachers' Guide*. You may also call the *El SOL* hotline at (718) 935-2057.

## ALPHABET/SIGHT WORDS STRAND

### *Alphabet*

If you know that a child can read words, you may skip this activity and begin with the Sight Words. However, you may find it informative to do this activity with all the children in your class to learn if further alphabetic instruction is necessary.

**Note:** You may decide to assess the child’s awareness of letter sounds, Activity 1 of the Phonemic Awareness Strand, immediately following the assessment of letter names. See pages 10 - 11.

#### **Administration**

Show the ivory laminated Alphabet Sheet to the child. Assess all lowercase and uppercase letters. (Lowercase letters are on one side; uppercase letters on the other.) Have the child read *across* the lines horizontally. Use a masking card if necessary. If the child hesitates, start with the first letter of his/her name and then go to the first line. Circle each correctly identified letter on the chart below and use Observations to note letters the child has difficulty identifying.

#### **A Note about some of the letters**

- *Ch/ch* can be identified as *che*. *Ce-hache* is not acceptable; further prompting is necessary to see if the child recognizes the letters as a unit.
- *Ll/l* can be identified as *elle* or *doble ele*. Either response is correct. *Ele-ele* is not acceptable; further prompting is necessary to see if the child recognizes the letters as a unit.
- *H/h* can be identified as silent (*muda*) or *hache*.

ALPHABET SHEET											
L	l	Q	q	K	k	M	m	LI	ll	X	x
B	b	H	h	S	s	J	j	R	r	Ch	ch
G	g	Y	y	A	a	F	f	P	p	V	v
D	d	Ñ	ñ	O	o	Z	z	I	i	E	e
C	c	T	t	N	n	U	u	W	w		g
	a										

Note: If you do this activity more than once, use a different colored ink.

**Count the number of correct responses. Count uppercase and lowercase letters and the graphic “g” and “a” as separate letters. Self-corrections are correct identifications (e.g., “m...no, eso no,...n”). Enter the appropriate Mastery Level. Under Observations note any significant information (e.g., letters the child may confuse, reversals of “d” and “b”).**

## Advanced Sight Words

Show the yellow laminated Advanced Sight Words sheet to the child. Have the child read the entire list of words across horizontally. Use a masking card if necessary. Do not let the child take time to sound out words; that is a phonetic strategy, not a visual one. On the chart below, circle the correctly read words. Use the space above the words to write any words that the child reads incorrectly.

### ADVANCED SIGHT WORDS

vamos	dónde	quién	bueno	amigo	viene	puedo	
mucho	mañana	cerca	aquí	tiene	jugar	hizo	grande
pequeño	noche	señor	rojo	mujer	bonita	luna	
hombre	porque	libro	taza	arriba	desde	hijo	feliz
papel	usted	ayer	año	nunca	ojo	martes	mejor
pelota	lunes	nombre	nuevo	llamar	brinca		

Note: If you do this activity more than once, use a different colored ink.

**Count the number of correct responses. Self-corrections (e.g., “luna...no, eso no,...lunes”) are counted as correctly read words. Enter the appropriate Mastery Level. Under Observations, note any significant errors (e.g., bien for buen).**

**Level 5:** Child identifies at least 20 words.

**Date Mastered:** \_\_\_\_\_

Number of words identified correctly: \_\_\_\_\_

**Level 6:** Child identifies at least 35 words.

**Date Mastered:** \_\_\_\_\_

Number of words identified correctly: \_\_\_\_\_

**Observations of Child’s Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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**Level 1:** Child identifies at least 20 letters by name. **Date Mastered:** \_\_\_\_\_  
Number of letters identified correctly: \_\_\_\_\_

**Level 2:** Child identifies at least 40 letters by name. **Date Mastered:** \_\_\_\_\_  
Number of letters identified correctly: \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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### ***Basic Sight Words***

If the child's sight-reading skills are more advanced, skip this list and do the Advanced Sight Words. Basic Sight Words are on one side of the yellow laminated sheet, and Advanced Sight Words are on the other side.

Show the yellow laminated Basic Sight Words sheet to the child. Have the child read the entire list of words across horizontally. Use a masking card if necessary. Do not let the child take time to sound out words; that is a phonetic strategy, not a visual one. On the chart below, circle the correctly read words. Use the space above the words to write any words that the child reads incorrectly.

### **BASIC SIGHT WORDS**

papá	el	no	dice	es	azul	mi	de	en	que	con
mamá	dijo	casa	los	mira	gusta	hola	mesa	pan		
dos	soy	hace	más	la	hay	muy	pero	oso	yo	
sin	día	bien	por	flor	voy	leche	sobre	sí	un	
color	para									

Note: If you do this activity more than once, use a different colored ink.

**Count the number of correct responses. Self-corrections (e.g., “dice...no, eso no,...dijo”) are counted as correctly read words. Enter the appropriate Mastery Level. Under Observations, note any significant errors (e.g., ésta for éste).**

**Level 3:** Child identifies at least 20 words. **Date Mastered:** \_\_\_\_\_  
Number of words identified correctly: \_\_\_\_\_

**Level 4:** Child identifies at least 35 words. **Date Mastered:** \_\_\_\_\_  
Number of words identified correctly: \_\_\_\_\_

**Observations of Child’s Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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## **PHONEMIC AWARENESS (PA) STRAND**

Phonemic Awareness refers to the ability to hear the sounds (phonemes) within words. Research has shown that children who struggle with phonemic awareness often struggle with reading as well. The purpose of the Phonemic Awareness (PA) Strand is to identify children who are struggling with phonemic awareness, in order that they may be given explicit phonemic instruction. (See *Teachers' Guide* for more information about "explicit phonemic instruction.")

### **Guidelines for assessing progress in phonemic awareness**

- If a child does not make significant progress in mastering the phonemic awareness activities by the end of first grade **and** does not make significant progress in the Reading Strand, he/she **probably needs** explicit phonemic instruction.
- If a child masters Level 4 of the Reading Strand, but does not make significant progress in mastering the phonemic awareness activities, he/she **probably does not need** explicit phonemic instruction.

### **Administration**

- Do these Activities individually with each child. The activities can be administered in any order. Present as many activities as the child can do without frustration.
- In subsequent assessments, present any Activities that the child has not yet mastered.
- Follow the directions for each Activity. For all Activities, pronounce words naturally. **Do not** emphasize any sounds in the words.
- Record Observations before proceeding to the next Activity. Observations are particularly important for the Activities that the child does not master.
- After successful completion of an Activity, fill in the appropriate Date Mastered line and write the date in the appropriate section on the inside front cover of the Checklist. If the child attempts but does not master an activity, record the date and any relevant information under Observations.

**REMINDER:** Some children may never master all of the PA activities, yet still become independent readers and writers.

### **A Note about Language**

Directions to the teacher are written in English. Instructions for the child ("the script") are in Spanish and are written in boldface. Follow the script exactly as it is written, to ensure that all children are given the assessment in the same manner. Record Observations in English so that the information is available to all future teachers and administrators.

## Activity 1: Sounds of Letters

If you have chosen to do “Sounds of Letters” immediately following the “Letter Names Activity” (see page 4), record the information on the following page.

Show the child the lowercase side of the ivory laminated Alphabet Sheet. Reading *across* the lines horizontally, ask the child to say the sound of each of the letters. Since “h” is silent in Spanish it is not necessary to ask the child to identify this letter sound. Use a masking card if necessary. If the child hesitates, start with the first letter of his/her name and then go to the first line.

Any of the following are correct responses:

- Spanish sound of the letter
- regional variation of the sound
- a Spanish word that begins with the correct sound (The sound must be phonemically correct, even though the word is not spelled correctly; e.g., “viene” for the letter “b”)  
Note: It is not necessary for a child to give a word.
- self-corrections (e.g., “/m/. . .no, eso no, . . ./n/”)

The English sound of a letter is **not** acceptable. If the child responds in English, ask for the sound of the Spanish letter.

Record the child’s responses on the chart, using the following guidelines:

- If a letter is correctly identified by sound, place a check in the “Sound” (S) column.
- If a letter is correctly identified with a word, write the word in the “Word” (W) column.
- Write incorrect responses in the “Incorrect Identification” column.
- If the child responds in English and is unable to give the Spanish sound or word, record the English response in the “Incorrect Identification ” column.

Letter	S	W	Incorrect Identification	Letter	S	W	Incorrect Identification
l				f			
q				p			
k				v			
m				d			
ll				ñ			
x				o			
b				z			
s				i			
j				e			
r				c			
ch				t			
g				n			
y				u			
a				w			
<b>Total</b>				<b>Total</b>			

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line and the appropriate section on the inside front cover of this Checklist. Under Observations record any significant information (e.g., often gives English sound of the letters).

Activity 1: Child identifies at least 24 letters by sound and/or word. Date Mastered: \_\_\_\_\_  
 Number of letters identified correctly: \_\_\_\_\_

Observations of Child's Work: (Include date(s) activity was attempted but not mastered.)

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Next Steps for Instruction:

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## Activity 2: Initial Sound or Syllable Identification

1. Introduce the task to the child. SAY: **Yo voy a decir una palabra. Después que yo la diga, tú me dices cuál es el primer sonido que oyes en la palabra.**
2. Do a practice word with the child. SAY: **Vamos a tratar un ejemplo. Tratemos la palabra NADA. ¿Cuál es el primer sonido que oyes en NADA? NADA...NADA.** The correct response is /n/, /na/, “ene”, or “ene-a”. Correct the child if necessary.
3. Do all of the words on the chart with the child. SAY: **Ahora vamos a hacer lo mismo con algunas palabras más. Yo voy a decir cada palabra dos veces. Entonces tú me dices cuál es el primer sonido que oyes en la palabra.**

Any of the following are correct responses:

- Initial sound, identified by the sound of the letter (e.g., /n/)
- Initial sound, identified by the name of the letter (e.g., “ene”)
- Initial syllable, identified by the sound(s) of the letter(s) (e.g., (/na/)
- Initial syllable, identified by the name(s) of the letter(s) (e.g., “ene-a”)

English letter sounds or names are **not** acceptable. If the child responds in English, ask for the Spanish letter sound(s) or name(s). If the child is unable to give the Spanish letter sound(s) or name(s), record the English letter sound(s) or name(s) in the “Incorrect Identification” column.

Note: Sounds of letters are written with / /.  
Names of letters are written with “ ”.

On the chart below, circle the child’s response.

WORD	Initial Sound, identified by Letter Sound	Initial Sound, identified by Letter Name	Initial Syllable, identified by Letter Sound(s)	Initial Syllable, identified by Letter Name(s)	Incorrect Identification
nada (sample)	/n/	“ene”	/na/	“ene-a”	
mono	/m/	“eme”	/mo/	“eme-o”	
pato	/p/	“pe”	/pa/	“pe-a”	
sapo	/s/	“ese”	/sa/	“ese-a”	
oso	/o/				
toca	/t/	“te”	/to/	“te-o”	
casa	/c/	“ce”	/ca/	“ce-a”	
nido	/n/	“ene”	/ni/	“ene-i”	
amor	/a/				
luna	/l/	“ele”	/lu/	“ele-u”	
uva	/u/				

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line and the appropriate section on the inside front cover of this Checklist. Under Observations record any significant information (e.g., whether the child uses primarily initial sounds or syllables, names or sounds of letters).

Activity 2: Child identifies at least 8 initial sounds or syllables. **Date Mastered:** \_\_\_\_\_  
Number of sounds or syllables identified correctly: \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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### **Activity 3: Final Sound or Syllable Identification**

1. Introduce the task to the child. SAY: **Ahora vamos a hacer una actividad diferente. Vas a prestar atención al sonido final de algunas palabras. Recuerda, el sonido final, no el del principio. Después que yo diga una palabra, tú me dices el último sonido que oyes en esa palabra.**
2. Do a practice word with the child. SAY: **Vamos a tratar una palabra. Tratemos la palabra MANO. ¿Cuál es el último sonido que oyes en MANO? MANO...MANO.** The correct response is /o/, /no/, or "ene-o". Correct the child if necessary.
3. Do all of the words on the chart with the child. SAY: **Ahora vamos a hacer lo mismo con algunas palabras más. Yo voy a decir cada palabra dos veces. Entonces tú me dices cuál es el último sonido que oyes en la palabra.**

Any of the following are correct responses:

- Final sound, identified by the sound of the letter (e.g., /o/)
- Final sound, identified by the name of the letter (e.g., "o")
- Final syllable, identified by the sound(s) of the letter(s) (e.g., (/no/)
- Final syllable, identified by the name(s) of the letter(s) (e.g., "ene-o")

English letter sounds or names are **not** acceptable. If the child responds in English, ask for the Spanish letter sound(s) or name(s). If the child is unable to give the Spanish letter sound(s) or name(s), record the English letter sound(s) or name(s) in the "Incorrect Identification" column.

Note: Sounds of letters are written with / /.  
Names of letters are written with " ".

On the chart below, circle the child's response.

WORD	Final Sound, identified by Letter Sound	Final Sound, identified by Letter Name	Final Syllable, identified by Letter Sound(s)	Final Syllable, identified by Letter Name(s)	Incorrect Identification
mano (sample)	/o/		/no/	"n-o"	
mesa	/a/		/sa/	"ese-a"	
papel	/l/	"ele"	/el/ or /pel/	"e-ele" or "pe-e-ele"	
dice	/e/		/ce/	"ce-e"	
gatos	/s/	"ese"	/os/ or /tos/	"o-ese" or "te-o-ese"	
pelo	/o/		/lo/	"ele-o"	
comí	/i/		/mi/	"eme-i"	
saltar	/r/	"ere"	/ar/ or /tar/	"a-ere" or "te-a-ere"	
león	/n/	"ene"	/on/	"o-ene"	
chico	/o/		/co/	"ce-o"	
color	/r/	"ere"	/or/ or /lor/	"o-ere" or "ele-o-ere"	

Note: If you do this activity more than once, use a different colored ink.

Count the number of correct responses. If the child has mastered this activity, fill in the Date Mastered line. Under Observations record any significant information (e.g., whether the child uses primarily initial sounds or syllables, names or sounds of letters).

Activity 3: Child identifies at least 8 final sounds or syllables. **Date Mastered:** \_\_\_\_\_  
 Number of sounds or syllables identified correctly: \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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## LISTENING/SPEAKING STRAND

The Listening/Speaking Strand measures listening comprehension and verbal expressive language. It differs from the other strands in the following ways:

- The Listening/Speaking activity is administered to every child in the class (K-2), regardless of his/her level in other strands.
- The Listening/Speaking activity is administered to 3<sup>rd</sup> grade children who are still being assessed in other strands.
- The Listening/Speaking activity is administered once a year, in the fall.
- The Listening/Speaking Strand is grade specific. There are no mastery levels. The child's listening comprehension and verbal expressive language are rated based on rubrics.

### **Books**

The Kit contains four books to assess listening comprehension and verbal expressive language. Use the appropriate book for each grade level.

Kindergarten: *Leo, el retoño tardío*

1<sup>st</sup> grade: *Llevé a mi rana a la biblioteca*

2<sup>nd</sup> grade: *El dinosaurio que vivía en mi patio*

3<sup>rd</sup> grade: *¡Yo puedo leer! ¡Yo puedo leer!* (for children still being assessed)

### **Administration**

Assess listening at a time when you will be able to meet individually with each child from the "listening group" soon after the book is read, and when the rest of the class can be engaged in other activities.

1. **Bring together a listening group of 4 - 6 children.** Tell the children that they will listen to a story, and then meet individually with you to talk about the story.
2. **Read the book to the group.** Start with the cover and title page. Show pictures as you read.
3. **Meet individually with each child and discuss the book.** Ask the child to tell you about the story. If the child needs help, ask a general question about what happens in the story, or more specific questions if necessary (main characters/events/actions, sequence, etc.). Take notes in the space provided on pages 18 – 19 while the child is retelling the story.
4. **Evaluate Listening Comprehension.** Use the Comprehension Rubric on page 16.
5. **Evaluate Verbal Expressive Language.** Use the Verbal Expressive Language Rubric on page 17.
6. **Record the child's Listening Comprehension and Verbal Expressive Language ratings.** Record the results of your evaluation on pages 18-19 and on the inside front cover of the Checklist. (There is no mastery level for Listening Comprehension or Verbal Expressive Language.)

## **COMPREHENSION RUBRIC**

Comprehension is rated along a continuum: Insightful, Literal, and Confused. Use your professional judgment along with the following criteria when evaluating a child's comprehension. Select the rating that best describes the child's response. Remember to note any relevant information under Observations (e.g., omits significant characters or parts of the story, adds characters or details not in the story, cannot relate proper sequence, focuses on irrelevant details, or misses the main point).

### **COMPREHENSION RUBRIC**

#### **Insightful Comprehension**

- Thorough, insightful understanding of the story  
Main characters/themes/ideas  
Setting/problems/resolution
- Complete retelling of the story  
Proper sequence/organized  
Contains relevant details (may extend with personal experiences)

#### **Literal Comprehension**

- Literal understanding of the story  
Important characters/main ideas  
Some key elements of the text with minor omissions  
Focus is on parts rather than the whole
- Mainly accurate retelling of the story  
Somewhat organized and focused  
May contain irrelevant details or omissions  
Events may be out of sequence or incomplete

#### **Confused Comprehension**

- Minimal understanding of the story  
Suggests process of decoding rather than comprehension  
Confusion about characters/main ideas  
Misinterpretations
- Confused retelling of the story  
Mostly inaccurate, but may contain a few accurate details  
Fragmented thoughts and generally unfocused  
Important details missing

## **VERBAL EXPRESSIVE LANGUAGE RUBRIC**

Expressive Language is a measure of the child's development of vocabulary, syntax, and the ability to convey meaning. For example, a child who has Limited Expressive Language might point and say, "Gato!" A child who has Adequate Expressive Language might say, "Gato está en la ventana." And a child who has Complete Expressive Language might say, "Mira el bonito gato blanco en la ventana."

Though mastery of verbal expressive language is not required in El SOL, it is an important component of a child's growth in literacy. Use your professional judgment and keep in mind that the criteria listed below are very general in character.

Select the rating that best describes the child's response. Remember to note any relevant information under Observations (e.g., limited vocabulary, incomplete sentences, listing of objects or inability to elaborate).

### **VERBAL EXPRESSIVE LANGUAGE RUBRIC**

#### **Complete**

- Uses a rich vocabulary and may include vocabulary/special phrases from story
- Has command of most aspects of grammar and uses a variety of sentence structures
- States connections between ideas

#### **Adequate**

- Uses a less rich, but age-appropriate vocabulary
- Demonstrates awareness of grammar and sentence structure
- States ideas clearly, predominantly on a literal or action level

#### **Limited**

- Uses a limited vocabulary
- Uses single words, sentence fragments, or run-on sentences
- Lists objects or actions

**KINDERGARTEN**

**Date** \_\_\_\_\_

**Notes on Retelling:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**

**Verbal Exp. Lang:** \_\_\_\_\_ **Complete** \_\_\_\_\_ **Adequate** \_\_\_\_\_ **Limited**

**Observations of Child's Work:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**GRADE 1**

**Date** \_\_\_\_\_

**Notes on Retelling:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**

**Verbal Exp. Lang:** \_\_\_\_\_ **Complete** \_\_\_\_\_ **Adequate** \_\_\_\_\_ **Limited**

**Observations of Child's Work:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**GRADE 2**

**Date** \_\_\_\_\_

**Notes on Retelling:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comprehension:**            \_\_\_\_\_ **Insightful**            \_\_\_\_\_ **Literal**            \_\_\_\_\_ **Confused**  
**Verbal Exp. Lang:**            \_\_\_\_\_ **Complete**            \_\_\_\_\_ **Adequate**            \_\_\_\_\_ **Limited**

**Observations of Child's Work:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**GRADE 3**

**Date** \_\_\_\_\_

**Notes on Retelling:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Comprehension:**            \_\_\_\_\_ **Insightful**            \_\_\_\_\_ **Literal**            \_\_\_\_\_ **Confused**  
**Verbal Exp. Lang:**            \_\_\_\_\_ **Complete**            \_\_\_\_\_ **Adequate**            \_\_\_\_\_ **Limited**

**Observations of Child's Work:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# READING STRAND

## Where to begin the reading assessment

Begin the Reading Strand assessment by looking at the child's level in the Alphabet/Sight Words Strand, and by using your judgment as a teacher.

- If the child is at Level 1 or 2 of the Alphabet/Sight Words Strand, begin at Level 1 of the Reading Strand.
- If the child is at Level 3 or 4 of the Alphabet/Sight Words Strand, begin at Level 2 or 3 of the Reading Strand.
- If the child is at Level 5 or 6 of the Alphabet Sight Words Strand, begin at Level 3 or 4 of the Reading Strand.

If you start at a level and it is obviously too hard or too easy for the child, begin again at a lower or higher level as needed.

## Level 1: Pre-reading Activities

Level 1 contains two parts, *Introduction to Print* and *Environmental Print*. Successful completion of both is necessary for mastery of Level 1. There is no Reading Record for Level 1.

### **Introduction to Print**

Hold any Level 4 book (or any book with enough text on a page to assess the child's print awareness) by the spine and hand it to the child, with no indication of top, bottom, front, or back. Indicate whether the child demonstrates knowledge of the following:

- **Difference between pictures and print**  
Ask the child to first show you the pictures, then the words. **Date:** \_\_\_\_\_
- **Difference between front and back**  
Ask the child to first show you the front of the book, then the back. **Date:** \_\_\_\_\_
- **Text is read top to bottom**  
Ask the child where he/she starts reading and finishes reading. **Date:** \_\_\_\_\_
- **Text is read from left to right**  
Point to a word and ask the child where he/she reads after this. **Date:** \_\_\_\_\_
- **Page sequencing**  
Point to the last word on a page and ask the child where he/she reads after this. **Date:** \_\_\_\_\_

**Introduction to Print:** Child masters 5 skills listed above.

**Date:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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**Environmental Print**

Hand the child *Cosas que veo*. Introduce the book and discuss what it is about. Ask the child to identify as many signs and objects as possible. The purpose of the Environmental Print Activity is to assess the child's ability to recognize representations of familiar objects and signs/symbols. When a picture contains more than one object (e.g., toothbrush and toothpaste), it is acceptable if the child identifies only one object.

**Environmental Print:** Child correctly identifies at least 8 signs/objects. **Date:** \_\_\_\_\_  
Number of signs/objects identified correctly: \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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**Reading Level 1:** Mastery of Introduction to Print AND Environmental Print

**Date Mastered:** \_\_\_\_\_

**Note:** Remember to put the level mastered information on the inside of the front cover and to continue assessing until the child can go no further without frustration.

## Levels 2 - 6: Reading Records

See page 20 for directions on which level to begin the first administration of the Reading Strand. If it is not the first administration, you will probably start at the next higher level from the one last mastered by the child. Use your judgment. The child may be able to skip one or more levels, or the child might need to repeat the same level, or go back a level. Assess at a level that is currently appropriate.

As the child begins reading aloud, if it becomes obvious that the book is too difficult and the child is frustrated, stop and go to a lower-level book; or, if the book is too easy, stop and go to a higher-level book. The book you use for the Reading Record should present some challenges to the child in order to provide useful instructional information. It should not, however, be frustrating or uncomfortable for the child.

### READING STRAND BOOKS

<b>Level 1:</b> <i>Cosas que veo</i> (Environmental print)	<b>Level 4:</b> <i>La trompeta de Jaime</i> <i>Creo que sí</i>
<b>Level 2:</b> <i>Zapatos</i> <i>Mi hermanito</i>	<b>Level 5:</b> <i>¡Escógeme!</i> <i>Marina la ballena</i>
<b>Level 3:</b> <i>En la ciudad</i> <i>Busca en la bolsa de mamá</i>	<b>Level 6:</b> <i>La fiesta de Paloma</i> <i>Cómo perdió sus colores la lagartija</i>

### To Administer the Reading Record

The Reading Record activities assess decoding and comprehension. The child will read aloud all or part of a book, write about the book, and then discuss the book with you. Follow these steps:

1. **Find a quiet place** to conduct the Reading Record assessment.
2. **Take out the appropriate book and the green laminated “Coding the Reading Record”.** Select one of the two books at the child’s level (or let the child choose from the two options). If a child does a Reading Record more than once at the same level, use the alternate selection. Turn to the corresponding script in this Checklist.
3. **Start the reading.** Hand the book to the child and ask him/her to look at the cover and through the pages. Ask the child what he/she thinks the book is about. Tell the child that after reading aloud, he/she will be asked to write about the story and discuss it. Ask the child to read aloud as if reading alone.
  - For Levels 2 - 4, read the book title AND the first page to the child (as shown on the script), and then have the child read to you.
  - For Levels 5 - 6, read the title only and have the child read the story from the beginning.
  - The scripts stop at 100 words. When the child completes reading the scripted portion aloud, ask him/her to finish reading the book silently.



4. **Code the Reading Record.** While the child is reading aloud, mark errors and self-corrections on the script, using the coding system from “Coding the Reading Record”.
5. **Determine the Accuracy Rate.** Use the table on the script to determine the Accuracy Rate.
  - If the child’s Accuracy Rate is below 85%, reassess with a lower-level book.
  - If the child’s Accuracy Rate is 85% or higher, and you feel that the child can read a higher-level book with at least 85% accuracy have the child read the higher-level book.

The *Teachers’ Guide* contains the formula to determine the Accuracy Rate of any book.

6. **Have the child write about the book.** After the child has finished reading the **highest-level** book he/she can read with at least 85% accuracy, tell him/her to write as much as possible about the story on the Drawing/Writing Sheet. Writing in English is not acceptable. If a child begins to write in English, instruct him/her to write in Spanish.
  - The child does not need to do a writing sample for the lower-level books that he or she has read, only for the **highest-level** Reading Record book that has been read with an 85% or higher accuracy rate.
  - You will use this writing sample to evaluate both the child’s Comprehension (Step 9 below) AND to assess Writing Mechanics (see page 44).
7. **Complete the Reading Record Analysis.** While the child continues reading silently or is writing about the book, complete the Reading Record Analysis following each script. See the *Teachers’ Guide* for a discussion of the Reading Record Analysis.
8. **Discuss the book with the child.** Do not let too much time elapse from the time that the child reads the book until the writing and retelling. After the child has finished writing, ask him/her to tell you about the story. The child may look through the book again or review his/her writing sample. If the child needs help, ask a general question about what happens in the story, or ask more specific questions if necessary.
9. **Evaluate Reading Comprehension.** Evaluate Reading Comprehension using both the discussion and the writing sample, following the criteria from the Comprehension Rubric on page 16. Insightful or Literal Comprehension is required for mastery of a reading level. Note that some of the lower-level Reading Record books may not lend themselves to more than literal comprehension. Evaluate the child’s comprehension independently of his/her verbal expressiveness, but note the child’s language skills under Observations.
10. **Determine and Record the child’s mastery level.** Two criteria are required for mastery:
  - 85% or higher Accuracy Rate
  - Insightful or Literal Comprehension

**Remember: Each time a child demonstrates mastery of a Reading Level, record it under the appropriate Reading Level and on the inside front cover of this Checklist.**

# READING RECORD

**Level 2 Book:** *Zapatos* por Lada Josefa Kratky (20 words)

*Teacher reads the title and "Estos zapatos patean."*

Estos zapatos corren.

Estos zapatos saltan.

Estos zapatos suben.

Estos zapatos brincan.

Estos zapatos se mojan.

Estos zapatos se botan.

\*\*\*\*\*

**Accuracy Rate:** \_\_\_\_\_ **Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**  
Use the rubric on page 16 to determine comprehension.

**Reading Level 2**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# Err	Acc. Rate
1	95
2	90
3	85

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- \_\_\_\_\_ Substitutes logical words that do not disrupt meaning.
- \_\_\_\_\_ Substitutes English words that make sense (code-switching).
- \_\_\_\_\_ Makes omissions that do not disrupt meaning.
- \_\_\_\_\_ Uses picture cues.
- \_\_\_\_\_ Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- \_\_\_\_\_ Substitutes words that are syntactically correct.
- \_\_\_\_\_ Substitutes English words that are syntactically correct (code-switching).
- \_\_\_\_\_ Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- \_\_\_\_\_ Sounds out words.
- \_\_\_\_\_ Demonstrates 1:1 correspondence between words read and those in script.
- \_\_\_\_\_ Substitutes words that look or sound similar to the printed word.
- \_\_\_\_\_ Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- \_\_\_\_\_ Substitutes incorrect singular/plural (e.g., niño for niños).
- \_\_\_\_\_ Substitutes incorrect gender form (e.g., juntos for juntas).
- \_\_\_\_\_ Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- \_\_\_\_\_ Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- \_\_\_\_\_ Notices when something is wrong (self-monitors).
- \_\_\_\_\_ Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- \_\_\_\_\_ Cross-checks meaning, structure, and visual cues.
- \_\_\_\_\_ Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

\_\_\_ fluent \_\_\_ word by word \_\_\_ syllable by syllable \_\_\_ phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- \_\_\_\_\_ Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- \_\_\_\_\_ Loses place on page and/or skips words or lines of text.
- \_\_\_\_\_ Gives up easily when encountering difficulty.
- \_\_\_\_\_ Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- \_\_\_\_\_ Fails to self-correct.
- \_\_\_\_\_ Other. Explain: \_\_\_\_\_

# READING RECORD

**Level 2 Book:** *Mi hermanito* por Adriana Rincón y Esperanza Bejarano (30 words)

*Teacher reads the title and "Mi hermanito duerme solito."*

*Mi hermanito se viste solito.*

*Mi hermanito se lava solito.*

*Mi hermanito se peina solito.*

*Mi hermanito come solito.*

*Mi hermanito juega solito.*

*Pero mi hermanito y yo leemos juntitos.*

\*\*\*\*\*

**Accuracy Rate:** \_\_\_\_\_ **Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**  
Use the rubric on page 16 to determine comprehension.

**Reading Level 2**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# Err	Acc. Rate
1	96
2	93
3	90
4	86

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

fluent     word by word     syllable by syllable     phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

# READING RECORD

**Level 3 Book: *En la ciudad* por Eric Forbes (33 words)**

*Teacher reads the title and "En la ciudad hay una calle."*

En la calle hay un parque.

En el parque hay unos juegos.

En los juegos hay una casa.

En la casa hay una caja.

En la caja hay mucho ruido...

¡Es un grillo!

\*\*\*\*\*

Accuracy Rate: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Insightful \_\_\_\_\_ Literal \_\_\_\_\_ Confused  
Use the rubric on page 16 to determine comprehension.

**Reading Level 3**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERR	ACC. RATE
1	96
2	93
3	90
4	87
5	84

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

fluent    word by word    syllable by syllable    phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

# READING RECORD

**Level 3 Book:** *Busca en la bolsa de mamá* por Becky Sook, Marge Poe, Patricia R. Kelly y Judith C. Neal (68 words)

*Teacher reads the title and "El bebé necesita un pañal."*

Busca en la bolsa de mamá.

Mi hermanita necesita un sombrero de sol. Busca en la bolsa de mamá.

Mi hermano necesita una toalla. Busca en la bolsa de mamá.

Mi papá necesita su billetera para pagar por el almuerzo. Busca en la bolsa de mamá.

Yo necesito mi guante de béisbol. Busca en la bolsa de mamá.

¿Dónde está el perrito? Busca en la bolsa de mamá.

\*\*\*\*\*

**Accuracy Rate:** \_\_\_\_\_ **Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused** \_\_\_\_\_  
Use the rubric on page 16 to determine comprehension.

**Reading Level 3**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERR	AC. RATE	# ERR	AC. RATE
1	98	6	91
2	97	7	89
3	95	8	88
4	94	9	86
5	92	10	85



## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

fluent     word by word     syllable by syllable     phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

## READING RECORD

### Level 4: *La trompeta de Jaime* por Joy Cowley (100 words)

*Teacher reads the title and "Todas las noches, Jaime se sentaba en la escalera de escape y tocaba su trompeta para los niños de su edificio."*

El tocaba música para comer y música para reír. Tocaba música para saltar y música para bailar.

Después él tocaba música suave para dormir.

Jaime era el amigo de los niños, pero habían dos personas grandes a quienes no les gustaba la música de trompeta.

—¡Paren ese ruido!— gritaban ellos. —No es ruido, — decía Jaime.

—Es música. —¡Es ruido!—gritaban las personas grandes.

—¡Deja de tocar ya! —No puedo dejar de tocar mi trompeta, —dijo Jaime.

—Tendré que ir a vivir con mi hermana. Así es que él se fue a otra parte de la ciudad.

Esa noche, el edificio...

\*\*\*\*\*

Accuracy Rate: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Insightful \_\_\_\_\_ Literal \_\_\_\_\_ Confused  
Use the rubric on page 16 to determine comprehension.

**Reading Level 4**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See *Teachers' Guide* for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

fluent    word by word    syllable by syllable    phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

## READING RECORD

**Level 4 Book: ; *Creo que sí!*** por Lada Josefa Kratky (100 words)

*Teacher reads the title and "En el desierto crecía un enorme cocotero que daba unos cocos muy sabrosos. Pasó por allí un camello y exclamó: —¡Qué sed tan increíble tengo! Y esos cocos están llenos de agua. A ver si alcanzo uno. Ay, sí, creo que sí. El camello se puso de puntillas. Se estiró y se estiró, pero no alcanzó.*

Pasó por allí un jabalí y exclamó: —¡Qué sed tan increíble tengo! Y esos cocos están llenos de agua. A ver si alcanzo uno si me subo al camello. Ay, sí, creo que sí.

El jabalí se puso de puntillas. Se estiró y se estiró, pero no alcanzó.

Pasó por allí un conejo y exclamó: —¡Qué sed tan increíble tengo! Y esos cocos están llenos de agua. A ver si alcanzo uno si me subo al jabalí que está sobre el camello. Ay, sí, creo que sí.

El conejo se puso de puntillas. Se estiró, y se estiró, pero no ...

\*\*\*\*\*

**Accuracy Rate:** \_\_\_\_\_ **Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**  
**Use the rubric on page 16 to determine comprehension.**

**Reading Level 4**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See *Teachers' Guide* for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- \_\_\_\_\_ Substitutes logical words that do not disrupt meaning.
- \_\_\_\_\_ Substitutes English words that make sense (code-switching).
- \_\_\_\_\_ Makes omissions that do not disrupt meaning.
- \_\_\_\_\_ Uses picture cues.
- \_\_\_\_\_ Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- \_\_\_\_\_ Substitutes words that are syntactically correct.
- \_\_\_\_\_ Substitutes English words that are syntactically correct (code-switching).
- \_\_\_\_\_ Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- \_\_\_\_\_ Sounds out words.
- \_\_\_\_\_ Demonstrates 1:1 correspondence between words read and those in script.
- \_\_\_\_\_ Substitutes words that look or sound similar to the printed word.
- \_\_\_\_\_ Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- \_\_\_\_\_ Substitutes incorrect singular/plural (e.g., niño for niños).
- \_\_\_\_\_ Substitutes incorrect gender form (e.g., juntos for juntas).
- \_\_\_\_\_ Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- \_\_\_\_\_ Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- \_\_\_\_\_ Notices when something is wrong (self-monitors).
- \_\_\_\_\_ Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- \_\_\_\_\_ Cross-checks meaning, structure, and visual cues.
- \_\_\_\_\_ Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

\_\_\_ fluent \_\_\_ word by word \_\_\_ syllable by syllable \_\_\_ phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- \_\_\_\_\_ Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- \_\_\_\_\_ Loses place on page and/or skips words or lines of text.
- \_\_\_\_\_ Gives up easily when encountering difficulty.
- \_\_\_\_\_ Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- \_\_\_\_\_ Fails to self-correct.
- \_\_\_\_\_ Other. Explain: \_\_\_\_\_

## READING RECORD

**Level 5 Book: ¡Escógeme!** por Sharon Siamon (100 words)

*Teacher reads the title.*

Hoy es un día muy especial. Voy a escoger un perrito. ¡Cuatro perritos marrones y blancos!

¿Cómo sé cuál escoger? ¿Cuál será el perrito perfecto para una niña como yo?

Este perrito es muy juguetón, travieso y saltón, mi patio es pequeño y él necesitará un portón.

Este otro perrito es muy mordelón. Ese perrito es dormilón.

Pero este perrito es muy suavecito.

Me sigue muy de cerca, aun cuando doy la vuelta.

Si pudiera hablar yo pienso que me diría: ¡Escógeme y te daré mucha alegría!

Es feliz cuando le hago cosquillas y se esconde debajo de mi barbilla.

\*\*\*\*\*

Accuracy Rate: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Insightful \_\_\_\_\_ Literal \_\_\_\_\_ Confused  
Use the rubric on page 16 to determine comprehension.

**Reading Level 5**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See *Teachers' Guide* for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable):

fluent    word by word    syllable by syllable    phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

## READING RECORD

**Level 5 Book: *Marina la ballena*** por Elena Castro, Barbara Flores y Eddie Hernández (100 words)

*Teacher reads the title.*

Soy una ballena gris. Nací en el agua tibia donde hay muchos pececitos de colores.

—Tu nombre será Marina porque siempre vivirás en el mar —me dijo mi mamá.

Me gusta jugar en el mar y seguir a los pececitos. Mi mamá siempre me recuerda que debo nadar junto a ella.

—Quédate junto a mí—me dijo mi mamá . —Cuando seas más grande, haremos un largo

viaje. Todos los años las ballenas grises nadamos hasta el mar frío. Debemos nadar

juntas. Un día mi mamá dijo que ya era tiempo de hacer el largo viaje. Todas las ballenas grises

nos ...

\*\*\*\*\*

**Accuracy Rate:** \_\_\_\_\_ **Comprehension:** \_\_\_\_\_ **Insightful** \_\_\_\_\_ **Literal** \_\_\_\_\_ **Confused**  
**Use the rubric on page 16 to determine comprehension.**

**Reading Level 5**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		



## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- Substitutes logical words that do not disrupt meaning.
- Substitutes English words that make sense (code-switching).
- Makes omissions that do not disrupt meaning.
- Uses picture cues.
- Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- Substitutes words that are syntactically correct.
- Substitutes English words that are syntactically correct (code-switching).
- Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- Sounds out words.
- Demonstrates 1:1 correspondence between words read and those in script.
- Substitutes words that look or sound similar to the printed word.
- Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- Substitutes incorrect singular/plural (e.g., niño for niños).
- Substitutes incorrect gender form (e.g., juntos for juntas).
- Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- Notices when something is wrong (self-monitors).
- Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- Cross-checks meaning, structure, and visual cues.
- Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

fluent    word by word    syllable by syllable    phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- Loses place on page and/or skips words or lines of text.
- Gives up easily when encountering difficulty.
- Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- Fails to self-correct.
- Other. Explain: \_\_\_\_\_

## READING RECORD

**Level 6 Book: *La fiesta de Paloma* por Pat Mora (100 words)**

*Teacher reads the title.*

—¡Para, para! —gritan Rey y sus hermanas. Ellos ven un gato de color café correr por el lado de la casa hacia el callejón y corren hacia donde está una paloma gris.

—No la asustes—murmulla Rey.

—Está lastimada —dice Rita, la hermanita de Rey—.

Pobrecita pajarita. Se acercan despacito a la paloma.

—La paloma quiere volar, pero no puede —dice Lisa. —Pobrecita palomita —dice Rita—.

Te cuidaremos. Te llamaremos Paloma. —No asustes a Paloma—dice Rey.

—Yo voy por Nana —dice Lisa—. Nana puede cuidar a cualquier animalito.

Lisa corre a buscar a Nana, su abuelita.—Nana, Nana—llama

\*\*\*\*\*

Accuracy Rate: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Insightful \_\_\_\_\_ Literal \_\_\_\_\_ Confused  
Use the rubric on page 16 to determine comprehension.

**Reading Level 6**

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** (Include date(s) activity was attempted but not mastered.)

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
1	99	5	95	9	91	13	87
2	98	6	94	10	90	14	86
3	97	7	93	11	89	15	85
4	96	8	92	12	88		

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See Teachers' Guide for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- \_\_\_\_\_ Substitutes logical words that do not disrupt meaning.
- \_\_\_\_\_ Substitutes English words that make sense (code-switching).
- \_\_\_\_\_ Makes omissions that do not disrupt meaning.
- \_\_\_\_\_ Uses picture cues.
- \_\_\_\_\_ Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- \_\_\_\_\_ Substitutes words that are syntactically correct.
- \_\_\_\_\_ Substitutes English words that are syntactically correct (code-switching).
- \_\_\_\_\_ Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- \_\_\_\_\_ Sounds out words.
- \_\_\_\_\_ Demonstrates 1:1 correspondence between words read and those in script.
- \_\_\_\_\_ Substitutes words that look or sound similar to the printed word.
- \_\_\_\_\_ Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- \_\_\_\_\_ Substitutes incorrect singular/plural (e.g., niño for niños).
- \_\_\_\_\_ Substitutes incorrect gender form (e.g., juntos for juntas).
- \_\_\_\_\_ Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- \_\_\_\_\_ Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- \_\_\_\_\_ Notices when something is wrong (self-monitors).
- \_\_\_\_\_ Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- \_\_\_\_\_ Cross-checks meaning, structure, and visual cues.
- \_\_\_\_\_ Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

\_\_\_ fluent \_\_\_ word by word \_\_\_ syllable by syllable \_\_\_ phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- \_\_\_\_\_ Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- \_\_\_\_\_ Loses place on page and/or skips words or lines of text.
- \_\_\_\_\_ Gives up easily when encountering difficulty.
- \_\_\_\_\_ Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- \_\_\_\_\_ Fails to self-correct.
- \_\_\_\_\_ Other. Explain: \_\_\_\_\_

## READING RECORD

**Level 6 Book: *Cómo perdió sus colores la lagartija* por Claudia Hilty (100 words)**

*Teacher reads the title.*

Había una vez una lagartija lenta, gorda y floja. Se pasaba el día acostada en una roca, admirando sus lindos colores. De repente, un coyote vio a la lagartija y le dieron ganas de comérsela.

Entonces, el coyote le preguntó a la lagartija, —¿Quieres jugar conmigo a rodar la roca?

La lagartija le contestó, - Pero no sé jugar.

El coyote le dijo, - No te preocupes, yo te enseño.

El coyote empujó la roca y ésta se fue rodando la montaña hacia abajo, junto con la lagartija.

Como el coyote no la pudo alcanzar, se fue.

La pobre ...

\*\*\*\*\*

**Accuracy Rate: \_\_\_\_\_ Comprehension: \_\_\_\_\_ Insightful \_\_\_\_\_ Literal \_\_\_\_\_ Confused \_\_\_\_\_**  
**Use the rubric on page 16 to determine comprehension.**

**Reading Level 6**

**Date Mastered: \_\_\_\_\_**

**Observations of Child's Work: (Include date(s) activity was attempted but not mastered.)**

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**Next Steps for Instruction:**

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# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE	# ERRORS	ACC. RATE
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3	97	7	93	11	89	15	85
4	96	8	92	12	88		

## READING RECORD ANALYSIS

Analyze errors and self-corrections from the coded script to determine the child's reading strategies. See *Teachers' Guide* for a discussion of cuing systems and strategies.

### Indicators that child is using meaning cues:

- \_\_\_\_\_ Substitutes logical words that do not disrupt meaning.
- \_\_\_\_\_ Substitutes English words that make sense (code-switching).
- \_\_\_\_\_ Makes omissions that do not disrupt meaning.
- \_\_\_\_\_ Uses picture cues.
- \_\_\_\_\_ Self-corrects errors that disrupt meaning.

### Indicators that child is using structure (syntax) cues:

- \_\_\_\_\_ Substitutes words that are syntactically correct.
- \_\_\_\_\_ Substitutes English words that are syntactically correct (code-switching).
- \_\_\_\_\_ Self-corrects errors that disrupt syntax.

### Indicators that child is using visual cues:

- \_\_\_\_\_ Sounds out words.
- \_\_\_\_\_ Demonstrates 1:1 correspondence between words read and those in script.
- \_\_\_\_\_ Substitutes words that look or sound similar to the printed word.
- \_\_\_\_\_ Substitutes incorrect verb tense (e.g., vivieras for vivirás).
- \_\_\_\_\_ Substitutes incorrect singular/plural (e.g., niño for niños).
- \_\_\_\_\_ Substitutes incorrect gender form (e.g., juntos for juntas).
- \_\_\_\_\_ Substitutes incorrect article/noun agreement (e.g., el playa or el niños).
- \_\_\_\_\_ Self-corrects errors that are visually incorrect.

### Indicators that child is using productive reading strategies:

- \_\_\_\_\_ Notices when something is wrong (self-monitors).
- \_\_\_\_\_ Comes to a difficult word, skips it, reads ahead, and comes back to fill in the word.
- \_\_\_\_\_ Cross-checks meaning, structure, and visual cues.
- \_\_\_\_\_ Requests appropriate help from teacher.

### Assessment of Reading Proficiency (Check all that are applicable.):

\_\_\_ fluent \_\_\_ word by word \_\_\_ syllable by syllable \_\_\_ phoneme by phoneme

### Does the child have any behaviors that disrupt reading?

- \_\_\_\_\_ Relies too heavily on one cue system, to the exclusion of others. Which? \_\_\_\_\_
- \_\_\_\_\_ Loses place on page and/or skips words or lines of text.
- \_\_\_\_\_ Gives up easily when encountering difficulty.
- \_\_\_\_\_ Makes many errors (substitutions, omissions, insertions) that disrupt meaning.
- \_\_\_\_\_ Fails to self-correct.
- \_\_\_\_\_ Other. Explain: \_\_\_\_\_

## WRITING MECHANICS STRAND

After you have completed the Reading Record activities with the child, use the drawing/writing sample to assess Writing Mechanics. **Look only at the child's use of writing conventions; do not consider comprehension.**

Note: You will not assess Writing Mechanics for a child who is at Level 1 in the Reading Strand, since the child has not yet done a writing sample.

- Using the criteria from the Writing Mechanics levels, select the level that most closely describes the child's drawing/writing sample.
- A drawing/writing sample may not fit perfectly into a particular level. Use your professional judgment to select the level which best fits the work. (See the *Teachers' Guide* for samples of work at each level.)
- Keep in mind that a child's writing skills do not necessarily match his/her reading skills. It is possible to be at one level in the Reading Strand and at a different level in the Writing Mechanics Strand.

Record the date mastered under the appropriate Writing Mechanics level and on the inside front cover of the Checklist. At Levels 3-6, use the Inventory of Writing Behavior to note common writing behaviors. Under Observations, record examples of these behaviors, and any other significant observations. File the drawing/writing sample in the child's folder.

**Level 1:** Child draws a picture that relates to the book. Random letters/letter strings might be included. Child might produce scribbles or letter approximations.

**Book title:** \_\_\_\_\_ **Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Level 2:** Child writes relevant letters/letter strings that relate to the story. (Relevant = phonemically correct). Child may also draw a picture.

**Book title:** \_\_\_\_\_

**Date Mastered:** \_\_\_\_\_

**Observations of Child's Work:** \_\_\_\_\_

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\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_

\_\_\_\_\_

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**Level 3:** Child writes words, phrases, or a simple sentence that relate to the story (may also draw a picture). Writing shows correct directional pattern (left-to-right and top-to-bottom). There may be some spacing between words, but it is inconsistent.

**Book title:** \_\_\_\_\_

**Date Mastered:** \_\_\_\_\_

### **Inventory of Writing Behavior:**

- Many self-corrections or erasures
- Reversal of letters (e.g., "d" for "b")
- Deletion of initial letter (e.g., "abla" for "habla")
- Deletion of medial letter (e.g., "vito" for "visto")
- Deletion of word endings (e.g., "quiere" for "quieres", "ciuda" for "ciudad")
- Deletion of final "s" (e.g., "lo pie" for "los pies")
- Lack of gender agreement (e.g., "las gatos")
- Lack of singular/plural agreement (e.g., "el gatos")
- Incorrect verb form (e.g., "trata" for "trató")
- Substitution of letter with similar sound (e.g., "b" for "v")
- Substitution of final letter (e.g., "jugal" for "jugar")
- Separation of words (e.g., "cuen to")
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

**Observations of Child's Work:**

**Next Steps for Instruction:**

**Level 4:** Child writes one or more simple sentences, or one long run-on sentence. Spacing between words is mostly correct. (There may be occasional errors.) Writing shows some use of capital letters at the beginning of sentences and /or periods at the ends of sentences (may be inconsistent).

**Book title:** \_\_\_\_\_

**Date Mastered:** \_\_\_\_\_

**Inventory of Writing Behavior:**

- Many self-corrections or erasures
- Reversal of letters (e.g., “d” for “b”)
- Deletion of initial letter (e.g., “abla” for “habla”)
- Deletion of medial letter (e.g., “vito” for “visto”)
- Deletion of word endings (e.g., “quiere” for “quieres”, “ciuda” for “ciudad”)
- Deletion of final “s” (e.g., “lo pie” for “los pies”)
- Lack of gender agreement (e.g., “las gatos”)
- Lack of singular/plural agreement (e.g., “el gatos”)
- Incorrect verb form (e.g., “trata” for “trató”)
- Substitution of letter with similar sound (e.g., “b” for “v”)
- Substitution of final letter (e.g., “jugal” for “jugar”)
- Separation of words (e.g., “cuen to”)
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

**Observations of Child's Work:**



**Next Steps for Instruction:**

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**Level 5:** Child writes two or more sentences, with consistent spacing between words. Writing shows mostly correct use of capital letters at the beginning of sentences and for proper names, and ending punctuation. (There may be occasional errors.) Writing shows some use of correct verb tenses and agreement of gender and singular/plural (may be inconsistent). Writing may contain some grammatical errors.

**Book title:** \_\_\_\_\_ **Date Mastered:** \_\_\_\_\_

**Inventory of Writing Behavior:**

- Many self-corrections or erasures
- Reversal of letters (e.g., “d” for “b”)
- Deletion of initial letter (e.g., “abla” for “habla”)
- Deletion of medial letter (e.g., “vito” for “visto”)
- Deletion of word endings (e.g., “quiere” for “quieres”, “ciuda” for “ciudad”)
- Deletion of final “s” (e.g., “lo pie” for “los pies”)
- Lack of gender agreement (e.g., “las gatos”)
- Lack of singular/plural agreement (e.g., “el gatos”)
- Incorrect verb form (e.g., “trata” for “trató”)
- Substitution of letter with similar sound (e.g., “b” for “v”)
- Substitution of final letter (e.g., “jugal” for “jugar”)
- Separation of words (e.g., “cuen to”)
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

**Observations of Child's Work:**

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**Next Steps for Instruction:**

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**Level 6:** Child writes longer, more complicated sentences. Writing shows consistent use of capital letters at the beginning of sentences and for proper names, and ending punctuation. Writing shows mostly correct use of verb tenses and agreement of gender and singular/plural. (There may be occasional errors.) Writing shows some use of accents and symbols (may be inconsistent). The overall grammar is mostly correct.

**Book title:** \_\_\_\_\_ **Date Mastered:** \_\_\_\_\_

**Inventory of Writing Behavior:**

- Many self-corrections or erasures
- Reversal of letters (e.g., “d” for “b”)
- Deletion of initial letter (e.g., “abla” for “habla”)
- Deletion of medial letter (e.g., “vito” for “visto”)
- Deletion of word endings (e.g., “quiere” for “quieres”, “ciuda” for “ciudad”)
- Deletion of final “s” (e.g., “lo pie” for “los pies”)
- Lack of gender agreement (e.g., “las gatos”)
- Lack of singular/plural agreement (e.g., “el gatos”)
- Incorrect verb form (e.g., “trata” for “trató”)
- Substitution of letter with similar sound (e.g., “b” for “v”)
- Substitution of final letter (e.g., “jugal” for “jugar”)
- Separation of words (e.g., “cuen to”)
- Omission of words
- Incorrect capitalization
- Spelling errors not phonemically correct
- Used some English words

**Observations of Child’s Work:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Next Steps for Instruction:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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