

# Essential Literacy Skills Benchmark - First Grade

Student \_\_\_\_\_ Teacher \_\_\_\_\_ Year \_\_\_\_\_

## Essential Literacy Skills

<b>Essential Literacy Skills</b>						
	ELA standard	<b>Phonemic Awareness</b>	Test	1	2	3
1.	1.4	<input type="checkbox"/> Can isolate the medial phoneme in a spoken word	F1			/5
2.	1.4	<input type="checkbox"/> Can isolate the final phoneme in a spoken word	F2		/5	/5
3.	1.6	<input type="checkbox"/> Can produce a rhyming word in response to a prompt	F3	/5	/5	/5
4.	1.7	<input type="checkbox"/> Can replace the initial phoneme in a spoken word	F4	/5	/5	/5
5.	1.7	<input type="checkbox"/> Can replace the medial phoneme in a spoken word	F5			/5
6.	1.7	<input type="checkbox"/> Can replace the final phoneme in a spoken word	F6		/5	/5
<b>Decoding (BPST II)</b>			Test	1	2	3
7.	1.10	<input type="checkbox"/> Knows Consonant Sounds	BPSTII	/21	/21	/21
8.	1.10	<input type="checkbox"/> Knows Consonant Digraph Sounds	BPSTII		/4	/4
9.	1.10	<input type="checkbox"/> Knows short vowel Sounds	BPSTII	/5	/5	/5
10.	1.10	<input type="checkbox"/> Reads short vowel words	BPSTII	/10	/10	/10
11.	1.10	<input type="checkbox"/> Reads words with blends	BPSTII	/5	/5	/5
12.	1.10	<input type="checkbox"/> Reads words with final e	BPSTII		/5	/5
13.	1.10	<input type="checkbox"/> Reads words with long vowel digraphs	BPSTII		/5	/5
14.	1.12	<input type="checkbox"/> Reads words with r-controlled vowel patterns	BPSTII		/5	/5
15.	1.12	<input type="checkbox"/> Reads words with other vowel digraphs	BPSTII		/5	/5
16.	1.14	<input type="checkbox"/> Reads words with inflectional endings	BPSTII	/5	/5	/5
17.	2/1.3	<input type="checkbox"/> Reads 2-syllable words	BPSTII			/5
18.		<input type="checkbox"/> Reads words with affixes	BPSTII			/5
19.	2/1.3	<input type="checkbox"/> Reads 3-4 syllable words	BPSTII			/5
<b>Word Recognition &amp; Spelling</b>			Themes	1-2	1-6	1-10
20.	1.11	<input type="checkbox"/> Can read HMR 1 <sup>st</sup> grade/ Fry's HFW Themes 1-10	Test F7	/24	/51	/56
21.	WOC 1.8	<input type="checkbox"/> Can spell all HMR 1 <sup>st</sup> grade/ Fry's HFW Themes 1-10	Test F8	/24	/51	/56

# BPST II – Recording Sheet

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

**Continuous sounds**

**m s f l r n h v w z**

**Stop sounds**

**b c d g p t j k y x q**      \_\_\_\_\_ /21

**Consonant digraph sounds**

**sh th ch wh**       \_\_\_\_\_ /4

**Short Vowel Sounds**

**i o a u e**      \_\_\_\_\_ /5

**Blending words with:**

**cvc:**

map rip met rub mop lip lot zap fell nut      \_\_\_\_\_ /10

**Blends:**

left must frog flip snack      \_\_\_\_\_ /5

**Final-e:**

fine rope rake cute kite       \_\_\_\_\_ /5

**Long:**

soap leak pain feed ray       \_\_\_\_\_ /5

**r-controlled:**

burn fork dirt part serve       \_\_\_\_\_ /5

**ovd:**

coin soon round lawn foot       \_\_\_\_\_ /5

**Inflections:**

filled letting rested passes licked      \_\_\_\_\_ /5

**2-syllables:**

silent ladder napkin polite cactus        \_\_\_\_\_ /5

**Affixes:**

distrust useful unfair hardship nonsense        \_\_\_\_\_ /5

**¾ syllables**

volcano potato electric respectfully transportation        \_\_\_\_\_ /5

# Phonemic Awareness - 1<sup>st</sup> Grade

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_

Directions: X each item not mastered each time the student is assessed.

## Test F1 Middle Sounds

T – “I am going to give you a word. Tell me the sound that you hear in the middle of that word. Let’s practice. Cup. Which sound do you hear in the middle of the word cup?”

If the student is not successful, please repeat using the word top. Continue with assessment items even if student has not been successful with two practice sets.

Test F1	Middle Sounds	ELA 1.4
Teachers Prompt		Answer
1.	Which sound do you hear in the middle of the word <b>cat</b> ?	
2.	Which sound do you hear in the middle of the word <b>hit</b> ?	
3.	Which sound do you hear in the middle of the word <b>cup</b> ?	
4.	Which sound do you hear in the middle of the word <b>take</b> ?	
5.	Which sound do you hear in the middle of the word <b>hope</b> ?	

## Test F2 Ending Sounds

T – “I am going to give you a word. Tell me the sound that you hear at the end of that word. Let’s practice. Tap. Which sound do you hear at the end of the word tap?”

If the student is not successful, please repeat using the word sit. Continue with assessment items even if student has not been successful with two practice sets.

Test F2	Ending Sounds	ELA 1.4
Teachers Prompt		Answer
1.	Which sound do you hear at the end of the word <b>sad</b> ?	
2.	Which sound do you hear at the end of the word <b>leg</b> ?	
3.	Which sound do you hear at the end of the word <b>bake</b> ?	
4.	Which sound do you hear at the end of the word <b>room</b> ?	
5.	Which sound do you hear at the end of the word <b>crib</b> ?	

# Phonemic Awareness - 1<sup>st</sup> Grade

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Test F3 Rhyming Words

T – “I am going to give you a word and I need you to give me a rhyme for that word. Let’s practice. Give me a rhyme for **bat**.”

If the student is not successful, please repeat using the word **mitt**. Continue with assessment items even if student has not been successful with two practice sets.

**Teacher will accept and give credit for nonsense words that rhyme.**

Test F3	Rhyming Words	ELA 1.6		
Teachers Prompt		Answer		
1.	snug – What rhymes with snug?			
2.	fed – What rhymes with fed?			
3.	will – What rhymes with will?			
4.	told – What rhymes with told?			
5.	plate – What rhymes with plate?			

## Test F4 Initial Phoneme Replacement

T – “I am going to say a word and then I am going to change the first sound to create a new word. Tell me the new word. Let’s practice. The word is “**bed**”. If I remove the **/b/** and replace it with **/f/**, what word do I have?” (fed)

If the student is not successful, please repeat using the word **mat** and remove the **/m/** and replace it with **/p/**, “What word do I have?” (pat) Continue with assessment items even if student has not been successful with two practice sets.

Test F4	Initial Phoneme Replacement	ELA 1.7		
Teachers Prompt		Answer		
1.	The word is “sit”. If I remove the <b>/s/</b> and replace it with <b>/k/</b> , what word do I have?	kit		
2.	The word is “log”. If I remove the <b>/l/</b> and replace it with <b>/f/</b> , what word do I have?	fog		
3.	The word is “rake”. If I remove the <b>/r/</b> and replace it with <b>/t/</b> , what word do I have?	take		
4.	The word is “like”. If I remove the <b>/l/</b> and replace it with <b>/b/</b> , what word do I have?	bike		
5.	The word is “boil”. If I remove the <b>/b/</b> and replace it with <b>/s/</b> , what word do I have?	soil		

# Phonemic Awareness - 1<sup>st</sup> Grade

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_

## Test F5 Medial Phoneme Replacement

T – “I am going to say a word and then I am going to change the middle sound to create a new word. Tell me the new word. Let’s practice. The word is “**cup**”. If I remove the /**u**/ and replace it with /**a**/, what word do I have?” (cap)

If the student is not successful, please repeat using the word **pet** and remove the /**e**/ and replace it with /**i**/, “What word do I have?” (pit) Continue with assessment items even if student has not been successful with two practice sets.

Test F5	Medial Phoneme Replacement	ELA 1.7
Teachers Prompt		Answer
1. The word is “pig”. If I remove the / <b>ī</b> / and replace it with / <b>ū</b> /, what word do I have?	pug	<input type="checkbox"/>
2. The word is “bed”. If I remove the / <b>ě</b> / and replace it with / <b>ā</b> /, what word do I have?	bad	<input type="checkbox"/>
3. The word is “boat”. If I remove the / <b>ō</b> / and replace it with / <b>ī</b> /, what word do I have?	bite	<input type="checkbox"/>
4. The word is “tame”. If I remove the / <b>ā</b> / and replace it with / <b>ē</b> /, what word do I have?	team	<input type="checkbox"/>
5. The word is “look”. If I remove the / <b>oo</b> / and replace it with / <b>ī</b> /, what word do I have?	like	<input type="checkbox"/>

## Test F6 Final Phoneme Replacement

T – “I am going to say a word and then I am going to change the last sound to create a new word. Tell me the new word. Let’s practice. The word is “**fin**”. If I remove the /**n**/ and replace it with /**t**/, what word do I have?” (fit)

If the student is not successful, please repeat using the word **hot** and remove the /**t**/ and replace it with /**p**/, “What word do I have?” (hop) Continue with assessment items even if student has not been successful with two practice sets.

Test F6	Final Phoneme Replacement	ELA 1.7
Teachers Prompt		Answer
1. The word is “pat”. If I remove the / <b>t</b> / and replace it with / <b>n</b> /, what word do I have?	pan	<input type="checkbox"/>
2. The word is “let”. If I remove the / <b>t</b> / and replace it with / <b>g</b> /, what word do I have?	leg	<input type="checkbox"/>
3. The word is “bake”. If I remove the / <b>k</b> / and replace it with / <b>s</b> /, what word do I have?	base	<input type="checkbox"/>
4. The word is “home”. If I remove the / <b>m</b> / and replace it with / <b>l</b> /, what word do I have?	hole	<input type="checkbox"/>
5. The word is “coil”. If I remove the / <b>l</b> / and replace it with / <b>n</b> /, what word do I have?	coin	<input type="checkbox"/>

# Word Recognition & Spelling - 1<sup>st</sup> Grade

Date \_\_\_\_\_  
Date \_\_\_\_\_  
Date \_\_\_\_\_

Student \_\_\_\_\_ Teacher \_\_\_\_\_

## HMR 1<sup>st</sup> Grade/ Fry's High Frequency Words (Tests F7 and F8)

**Directions:** Circle all the words the student cannot read. Mark an X next to all the words the student cannot spell. Please use a different color pen each time the assessment is given and mark the date. Write an m when both skills are mastered. Words in **bold** are also HMR Kindergarten HFW.

HMR 1 <sup>st</sup> Grade/ Fry's High Frequency Words Read and Spell					
Theme 1			Theme 2		
1.1 go	1.2 and	1.3 a	2.1 in	2.2 do	2.3 are
on	not	<b>have</b>	two	<b>for</b>	<b>he</b>
<b>the</b>	we	one	what	I	they
		<b>to</b>		<b>is</b>	
		who		<b>my</b>	
				<b>said</b>	
				you	
Theme 3			Theme 4		
3.1 look	3.2 all	3.3 like	4.1 come	4.2 <b>she</b>	4.3 down
of	first	many	people	write	there
<b>see</b>		some	your		Would
Theme 5			Theme 6		
5.1 long	5.2 could	5.3 her	6.1 by	6.2 now	6.3
more	how	was	out		
these	so				
Theme 7			Theme 8		
7.1 or	7.2 water	7.3	8.1 about	8.2	8.3 were
			part		
Theme 9			Theme 10		
Review of HFW from Themes 1 - 8					