1st Grade Spanish Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
READING				
Recognize features of words spoken or printed [Reading/Beginning Reading Skills/Print Awareness]	1(A) recognize that spoken words are represented in written Spanish by specific sequences of letters.	Uses eyes and/or finger to effectively track words when reading.	Independently tracks written words with eyes during read-alouds.	Tracks written words with teacher support during read---alouds.
	1(B) identify upper- and lower-case letters;	Names all letters in random order.	Matches names with letters in order.	Matches letters with names with teacher assistance.
	1(C) sequence the letters of the alphabet;	Can sequence 25 of 27 letters.	Can sequence 19 of 27 letters.	Can sequence letters of the alphabet with teacher assistance.
	1(D) recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);	With 100% accuracy, demonstrate awareness of capitalization of first word and ending punctuation 4 out of 5 attempts.	With 100% accuracy, demonstrate awareness of capitalization of first word and ending punctuation 3 out of 5 attempts.	Demonstrate awareness of capitalization of first word and ending punctuation with teacher assistance.
	1(E) read texts by moving from top to bottom of the page and tracking words from left to right with return sweep; and	Follows words from left to right and from top to bottom on the printed page.	Holds the book correctly starting at the front and right side up.	Distinguishes letters from words.
	1(F) identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents).	Identifies the meaning of different parts of a book (e.g. title page, table of contents, glossary, chapters, spine, jacket, etc.)	Identifies different parts of a book (e.g. title page, table of contents, glossary, chapters, spine, jacket, etc.)	Identifies different parts of a book with teacher assistance.
Understands the sound structures of language [Reading/Beginning Reading Skills/Phonological Awareness]	2(A) orally generate a series of original rhyming words using a variety of endings; (e.g., ita, oso, ión)	Identifies and produces rhyming words in response to an oral prompt.	Selects rhyming words when given example (Do cat and dog rhyme?)	Produces words that do not rhyme when asked to produce rhyming words.
	2(B) recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed; (e.g.; "ma-lo" to "ma-sa" "to-mo" to "co-mo"	Independently recognize the change in a spoken word when a specified syllable or phoneme is added, changed, or removed.	Recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed 3 out of 5 times.	Recognize the change in a spoken word when a specified syllable or phoneme is added, changed or removed with teacher assistance.
	2(C) blend spoken phonemes to form syllables and words; (e.g., sol, pato)	Independently blend spoken phonemes to form syllables and words.	Blend spoken phonemes to form syllables and words 3 out of 5 times.	Blend spoken phonemes to form syllables and words with teacher assistance.
	2(D) distinguish orally presented rhyming pairs of words from non-rhyming words.	Independently distinguish orally presented rhyming pairs of words from non-rhyming words.	Distinguish orally presented rhyming pairs of words from non-rhyming words 3 out of 5 times.	Distinguish orally presented rhyming pairs of words from non-rhyming pairs with teacher assistance.
	2(E) Identify syllables in spoken words, including diphthongs and hiatus (e.g. le-er, río, quie-ro, na-die, ra-dio, sa-po)	Independently identifies syllables in spoken words, including diphthongs and hiatus.	Identifies syllables in spoken words including diphthongs and hiatus 3 out of 5 times.	Identifies syllables in spoken words including diphthongs and hiatus with teacher assistance.

2(F) separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, ma-qui-na, te-lé-fo-no.)	Independently separates spoken multi-syllabic words into 2 to 4 syllables.	Separate spoken multi-syllabic words into 2 to 4 syllables 3 out of 5 times.	Separates spoken multi-syllabic words into 2 to 4 syllables with teacher assistance.

2(F) separate spoken multi-syllabic words into two to four syllables (e.g., ra-na, ma-qui-na, te-lé-fo-no.)	Independently separates spoken multi-syllabic words into 2 to 4 syllables.	Separate spoken multi-syllabic words into 2 to 4 syllables 3 out of 5 times.	Separates spoken multi-syllabic words into 2 to 4 syllables with teacher assistance.

1st Grade Spanish Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	**AS**	**IPS**
Uses sounds & spelling patterns to decode written language [Reading/Beginning	3(A) decode the five vowel sounds	Can decode the five vowel sounds 4 out of 5 times.	Can decode the five vowel sounds 3 out of 5 times	Can decode the five sounds with teacher assistance
	3(B) decode syllables	Can independently decode syllables 4 out of 5 times.	Can decode syllables 3 out of 5 times.	Can decode syllables teacher assistance.
	3(C) use phonological knowledge to match sounds to letters and syllables; including hard & soft consonants such as "r", "c", & "g"	Can independently match sounds to letters; and syllables including hard&soft consonants 4 out of 5 times.	Can match sounds to letters and syllables including hard&soft consonants 3 out of 5 times.	Can match sounds to letters and syllables including hard & soft consonants with teacher assistance.
	3(D) decode the written "y" when used as a conjuction with words. (e.g. mamá y papá)	Can independently decode "y" written when used in conjunction with words, (e.g..mama y papa)	Can decode the "y" when written in conjunction with words 3 out of 5 times.	Can decode the written "y" when used in conjunction with words with teacher assistance.
	3(E) decode words in context and in isolation by applying the knowledge of letter-sound relationships in different structures including: open (e.g. CV, la VCV ala, CVCV, toma) and closed syllables (e.g. VC un CVC, mes) and consonant blends (e.g. bra/bra-zo, glo/glo-bo) and consonant digraphs (e.g. ch/ch-ile,ll/lla-ve, rr/pe-rro)	Independently decodes words in context and in isolation by applying the knowledge of letter-sound relationships in different structures 4 out of 5 times	Decodes words in context and in isolation by applying the knowledge of letter-sound relationships in different structures 3 out of 4times	Decodes words in context and in isolation by applying the knowledge of letter-sound relationships in different structures with teacher assistance.
	3(F) decode words with the silent "h".	Can independently decode words with the silent "h."	Can decode words with the silent "h" 3 out of 5 times.	Decodes words with the silent "h" with teacher assistance.
	3(G) decode words that use syllables – que, -qui as in queso and quito, -gue, -gui- as in guiso and juguete güe-güi - as in pingüino and agüita.	Independently decodes words with syllables que-, qui-, gue, gui and güe-, güi as in pingüino and agüita 4 out 5 times.	Decodes words with syllables que-, qui-, gue, gui and güe-, güi as in pingüino and agüita 3 out of 4 times.	Decodes words with syllables que-, qui-, gue, gui and güe-, güi as in pingüino and agüita with teacher assistance.
	3(H) decode words that have the same sounds represented by different letters (e.g. "r" and "rr" as in ratón and perro, "ll" and "y" as in llave and yate, "g" and "j" as in gigante and jirafa, "c", "k", and "q" as in casa, kilo and quince etc…	Independently decodes words that have the same sounds represented by different letters 4 out of 5 times.	Decodes words that have the same sounds represented by different letters 3 out of 4 times.	Decodes words that have the same sounds represented by different letters with teacher assistance.
	3(I) identify the stressed syllable (sílaba tónica)	Can independently identify the stressed syllable.	Can identify the stressed syllable 3 out of 5 times	Can identify the stressed syllable with teacher assistance.
	3(J) decode words with an orthographic accent (mamá y papá)	Independently decode words with an orthographic accent (mamá y papá)	Decode words with an orthographic accent 3 out of 5 times	Can decode words with an orthographic accent with teacher assistance.
	3 (K) use knowledge of the meaning of base words to identify and read compound words	Independently Uses knowledge of the	Attempt to use knowledge of the	Use knowledge of the meaning of base words

		meaning of base words to identify and read compound words	meaning of base words to identify and read compound words.	to identify and read common compound words with teacher assistance
Comprehends a variety of text drawing on useful strategies as needed [Reading/Beginning Reading Skills/Strategies]	4(A) confirm predictions about what will happen next in text by "reading the part that tells";	Draws conclusions and makes predictions using examples from the text.	Draws conclusions and make predictions that are consistent with text or background knowledge.	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text.
	4(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts; and	Student listens critically, responds appropriately, and asks questions that add clarification as well as new ideas to the topic.	Student asks appropriate questions on a topic to better understand it.	Maintains focus on a given topic, independently and responds on topic when asked a question.
	4(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-	States the purpose for reading.	Identifies different purposes for reading.	Identifies different purposes for reading with teacher support.

1st Grade Spanish Performance Tasks				
Report Card Section	**Standard Assessed**	**Assessment of Mastery**		
		MS	**AS**	**IPS**
	reading a portion aloud).			
Reads grade level text with fluency and comprehension	(5) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Reads with appropriate expression and pacing.	Reads with pacing that interferes with comprehension.	Decodes grade level material with support.
Reads on target level	EDL2 Reading Level			
Determines the meaning of new words then uses them when reading and writing [Reading/Vocabulary Development]	6(A) identify words that name actions (verbs) and words that name persons, places, or things (nouns);	Identify words that name actions and words that name persons, places, or things 4 out of 5 times.	Identify words that name actions and words that name persons, places, or things 3 out of 5 times.	Identify words that name actions and words that name persons, places, or things with teacher assistance.
	6(B) determine the meaning of compound words using knowledge of the meaning of their individual component words; (e.g. paraguas)	Independently determine the meaning of compound words 4 out of 5 times.	Determine the meaning of compound words 3 out of 5 times.	Determine the meaning of compound words with teacher assistance.
	6(C) determine what words mean from how they are used in a sentence, either heard or read;	Clarifies meaning by using context clues such as pictures and prior knowledge	Makes independent attempts to clarify meaning by using context clues such as pictures and prior knowledge	Uses pictures and teacher support to help clarify meaning of a text.
	6(D) identify and sort words into conceptual categories (e.g., opposites, living things); and	Independently identify and sort words into conceptual categories.	Sort words into conceptual categories when given the categories.	Sort words into categories with teacher assistance.
	6(E) alphabetize a series of words to the first or second letter and use a dictionary to find words.	Independently alphabetizes words to the 1st or 2nd letter and uses a dictionary or glossary to find words	Alphabetizes words to the 1st letter 3 out of 5 attempts and uses a dictionary or glossary to find words.	Alphabetizes words with teacher assistance.

Explain and make connections to literary text	THEME AND GNERE 7(A) connect the meaning of a well-known story or fable to personal experiences; and	Meaningfully make connections between the meaning of a well-known story or fable and personal experiences.	Makes basic connections between the meaning of a well-known story or fable and personal experiences.	Makes limited connections between the meaning of a well-known story or fable and personal experiences.
	THEME AND GNERE 7(B) explain the function of recurring phrases in traditional folk- and fairy tales.	Independently explain the function of recurring phrases in traditional folk and fairy tales 4 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales 3 out of 5 times.	Explain the function of recurring phrases in traditional folk and fairy tales with teacher assistance.
	POETRY 8(A) respond to and use rhythm, rhyme, and alliteration in poetry	Independently respond to and use rhythm, rhyme, and alliteration in poetry.	Respond to poetry using 2 out of the 3 elements.	Responds to poetry with teacher assistance.
	FICTION 9(A) describe the plot (problem/solution) and retell a story's beginning, middle, and end with attention to the sequence of events; and	Describes the plot and retells a story's beginning, middle and end with correct sequencing.	Identifies the beginning, middle and end of a student read text with correct sequencing.	Identifies the beginning, middle, and end of a teacher read text with correct sequencing.
	FICTION 9(B) describe characters in a story and the reasons for their actions and feelings.	Describes characters in a story and the reasons for their actions and feelings.	Describes characters in a story and his/her feelings.	Identifies characters in a story.
	LITERARY NONFICTION (10) determine whether a story is true or a fantasy and explain why.	Independently determine whether a story is true or fantasy and explain why.	Determine whether a story is true or fantasy and attempt to explain why.	Determine whether a story is true or fantasy with teacher assistance.

1st Grade Spanish Performance Tasks				
Report Card Section	**Standard Assessed**	**Assessment of Mastery**		
		MS	**AS**	**IPS**
	SENSORY LANGUAGE 11(A) recognize sensory details in literary text.	Independently recognizes sensory details 4 out of 5 times.	Recognizes sensory details 3 out of 5 times.	Recognizes sensory details with teacher assistance.
Reads independently for sustained periods	12(A) read independently for a sustained period of time.			
Explain and make connections to informational text	CULTURE AND HISTORY 13(A) identify the topic and explain the author's purpose in writing about the text.	Independently identify the topic and explain the author's purpose.	Identify the topic and attempt to explain the author's purpose.	Identify the topic with teacher assistance.
	EXPOSITORY 14(A) restate the main idea, heard or read;	Independently restate the main idea.	Attempts to independently restate the main idea.	Restate the main idea with teacher assistance.
	EXPOSITORY 14(B) identify important facts or details in text, heard or read;	Independently identify important facts or details in text.	Identify facts or details in text.	Identify facts or details in text with teacher assistance.
	EXPOSITORY 14(C) retell the order of events in a text by referring to the words and/or illustrations; and	Independently retells the order of events in a text using support from the text.	Recalls/retells the beginning, middle, or end of story.	Recalls/retells basic concepts of story with teacher assistance.
	EXPOSITORY 14(D) use text features (e.g., title, tables of contents, illustrations) to locate specific information in text.	Independently use a variety of text features to locate specific information in text.	Use at least two different text features to locate information in text.	Use text features to locate information in text with teacher assistance.
	PROCEDURAL 15(A) follow written multi-step directions with picture cues to assist with understanding; and	Independently follow written multi-step directions with picture cues.	Follow 3 out of 5 steps of written directions with picture cues.	Follow written directions with picture cues and teacher assistance.
	PROCEDURAL 15(B) explain the meaning of specific signs and symbols (e.g., map features).	Independently explain the meaning of specific signs and symbols 4 out of 5 times.	Explain the meaning of specific signs and symbols 3 out of 5 times.	Explain the meaning of specific signs and symbols with teacher assistance.
Knows when and how to apply a flexible range of reading strategies	FIG19 (A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	Compares different purposes for reading a variety of texts.	States the purpose for reading.	Identifies different purposes for reading.
	FIG19 (B) ask literal questions of text;	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions	Asks questions relevant to the story; can answer questions	Asks questions about the story; may confuse questions/statements
	Fig19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);	Identifies location and type of difficulty and articulates the need to solve the problem	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Has text difficulties, no need to solve the problem
	FIG19 (D) make inferences about text and use textual evidence to support understanding;	Draws conclusions and makes predictions using examples from the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text
	FIG19 (E) retell or act out important events in stories in logical order; and	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)

1st Grade Spanish Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	**AS**	**IPS**
	FIG19 (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to make predictions	Relates background knowledge/experience to text	Talks about what text reminds them of, but cannot explain or relate clearly to the text
WRITING				
Uses elements of the writing process to compose text	17(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);	Detailed evidence shows time spent generating ideas and brainstorming (draw, share ideas, list key ideas).	Some evidence that shows time spent generating ideas and brainstorming.	Little to no time spent generating ideas and brainstorming.
	17(B) develop drafts by sequencing ideas through writing sentences;	Develop drafts by sequencing ideas through writing sentences.	Some evidence shows development of drafts by sequencing ideas through writing sentences.	Little to no evidence shows development drafts by sequencing ideas through writing sentences.
	17(C) revise drafts by adding or deleting a word, phrase, or sentence;	Revise drafts by adding or deleting a word, phrase, or sentence.	Attempts to revise drafts by adding details or sentences.	Attempts to revise drafts by adding details or sentences with teacher assistance.
	17(D) edit drafts for grammar, punctuation, and spelling using a teacher-developed rubric; and	Edits drafts for grammar, punctuation, and spelling using a rubric.	Attempts to edit drafts for grammar, punctuation, and spelling using a rubric.	Little to no time spent editing drafts for grammar, punctuation, and spelling.
	17(E) publish and share writing with others.	Publish and share writing with others.	Attempts to publish and share writing with others.	No effort is made to publish and share writing with others.
Writes literary texts to express feelings and ideas	18(A) write brief stories that include a beginning, middle, and end; and	Independently writes brief stories that include a beginning, middle, and end.	Writes multiple sentences describing an experience with a beginning, middle, and end.	Uses words, phrases or a sentence to describe an experience and with teacher assistance.
	18(B) write short poems that convey sensory details.	Independently write short poems that convey sensory details.	Write short poems that attempt to convey sensory details.	Attempts to write short poems with teacher assistance.
Writes expository texts to communicate ideas	19(A) write brief compositions about topics of interest to the student;	Independently writes brief compositions about topics of interest to the student.	Writes multiple sentences that describe a topic of interest (real object, person, place, or event)	Uses words, phrases or a sentence to describe a topic of interest.
	19(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing);	Independently write short letters with a chronological or logical sequence and appropriate conventions.	Write short letters with a chronological or logical sequence and attempts appropriate conventions.	Write short letters with teacher assistance.
	19(C) write brief comments on literary or informational texts.	Independently write brief comments on literary or informational texts.	Attempts to write brief comments on literary or informational texts.	Write brief comments on literary or informational texts with teacher

		1st Grade Spanish Performance Tasks		
Report Card Section	**Standard Assessed**	**Assessment of Mastery**		
		MS	**AS**	**IPS**
				assistance.
Understands and uses correct functions of grammar when speaking and writing [Conventions]	20(A) understand and use the following parts of speech in the context of reading, writing, and speaking: verbs (past/present/future) in the indicative mode (e.g., canto, canté) nouns (singular/plural/common/proper); adjectives (e.g., verde, alto); adverbs (e.g., time, before, next); prepositions and prepositional phrases ("por la mañana) personal pronouns (e.g., yo, ellos) time-order transition words (e.g., primero, luego, despues)	Correctly uses parts of speech in the context of reading, writing, and speaking.	Identifies parts of speech in the context of reading, writing, and speaking.	Understands parts of speech in the context of reading, writing, and speaking with teacher assistance.
	20(B) speak in complete sentences with correct article-noun agreement; (e.g., la pelota, el mapa, el agua, la mano)	Speaks in complete sentences using correct article-noun agreement.	Speaks in complete sentences but inconsistently uses correct article-noun agreement.	Speaks in complete sentences.
	20(C) identify and read abbreviations (e.g. Sr., Sra.),	Independently identifies and reads abbreviations	Identifies and reads abbreviations 3 out of 5 times	Identifies and reads abbreviations with teacher asssitance
Writes legibly and uses appropriate capitalization and punctuation [Handwriting, Capitalization, Punctuation]	21(A) form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences;	Prints legibly forming each letter correctly and spaces letter, words, and sentences appropriately.	Prints letters, words, and sentences without attending to proper spacing.	Writes uppercase and lowercase letters independently without attention to proper spacing.
	21(B) recognize and use basic capitalization for: the beginning of sentences; names of people.	Capitalizes the first word of a sentence, names of people.	Capitalizes the first word of a sentence	Uses capitalization randomly in writing.
	21(C) recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.	Uses knowledge of the basic rules of punctuation when writing (e.g. period, exclamation point, question mark).	Identifies the correct usage of punctuation. Uses periods in writing.	Uses punctuation randomly in writing.
Uses sounds, spelling patterns, and high frequency words to approximate correct spelling	22(A) use phonological knowledge to match sounds to letters and syllables to construct words;	Independently uses phonological knowledge to match sounds to letters and syllables to construct words	Uses phonological knowledge to match sounds to letters and syllables to construct words 3 out of 5 times	Uses phonological knowledge to match sounds to letters and syllables to construct with teacher assistance
	22(B) use syllable sound patterns to generate a series of rhyming words using a variety of ending patterns (e.g., ción, illa, ito, ita)	Independently uses syllable sounds patterns to generate a series of rhyming words.	Uses syllable sound patterns to generate a series of rhyming words 3 out of 5 times	Uses syllable sound patterns to generate a series of rhyming words with teacher assistance
	22(C) blend phonemes to form syllables and words (e.g. mismo, tarde)	Independently blends phonemes to forms syllables and words	Blends phonemes to form syllables and words 3 out of 5 times	Blends phonemes to form syllables and words with teacher assistance
	22(D) become familiar with words using orthographic patterns.)including syllables with hard/r/, spelled as "r or "rr" as in ratón or carro words with syllables with soft /r/ spelled with "r" and between two vowels as in pero, perro. Words that use syllables with silent "h" as in hora and ahora. Words that use the following syllables: que-, qui-, gue-, gui-, güe and güi etc..	Is familiar with words using orthographic patterns	Is familiar with words using orthographic patterns 3 out of 5 times.	Is familiar with words using orthographic patterns with teacher assistance.

	22(E) become familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo.	Is familiar with words with consonant blends (e.g. bra/bra-zo,glo/glo-glo-blo)	Is familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo 3 out of 5 times	Is familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo) with teacher assistance.
	22(F)use knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell	Uses knowledge of syllabic sounds, word parts, sound segmentation and syllabication to spell words 4 out of 5 times	Uses knowledge of syllabic sounds, word parts, word segmentation, and syllabication to spell words 3 out of 5 times	Uses knowledge of syllabic sounds, word parts, word segmentation and syllabication to spell words with teacher assistance
	22(G)become familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) (e.g.; calor, ratón)	Is familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas)	Is familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) 3 out of 5 times	Is familiar with words that have a prosodic or orthographic accent on the last syllable (palabras agudas) with teacher assistance
	22(H) become familiar with the appropriate use of accents on words commonly used in questions and exclamations (e.g. cuál, dónde cómo)	Is familiar with the the appropriate use of accents on words commonly used in questions and exclamations	Is familiar with the the appropriate use of accents on words commonly used in questions and exclamations. 3 out of 5 times	Is familiar with the the appropriate use of accents on words commonly used in questions and exclamations with teacher assistance
	22(I)become familiar with creating the plural form of words ending in "z" by replacing the "z" with the "c" before adding –es (e.g. lapis, lapices, feliz, felices)	Can create the plural form of words ending in "z" by replacing the "z" with "c" before adding -es	Can create the plural form of words ending in "z" by replacing the "z" with "c" before adding -es 3 out of 5 times	Can create the plural form of words ending in "z" by replacing the "z" with "c" before adding -es with teacher assistance
	22(j) use resources to find correct spellings	Can independently use resources to find correct spellings	Attempts to use resources to find correct spellings	Uses resources to find correct spellings with teacher assistance

	22(E) become familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo.	Is familiar with words with consonant blends (e.g. bra/bra-zo,glo/glo-glo-blo)	Is familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo 3 out of 5 times	Is familiar with words with consonant blends (e.g., bra/bra-zo, glo/glo-bo) with teacher assistance.