

**Level 1 Progress Check**

Name: \_\_\_\_\_

**Level 1 Goals:**

**Notes and dates to track your child's progress:**

<p><b>Phonograms:</b></p> <ul style="list-style-type: none"> <li>● <b>Group 1:</b> a, b, c, f, h, i, j, m, p, t</li> <li>● <b>Group 2:</b> g (goat), o, r, l, n, th (thin, this), u, ch, e, s (sun), sh, d, w, wh, y (consonant-yellow), qu, v, x, z, ck, s (nose), schwa (Alaska)</li> <li>● <b>Consonant Suffixes:</b> ly, ment, ful, ness</li> <li>● <b>Closed Syllable Prefixes:</b> dis, con, trans, non</li> </ul>	
<p><b>Alphabet:</b> be able to say and write in sequence</p>	
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>● Read one syllable words with the phonograms above</li> <li>● Read multi-syllable words made up of closed and silent e syllables</li> </ul>	
<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>● Using the phonograms above, be able to spell one syllable and multi-syllable words made up of closed and silent e syllables</li> <li>● Apply the FLoSZ rule</li> <li>● Apply generalizations to spell /k/ sound</li> <li>● English spelling laws:             <ol style="list-style-type: none"> <li>1. Do not use j, v, or l at end of word</li> <li>2. q and u are always together</li> </ol> </li> </ul>	
<p><b>Syllable types:</b> Closed, Silent e Syllable</p>	
<p><b>Level 1 Concepts:</b>            Consonant, short and long vowel, compound word, digraphs, blends, prefix, bases (bound and unbound), consonant suffix, morpheme, syllable, singular, plural, accented and non-accented syllables, schwa</p>	
<p><b>Learned/Sight Words:</b> the, are, to, a, was, do (done, does, doing), said, were, of, go (gone, goes, going), who, what, where, why, when, how</p>	
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>● Use S.O.S.</li> <li>● Use syllable division to read and spell words, use phrasing to add fluency to reading</li> </ul>	