

# Reading - Observational Checklist

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

**M** = *Most of the Time*   **S** = *Some of the Time*   **N** = *Not Yet*

| Name | Chooses a just-right book | Is engaged in reading | Uses the pictures to tell/read the story | Tells someone about the book | Rereads to understand | Reads/retells with fluency and expression |
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Adapted from - Literacy Work Stations - *Diller*

## Writing - Observational Checklist

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Prepared and ready to write | *Writes left to right, top to bottom | Rereads his/her writing | Tells someone about their writing | Uses writing 'helps' (word wall, charts...) |
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# Patterns in Student Writing - Observational Checklist

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Ideas | Audience/Voice | Organization | Sentence Fluency | Conventions | Word Choice |
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Adapted from - Literacy Work Stations - Diller

# Word Work - Observational Checklist Emergent & Early

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Naming Letters | Letter Formation | Letter Sort | Letter/Sound Matching | Puts Letters in ABC Order | Recognizes Rhymes |
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Adapted from - Literacy Work Stations - *Diller* & Comprehensive Literacy Resource - Kindergarten - *Trehearne*

# Word Work - Observational Checklist Fluent

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Sorts Words | Reads Word Wall/High-Frequency Words | Makes Words | Spells Word Wall/High-Frequency Words Correctly | Puts Words in ABC Order | Plays Word Games |
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Adapted from - Literacy Work Stations - Diller

## Oral Language - Observational Checklist

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Speaks Clearly & Fluently | Uses Complete Sentences in Speaking | Communicates Effectively with Adults and Peers | Actively Participates in Oral Activities<br><i>(shared reading, discussions...)</i> | Asks for Clarification When Needed | Uses Language Rather Than Physical Means to Resolve Conflict |
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Adapted from - Comprehensive Literacy Resource - Kindergarten - *Trehearne*

## Dramatic Play - Observational Checklist

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

**M** = *Most of the Time*    **S** = *Some of the Time*    **N** = *Not Yet*

| Name | Uses a book to retell a story | Uses retelling pieces/puppets to retell | Includes beginning, middle, end in retelling | Includes details | *Reads scripts | *Reads/retells with fluency and expression |
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Adapted from - Literacy Work Stations - *Diller*