Ahava Home Learning Academy

Grade 1 ELA | Standards 7 and 31 | Teacher administration and keys

Use alongside existing 30-check workbooks. This is supplemental formative evidence, not an official standards certification.

7a: Independent sound inventory

Teacher points to graphemes one at a time. Student says the most common sound; for vowels, give short and long sounds.

Stimuli / prompts: m, t, s, f, n, p, b, d, c, g, h, j, k, l, r, v, w, y, z, x, qu, a, e, i, o, u

Teacher key / caution: Record each sound independently. For x and qu, accept /ks/ and /kw/ as taught; distinguish short and long vowel responses. This is a supplemental sample, not a complete official letter inventory.

7h: Vowel-pattern transfer

Read each word aloud without adult modeling. Mark accurate or retry.

Stimuli / prompts: rain, play, seed, beach, night, pie, boat, toe, moon, book, blue, few, coin, toy, cloud, cow, saw, haul

Teacher key / caution: Target: ai, ay, ee, ea, igh, ie, oa, oe, oo (two sounds), ue, ew, oi, oy, ou, ow, aw, au. Confirm the state-listed pattern set before declaring full coverage.

7l: Prefix meaning and decoding

Read each word. Underline its prefix and explain what the word means.

Stimuli / prompts: unhappy, dislike, inactive, repaint, preview, misread, nonstop, exhale

Teacher key / caution: Prefixes: un-, dis-, in-, re-, pre-, mis-, non-, ex-. Exhale is ex- + hale historically but is not a transparent base-word example for young learners. Score ex- recognition only; do not require a misleading base-word explanation.

7n: Contractions in sentence context

Read each sentence. Write the two words represented by the contraction.

Stimuli / prompts: 1. She's happy today. 2. She's finished her work. 3. He's ready. 4. He's eaten already. 5. I'm here. 6. They're playing.

Teacher key / caution: 1 she is; 2 she has; 3 he is; 4 he has; 5 I am; 6 they are. Explain the context distinction.

7o: Unseen reading transfer

Adult presents each line without rehearsal. Student reads aloud. Record errors and hesitations.

Stimuli / prompts: List A: help, wish, jump, went, sand, milk, best, hand. List B: chest, still, grand, shelf, twist, stamp, drift, blend. Sentence: The frog went past the small pond.

Teacher key / caution: Record accuracy for each list and connected text separately. No automaticity claim from a single untimed list; do not impose a state cutoff.

31k: High-frequency spelling transfer

Adult dictates the words, one at a time, without showing this list to the learner.

Stimuli / prompts: Student page: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____

Teacher key / caution: Teacher dictates: went, help, make, home, play, see, can, with. Score each exact spelling and compare with an unseen second sample on another day.

31o: Homophones in complete sentences

Adult reads the sentence and repeats the capitalized target word. Student writes only the target word. Do not show the teacher sentences to the student.

Stimuli / prompts: Student page: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Teacher key / caution: Teacher reads: 1 I have TWO pencils. 2 Come HERE. 3 The SUN is bright. 4 THEIR dog is sleeping. 5 I can SEE the moon. Key: two, here, sun, their, see.

Keep student work and scores private. Reassess missed skills after explicit instruction.