

TEACHER DAILY LESSON GUIDE

Ellen Ochoa

GRADE 1 HEROES



Pathways2.0

Journey to Excellence through Literacy



SEVENTH-DAY ADVENTIST® CHURCH

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Heroes

For I can do everything through Christ, who gives me strength.
Philippians 4:13 (NLT)

Synopsis

This is a brief biography of Ellen Ochoa, an American engineer, former astronaut, and current director of the Johnson Space Center. Ochoa became the first Hispanic woman to go into space when she served on a nine-day mission aboard the shuttle *Discovery* in 1993. This book focuses on her drive to become an astronaut.

Author Information

After graduating from Brown University, Elizabeth D. Jaffe received her master's degree in early education from Bank Street College of Education. Since then, she has written many nonfiction children's books and educational materials. She is an editor and lives in New York City.

Paired Texts (one copy per classroom needed)

- *David Goes to School* by David Shannon
- *Eating the Alphabet* by Lois Ehlert (or any engaging book with simple labels/captions)
- *Brave Queen Esther* by Zonderkidz; Illustrated by David Miles

Faith Connections



Unit Essential Question:

What can we learn from heroes that will enable us to be heroes for God?



Unit Big Idea:

God uses heroes to reveal who He is.

1. CREATION

- God created human beings in His image
- While created in His image, each human being is also unique
- God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given

2. FALL

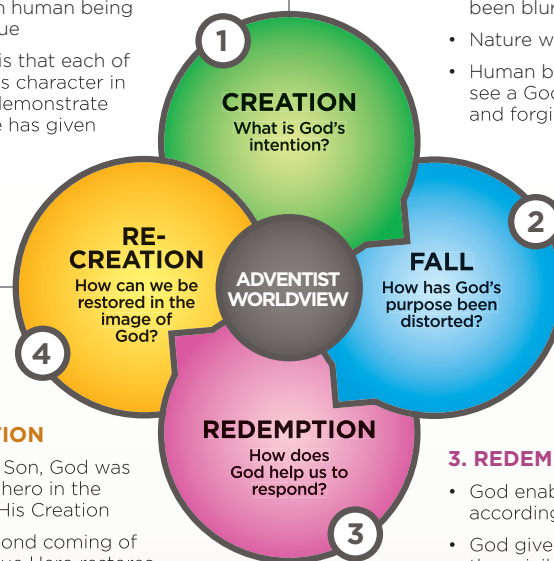
- Humanity took on a sinful nature because of wrong choices
- God's image in human beings has been blurred because of sin
- Nature was affected as a result of sin
- Human beings find it difficult to see a God who is loving, involved, and forgiving

4. RE-CREATION

- In giving His Son, God was the ultimate hero in the salvation of His Creation
- With the second coming of Christ, our true Hero restores His perfect Creation

3. REDEMPTION

- God enables us to act according to His will
- God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great



Standards Addressed

***Note: For standards not fully addressed in this unit, the parts that are addressed are underlined.**

READING FOUNDATIONS

- Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into a sequence of individual sounds (LA.1.RF.2)
- Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling–sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (LA.1.RF.3)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (LA.1.RF.5)

READING INFORMATIONAL TEXT

- Ask and answer questions about key details (LA.1.RI.1)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (LA.1.RI.4)
- Use illustrations and details to describe key ideas (LA.1.RI.7)

WRITING

- Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (LA.1.W.3)
- Produce writing that honors God and affirms the teachings in His Word (LA.1.W.4)
- With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (LA.1.W.5)
- With support in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (LA.1.W.6)
- Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences) (LA.1.W.7)
- Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions) (LA.1.W.8)
- With support, recall experiences or gather information from provided sources to answer a question (LA.1.W.9)
- Write routinely for a range of tasks, purposes, and audiences (LA.1.W.10)

SPEAKING AND LISTENING

- Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone); respond appropriately to the comments of others; ask questions to clarify (LA.1.SL.1)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media (LA.1.SL.2)
- Give brief oral presentations (e.g., stories, personal experiences, readers theater) (LA.1.SL.7)
- Demonstrate reverence when listening to God’s Word and participating in prayer (LA.1.SL.8)

LANGUAGE*

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., *and*, *but*, *or*, *so*, *because*), determiners (e.g., articles, demonstratives), and prepositions (e.g., *during*, *beyond*, *toward*); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (LA.1.L.1)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (LA.1.L.2)
- Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*) (LA.1.L.3)
- With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them, or by acting out the meanings (LA.1.L.4)

Suggested Assessments

	Pre-Assessments	Formative	Summative
Vocabulary	<p><i>Basic Reading Inventory</i> by Jerry Johns (comprehension questions)</p> <p>Beginning-of-Year Oral Vocabulary Assessment (Appendix C)</p> <p>Conduct informal checks for understanding of the weekly vocabulary</p>	<p>Plan quick progress checks that align with the unit standards and objectives, such as:</p> <ul style="list-style-type: none"> • Assignments • Checklists • Clickers • Discussions • Electronic voting • Four corners • Graphic organizers • Journals or notebooks • Observations • Printables • Questioning • Quick checks (e.g., thumbs-up/thumbs-down, exit cards or slips) • Quizzes • <i>Reading A–Z</i> assessments • Running records • <i>Spelling City</i> assessments • Think-Pair-Share 	<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Spelling	<p>Spelling Assessment (Appendix C, Appendix D)</p> <p>Beginning-of-Year Phonological/Phonemic Awareness Assessment (Appendix D)</p> <p>Collect a sample of each student’s first-draft writing and analyze the errors</p> <p>Weekly Pretest</p> <p>Day 1 Independent Sort Activity</p>		<p>Use the Day 5 activity of each lesson for summative assessment</p> <p>End-of-Unit Spelling Assessment (Appendix C)</p> <p>Word Study Notebooks (<i>Teacher Manual</i>)</p>
Reading	<p><i>Basic Reading Inventory</i> by Jerry Johns</p> <p><i>Reading A–Z</i> Benchmark Assessment (Running Reading Record)</p> <p>Close Reading Scoring Guide (<i>Teacher Manual</i>)</p> <p>Reading Interest Inventory (<i>Teacher Manual</i>)</p>		<p>Whole-Group Instruction:</p> <ul style="list-style-type: none"> • End-of-Unit Assessment (Appendix C, Appendix D) • Close Reading Scoring Guide (<i>Teacher Manual</i>) <p>Small-Group Instruction:</p> <ul style="list-style-type: none"> • Guided Reading Running Records • <i>Reading A–Z</i> Assessments <p>Independent Reading:</p> <ul style="list-style-type: none"> • Teacher Checklist • Reading Notebooks (<i>Teacher Manual</i>) • Reading Portfolio
Writing	<p>Writing Benchmark Assessment (Appendix C, Appendix D)</p> <p>Collect a sample of each student’s first-draft writing and use a writing scoring guide</p> <p>Differentiate instruction as needed</p>		<p>Writing:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolio • Writing Notebooks (<i>Teacher Manual</i>) <p>Grammar:</p> <ul style="list-style-type: none"> • Writing Scoring Guide (<i>Teacher Manual</i>) • Writing Portfolio • End-of-Unit Assessment (Appendix C, Appendix D)

WEEK 1

At a Glance

Standards, Activities, and Resources

	DAY 1	DAY 2
Word Study—Approximately 40 minutes/day		
Vocabulary Pre-assessment and teaching classroom routines	Activity: Oral Vocabulary Assessment Resources: <ul style="list-style-type: none"> Oral Vocabulary Assessment (Appendix C) 	Activity: Oral Vocabulary Routine Resources: <ul style="list-style-type: none"> Week 1 Vocabulary Word Cards (Appendix A)
Phonological Awareness Pre-assessment and teaching classroom routines	Activity: Phonological/Phonemic Awareness Assessment Resources: <ul style="list-style-type: none"> Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words; one per class (Appendix C) Sentence Dictation printable; one per student (Appendix C) Phonological/Phonemic Awareness Assessment; one per student (Appendix D) 	Activity: Gathering Routine Resources: <ul style="list-style-type: none"> Auditory signal (e.g., bell, alarm sound on phone) Chart paper and markers
Spelling Pre-assessment and teaching classroom routines	Activity: Spelling Assessment Resources: <ul style="list-style-type: none"> Grade 1 Spelling Assessment or Grades 1 and 2 Spelling Assessment; one per student (Appendix C) Grade 1 Spelling Assessment Answer Key (Appendix D) Grades 1 and 2 Spelling Assessment Analysis (Appendix D) 	Activity: Initial Sounds Picture Cards Preparation Resources: <ul style="list-style-type: none"> Initial Sounds Picture Cards; one copy of each of four pages per student (Appendix A)
Phonics Pre-assessment and teaching classroom routines	Activity: Phonological/Phonemic Awareness Assessment Resources: <ul style="list-style-type: none"> Phonological/Phonemic Awareness Assessment (Appendix D) 	Activity: Continue Phonological/Phonemic Awareness Assessment (from Day 1)



WEEK

1

At a Glance

Standards, Activities, and Resources *Continued*

DAY 1		DAY 2
Reading Workshop—Approximately 80 minutes/day		
Whole-Group Instruction (20 minutes) <i>Note: Three days are devoted to Shared Read-Aloud and Comprehension Mini-Lessons. Those mini-lessons can be extended for the other days of the week, or the time can be added to small-group instruction and individual work.</i>		
Shared Read-Aloud Pre-assessment and teaching classroom routines	Activity: Reading Interest Inventory Resources: • Reading Interest Inventory (<i>Teacher Manual</i>)	Activities: Reading Workshop Routines Resources: • <i>Teacher Manual</i> • Chart paper and markers • Favorite picture book • Book boxes/baskets
Comprehension Mini-Lesson Pre-assessment and teaching classroom routines	Activity: Continue Reading Interest Inventory	Activity: Preview and Predict Resources: • <i>David Goes to School</i> (digital or print)
Small-Group Instruction (60 minutes)		
Guided Reading Pre-assessment and teaching classroom routines	Activity: Pre-Assessment and Guided Reading Leveling Resources: • <i>Basic Reading Inventory</i> by Jerry Johns or <i>Reading A–Z Running Reading Record</i>	
Independent Reading/Literacy Centers Pre-assessment	<i>Guided Reading and Independent Reading may be scheduled simultaneously.</i>	
Writing Workshop—Approximately 40 minutes		
Writing (30 minutes) <i>Note: Two days are Writing Mini-Lessons; two days are Grammar Mini-Lessons. Mini-lessons should be no more than ten minutes, with the rest of the time devoted to Independent Writing.</i>		
Writing Mini-Lesson Describing a picture; drafting labels (LA.1.W.2) Grammar Mini-Lesson Pre-assessment and teaching classroom routines	Activity: Writing Pre-Assessment Resources: • Writing Benchmark Assessment (Appendix C) • Writing Benchmark Assessment Scoring Guide (Appendix D)	Activity: Establishing Writing Workshop
Independent Writing	<i>This time may be used for completing writing activities as needed.</i>	
Handwriting (10 minutes)		
Handwriting Apply common conventions of handwriting (LA.1.W.7)	<i>Use school-wide selected handwriting program.</i>	

DAY 1 Word Study

Word study through phonemic awareness, vocabulary, spelling, and phonics activities supports students' development of a working knowledge of the English language—knowledge that students will then apply as they develop into fluent readers and writers.

Due to the integrated nature of English Language Arts (ELA) subjects, several assessments should be used to determine key information and collect data to build a comprehensive picture of each student. Not only will teachers get a picture of the spelling patterns that students are familiar with, but the errors will give key information about how students are thinking about the sounds that letters make together.

Should a higher-level assessment be needed to fully document a student's ability, choose a similar assessment from the Grade 2 or Grade 3 *Daily Lesson Guide*.

Word Study Assessment	ELA Data Collected
Spelling Assessment	spelling, phonemic awareness, phonics, dictation
Oral Vocabulary Assessment	vocabulary, auditory discrimination, vocabulary production, antonyms, synonyms

Vocabulary

ACTIVITY: Oral Vocabulary Assessment

- There are three tasks in the Oral Vocabulary Assessment (Appendix C): vocabulary production, antonyms, and synonyms. It is recommended that all three tasks be assessed even if a student does not show mastery of the previous task because the tasks do not increase in difficulty.

Oral Vocabulary Assessment		
Name:	Date:	Beginning of Year Middle of Year End of Year
Vocabulary Production Task		
<ul style="list-style-type: none"> • Tell the student you would like to talk about word meanings. Ask the student to tell you what the word <i>friend</i> means. Discuss the meaning of the word with the student. Ask the child to use the word in a sentence. • Continue with the practice items, and then begin the assessment. • Circle words that students do not define or use in a sentence correctly. 		
Practice Words	friend, shake, clear	
tablet	hike	cosin
pool	dive	surprise
bath	smack	steal
		friend
		mountain
Total: /15		
Antonym Task		
<ul style="list-style-type: none"> • Tell the student, "Lots of words have opposites. For example, the opposite of up is down. The opposite of in is out, and the opposite of fat is thin. So, which of these words is the opposite of fat—short, thin, or fast? (thin)" • Read the question and the list of words to the student, placing a check mark next to each correct answer. 		
What is the opposite of tall? (tall, short, whisper)		
What is the opposite of tall? (bear, lie, tell)		
What is the opposite of sweet? (grape, sugar, sour)		
What is the opposite of big? (small, smart, tall)		
What is the opposite of lost? (shot, found, forgot)		
What is the opposite of round? (circle, ring, square)		
What is the opposite of loud? (small, quiet, short)		
What is the opposite of hot? (cold, summer, breezy)		
What is the opposite of hate? (kind, love, nice)		
What is the opposite of fast? (find, soon, follow)		
What is the opposite of child? (in, adult, lead)		
What is the opposite of float? (fall, sink, swim)		
Total: /12		

C-2 | Ellen Ochoa Unit 1, Week 1, Day 1

Synonym Task	
<ul style="list-style-type: none"> • Tell the student, "Lots of times, we can use similar words to mean almost the same thing. For example, a synonym of yelled is shouted. I could use a synonym of smart, such as clever or intelligent. So, which of these words is the synonym of thin—skinny, fat, or tall? (skinny)" • Read the question and the list of words to the student, placing a check mark next to each correct answer. 	
Which word means the same as talk? (speak, soup, grow)	
Which word means the same as snelly? (nosey, stinky, loud)	
Which word means the same as give? (pass, foot, puny)	
Which word means the same as horse? (puppy, pony, deer)	
Which word means the same as airplane? (rocket, shuttle, jet)	
Which word means the same as toss? (hit, throw, catch)	
Which word means the same as cat? (dog, horse, kitten)	
Which word means the same as quilt? (carpet, bed, blanket)	
Which word means the same as hat? (clothing, grab, teeth)	
Which word means the same as reach? (hit, hand, feet)	
Which word means the same as watch? (look, ring, push)	
Which word means the same as start? (stop, quit, begin)	
Total:	/12
Mastery Goal: 12/15 or 10/12 in each section	

Unit 1, Week 1, Day 1 Ellen Ochoa | C-3

- o This assessment should be given individually to each student.
- o If it is not clear whether a student knows the meaning of a word, ask for further explanation or clarification; if the meaning is still not clear, then count that item as wrong and move on.

o Each question may be repeated once if necessary. Gently end the assessment if the child appears to be frustrated with the task.

- To demonstrate mastery in this task, the student should get at least 12/15 or 9/12 correct.

Phonological Awareness

ACTIVITY: Phonological/Phonemic Awareness Assessment

- The assessment provided is designed to specifically assess and document major kindergarten/first-grade skills and indicate readiness by assessing letter discrimination, phonemic awareness, rhyming, and blending. If the child misses more than half of the first five items in any section, then tactfully discontinue the task.
- This assessment should be given individually to each student (except for the Sentence Dictation section, which may be administered to the entire class at the same time).
- Make one copy of each of the following printables for the entire class to use: Alphabet Recognition—Uppercase, Alphabet Recognition—Lowercase, Letter/Sound Identification, Decoding Words, and Sight Words (Appendix C). Placing the printables in plastic protectors is advised.

Alphabet Recognition—Uppercase

Name the letters from left to right. Skip all numbers.

G	J	X	F
Z	W	3	I
Q	B	C	A
H	2	S	V
R	P	U	T
7	N	E	M
I	L	K	9
Y	O	D	2

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Alphabet Recognition—Lowercase

Name the letters from left to right. Some letters repeat.

h	r	p	l	e
m	t	k	j	f
g	z	w	c	v
a	s	u	b	a
g	m	l	x	q
o	n	d	y	i

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Letter/Sound Identification

Read the sounds represented by these letters from left to right.

k	g	q	m	a
f	e	i	s	r
u	p	d	o	v
b	j	n	t	c
x	z	w	l	h
y	sh	ch	th	wh

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C-6 | Ellen Ochoa Unit 1, Week 1, Day 1

Decoding Words

Read the following words from left to right. Use tracking.

cot	mat	sent
fail	word	part
brick	guess	few
call	grand	cage
best	long	letter
reach	late	honey
shower	strait	

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Sight Words

Read the following words from left to right. Use tracking.

the	of	and
a	to	in
is	you	that
it	he	was
for	on	are
as	with	his
they	I	at
be	this	or
one		

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C-8 | Ellen Ochoa Unit 1, Week 1, Day 1

- Make one copy per student of the Sentence Dictation printable (Appendix C).

Sentence Dictation

Name: _____ Date: _____

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- For recording, make one copy per student of the Phonological/Phonemic Awareness Assessment (Appendix D).
- This assessment has ten sections. It is *not* recommended that these tasks be given all in one day.
 - o During the assessment, note whether students are tracking, blending properly, or demonstrating hesitation. This information will assist in the formation of small groups as well as the design and implementation of quality interventions.
 - o The sight words assessed in this list are the first 25 words on the Fry list, created as an updated list (from Dolch) based on the changes in language and consisting of 1,000 of the most commonly used words in the English language.

Phonological/Phonemic Awareness Assessment

Student Name:	Grade:	Beginning of Year Middle of Year End of Year
Date:		

Phonemic Awareness Skills	Score
Task 1: Alphabet Recognition—Uppercase • Point to each letter and ask, "What letter is this?" • Circle the incorrectly identified letters below and record score. There are numbers mixed with the letters on the student card. It is the student's job to skip them.	26
G J X F Z W I Q B C A H S V R P U T N E M L K Y O D	
Task 2: Alphabet Recognition—Lowercase • Point to each letter and say, "What letter is this?" • Circle the incorrectly identified letters below and record score.	30
h r p l e m t k j f g z w c v a s u b a g m i x q o n d y i	
Task 3: Letter/Sound Identification • Point to each letter and say, "What sound does this letter represent?" • Circle the incorrectly articulated letters below and record score. (Students should articulate hard /g/ and /j/ sounds. Make note of vowel sounds identified—long or short.)	30
k g q m a f e i s r u p d o v b j n t c x z w l h y s h c h t h w h	

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- Directions for the first nine sections are included on the Phonological/Phonemic Awareness Assessment.
- For the last section, give each student a copy of the Sentence Dictation printable.
 - o Using the following list of sentences, read each sentence one time and ask the student(s) to echo the sentence while holding up one finger per word. Repeat the sentence, then ask the student(s) to write each sentence. If students do not know how to spell a word, remind them to use their phonics skills to sound out and spell the word.
 - o Do not repeat the sentence a third time unless that accommodation is documented; inability to complete this task without hearing the sentence more than two times gives insight into a student's ability to focus, hear, and represent simple words.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Can Mom see the tall man? 2. She can pet the cat. 3. The hen will see the vet. 4. Did the men go play? | <ol style="list-style-type: none"> 5. A pig is in the hut. 6. My hat is not big. 7. The mug is hot. 8. Will you hop or sit? |
|--|---|

- The assessment can be given to students in a whole-group setting or in small groups.
 - Monitor students as the assessment progresses; once a student misses five words, discontinue by gently removing the test. Quietly let students know that they are done and can go to centers or the computer while other students finish. There is no value in continuing past that point because students may feel overwhelmed and develop a negative attitude about further assessment.
- After the test is over, complete the analysis for each student using the provided Grades 1 and 2 Spelling Assessment Analysis (Appendix D). Two errors in any column equate to the student's developmental spelling level.
- The following chart identifies the expected spelling stage range by grade level as well as the goal students should reach when they retake this assessment at the end of the year to show a year's worth of growth.

Grade Level	Typical Spelling Stage Ranges within Grade Level	End-of-Year Spelling Stage Goal
K	Emergent to Letter Name-Alphabetic (LNA)	Medial Letter Name-Alphabetic (LNA)
1	Late Emergent to Within Word Pattern (WWP)	Early Within Word Pattern (WWP)
2	Late Letter Name-Alphabetic (LNA) to Early Syllables & Affixes (S&A)	Late Within Word Pattern (WWP)

Phonics

ACTIVITY: Continue Phonological/Phonemic Awareness Assessment

1

DAY

Reading Workshop

Whole-Group
Instruction

Shared Read-Aloud

ACTIVITY: Reading Interest Inventory

Administer the Reading Interest Inventory to students (see *Teacher Manual*).

Comprehension Mini-Lesson

ACTIVITY: Continue Reading Interest Inventory

1

DAY

Reading Workshop

Small-Group
Instruction

Guided Reading

ACTIVITY: Pre-Assessment

Whether using Jerry John’s *Basic Reading Inventory*, *Reading A–Z* (Raz-Kids) or another Running Reading Record, the goal of this type of record is to identify students’ frustrational, instructional, and independent reading levels.

- This assessment will:
 - o Show at which level to assign students for Guided Reading groups as well as self-selected reading,
 - o Provide documentation to show baseline/benchmark level and growth throughout the year, and
 - o Determine when a student is ready to move to the next reading level (e.g., *Reading A–Z*, Fontas & Pinnell, DRA, Lexile).
- The method of taking a Running Reading Record is as follows:
 - o First, students read a benchmark passage or book while the teacher records their reading behaviors on a Running Reading Record using the code provided.
 - o Next, students retell the text. The teacher uses a retelling scoring guide to record comprehension and memory of main ideas and key details.
 - o Finally, students take an oral comprehension assessment. Each question has an indicator to tell which skill is being assessed in order to help teachers identify which comprehension skills need additional practice.

Independent Reading/Literacy Centers

ACTIVITY: Continue Guided Reading Pre-Assessment

DAY 1 Writing Workshop

Writing Mini-Lesson

ACTIVITY: Writing Pre-Assessment

At this grade level, students are in various stages of writing development. Assessing each student’s current stage is necessary in order to document, group students, and drive instruction appropriately. The Writing Benchmark Assessment Scoring Guide (Appendix D) is based on the end-of-year kindergarten standards and is used to identify readiness for first-grade instruction and to give teachers data for remediation or acceleration.

Writing Assessment	Data Collected
Writing Benchmark Assessment	writing, grammar, capitalization, punctuation, spelling
Dictation Sentences (Phonological/Phonemic Awareness Assessment Task 10)	spelling, punctuation, capitalization