

Unit Planning Organizer

Grade: Kindergarten

Unit: 2

**Using Words and Illustrations
To Share Meaning**

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments

Table of Contents

Step 1: Unit Standards

.....	
..... p. 3	
Iowa Core Standards- Priority Standards	
.....	p. 3
Iowa Core Standards- Support Standards	
.....	p. 3
Reading Standards Unwrapped and Depth of Knowledge	
.....	p. 4
Writing Standards Unwrapped and Depth of Knowledge	
.....	p. 4
Speaking/Listening Standards Unwrapped and Depth of Knowledge	
.....	p. 4
Unit Essential Questions and Big Ideas	
.....	p. 5

Step 2: Standards-Based Unit Assessments

.....	p. 5
Assessment and Performance Task Alignment of Unit Standards	
.....	p. 5
Standards-Based Common Formative Post-Assessment (CFA – Same as Pre)	
Teacher Directions, Student Directions and Answers	
.....	p. 5

Step 3: Standards-Based Performance Tasks

.....	p. 12
Performance Task Synopses	
.....	p. 12
Performance Task 1- In Detail	
.....	p. 12

Student Materials

.....
 p.17

Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must be* assessed through teacher-designed classroom measure.
- Supporting standards *will not be* embedded in common formative pre/post assessments.

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	Kindergarten					
Title of Standards-Based Unit	Using Words and Illustrations to Share Meaning					
Estimated Duration of Unit	6 weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
	RF.K.1 (a-d), RF.K.2 (a & b), RL.K.7, RI.K.7, W.K.2, SL.K.1 (a)
RF.K.1 (a, b, c, d)	Demonstrate understanding of the organization and basic features of print. a) Follow words from left to right, top to bottom, and page by page. b) Recognize that spoken words are represented in written language by specific sequences of letters. c) Understand that words are separated by spaces in print. d) Recognize and name all upper-and lowercase letters of the alphabet.
RF. K.2 (a & b)	Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a) Recognize and produce rhyming words.

	b) Count, pronounce, blend, and segment syllables in spoken words.
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
SL.K.1 (a)	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

RL.K.5, RL.K.6, SL.K.5

Reading Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.K.7	With prompting and support: Describe	Relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	DOK 1
RI.K.7	With prompting and support Describe	Relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	DOK 2

Writing Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
W.K.2	Use Compose Name	- Combination of drawing, dictating, and writing - Informative/explanatory texts - Topic being written about	DOK 1

	Supply	o Information about the topic	
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Speaking/Listening Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
SL.K.1 (a)	Participate Follow	- o In collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups - o Agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion)	DOK 1

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How do I get information? How do I share what I learned so that others understand?	People can share information that they have learned from words and illustrations in many ways.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RF.K.1a, RF.K.1c, RF.K. 1b, RF.K.1d, RF.K.2a, RF.K.2b, RL.K.7 (Note: same as post)
Performance Task #1	SL.K.1a
Performance Task #2	W.K.2
Performance Task #3	SL.K.1a, RI.K.7
Post CFA	RF.K.1a, RF.K.1c, RF.K. 1b, RF.K.1d, RF.K.2a, RF.K.2b, RL.K.7 (Note: same as pre)

Standards-Based Common Formative Post-Assessment (CFA)

Standard(s): Follow words from left to right, top to bottom, and page by page. **RF.K.1a**

Understand that words are separated by spaces in print. **RF.K.1c**

Teacher Directions: Using any emergent text with text on two successive pages, with individual students have them demonstrate understanding of the organization and basic features of print by asking the following questions:

***Model to the students how to “frame” a number/picture with two cards/fingers. Using this model, have the students do the same with the following prompts.**

Student Directions and Possible Answers:

T: Show me one word.

T: Show me two words.

T: Show me a space between two words. (Student points to space between two words) (RF.K.1c)

T: Where do I start reading?

**If Student does not respond, you can prompt: “Point to where I start reading.”*

T: What word would I read next? (left to right)

Go to the end of the first line and point to the last word and ask the following question.

T: Where do I go next to read after I read this word? (top to bottom)

Point to the last word on that page and ask the following question.

T: Where do I go next to read after I read this word? (page to page)

(RF.K.1a)

Scoring Guide RF.K.1a

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	Student correctly identifies: o Directionality: reading left to right o Return sweep: reading top to bottom o Reading page to page	o Meets 2 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

Scoring Guide RF.K.1c

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student correctly identifies a space between words in print.	o	o Student does not correctly identify space between words in print.
		Comments:	

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Standards-Based Common Formative Post-Assessment (CFA)
Standard(s): Recognize that spoken words are represented in a written language by specific sequences of letters. RF.K1b Teacher Directions: In large/small groups or with individual students have the students demonstrate understanding of spoken words being represented in written language by having them circle the appropriate <u>sequence of letters</u>. Pass out the student sheet to the students. Student Directions and Possible Answers: 1. The teacher says: "Circle the group of letters that that say BUS." 2. The teacher says: "Circle the group of letters that say CAT." 3. The teacher says: "Circle the group of letters that say PIG." 4. The teacher says: "Circle the group of letters that say TEN. " For students to meet this standard we want them to circle the specific sequence of letters. We are checking to make sure they understand that spoken words are represented in written language and have a specific sequence. **See supporting documents for student copy.

Scoring Guide RF.K.1b			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student correctly identifies 4 of the 4 specific sequences of letters.	o Student correctly identifies 3 of the 4 specific sequences of letters.	o Student correctly identifies less than 3 of the specific sequences of letters.
		Comments:	

Standards-Based Common Formative Post-Assessment (CFA)
Standard(s): Recognize and name all upper and lowercase letters of the alphabet. RF.K.1d Teacher Directions: Uppercase Letters Assessment

Using the Letter Assessment table, point to each uppercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a “+” next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a “-.”

Lowercase Letters Assessment

Using the Letter Assessment table, point to each lowercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a “+” next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a “-.”

Scoring

Once the assessment is complete, refer to the Letter Assessment Recording Tool and add the total number of “+” within the Uppercase and Lowercase charts. Enter the total in the last row of each chart.

Reassess letters periodically to measure student growth as well as to guide targeted practice for unknown letters.

Student Directions and Possible Answers:

T: “Name each letter that I point to.”

**See supporting documents for teacher and student copy

Scoring Guide RF.K.1d

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	o Student recognized and named all 52 letters (both upper and lowercase)	o Student recognized and named 21-51 letters (upper and lowercase combined)	o Student recognized and named 0-20 letters (upper and lowercase combined)
		Comments:	

Standards-Based Common Formative Post-Assessment (CFA)

Standards: Recognize and produce rhyming words. RF.K.2a

Teacher Directions: For the first portion of the assessment (rhyme recognition), the student will determine if two given words rhyme by answering yes or no. The teacher will record correct and incorrect student responses by placing a check in the appropriate column on the student response sheet. For the second portion of the assessment (rhyme production), the student will be given a word and will be asked to produce a word that rhymes with each given word. The student response must be a real word that rhymes with the given word and not a nonsense word. If a student gives a nonsense word, prompt the student to give a real word instead. The teacher will record the student’s response on the student response sheet. The scoring guide criteria includes the rhyme recognition and rhyme production scores added together to determine proficiency for the standard.

Student Directions and Possible Answers:

Rhyme Recognition

T: I want you to tell me if two words rhyme. When words sound the same at the end, we call this a rhyme. For example, big rhymes with pig. They both end with –ig. Words like bed and mop do not rhyme because they do not have the same sounds at the end. Listen carefully. I am going to say two words. I want you to tell me “yes” if the two words rhyme and tell me “no” if the two words do not rhyme. Are you ready? Let’s start.

T: bat-cat

Correct answer: yes

T: red-dog

Correct answer- no

T: tree-see

Correct answer- yes

T: mug-cup

Correct answer- no

T: top-tan

Correct answer- no

T: ring-sing

Correct answer-yes

**The teacher will record student responses on student response sheet.*

Rhyme Production

T: For the next part, I will say a word and I want you to tell me a word that rhymes with my word. You will need to give me a real word and not a nonsense word. Are you ready? Let’s start.

T: hit

Possible responses: bit, fit, kit, lit, pit, quit, sit, wit, zit, grit, mitt, slit, skit, spit

T: mop

Possible responses: bop, cop, hop, pop, sop, top, chop, shop

T: cake

Possible responses: bake, fake, lake, make, quake, rake, sake, take, wake, shake

T: beep

Possible responses: deep, jeep, keep, peep, seep, weep, creep, sheep, steep, sweep

T: sun

Possible responses: bun, fun, gun, nun, pun, run, shun, spun, stun

T: ran

Possible responses: man, tan, fan, can, span, ban, Dan, Jan, Nan, pan, van, clan

**The teacher will record student responses on student response sheet.*

**See supporting documents for student response sheet.*

Scoring Guide RF.K.2a			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student correctly recognizes and produces 11 or 12 rhymes.	o Student correctly recognizes and produces 10 rhymes.	o Student correctly recognizes and produces 9 or fewer rhymes.
		Comments: Nonsense words are acceptable responses.	

Standards-Based Common Formative Pre-Assessment (CFA)

Standards: Count, produce, blend and segment syllables in a spoken word. **RF.K.2b**

Teacher Directions: For the first portion of the assessment (syllable blending), the student will be given a word broken into syllables and blend the syllables into a word. The teacher will record correct and incorrect student responses by placing a check in the appropriate column on the student response sheet. For the second portion of the assessment (syllable segmenting), the student will be given a word and will be asked to segment the word into syllables. The teacher will record the student response including the syllable segmenting. For the last portion of the assessment (syllable counting), the student will be given a word and asked to tell how many syllables are in the word. The teacher will record the student's response for the number of syllables on the student response sheet. The scoring guide criteria includes the syllable blending, syllable segmenting, and syllable counting scores added together to determine proficiency for the standard.

Student Directions and Possible Answers:

Syllable blending:

*T: I am going to say a word in a funny way. I want you to put the parts together and say the whole word. Let's try one together. I say ro-bot...., now put the parts together and say the whole word (**robot**). Great! Let's try some more words.*

Teacher will say the word parts and the student will blend the syllables together.

1. school-bus
2. pen-cil
3. spi-der
4. pa-per
5. class-mate

6. *bas-ket*

Syllable Segmentation

*T- I am going to say a word and then you will break it into parts, or syllables. Let's try a few together. I say bedroom (clap the two parts while saying the word and/or push up a chip as you say each syllable) bed-room. Now you try..... **bed-room**. Good, Now let's try some more words.*

1. *classroom* (2)
2. *zebra* (2)
3. *television* (4)
4. *maybe* (2)
5. *marker* (2)
6. *lollipop* (3)

Syllable counting

*T- I am going to say a word and I would like you to tell me how many parts/syllables you hear in the word. You may clap the syllables or push chips to help you. Let's try one together. Popcorn (teacher claps or pushes chips) "How many syllables do you hear?" **(2)** Good let's try some more words.*

1. *apple* (2)
2. *after* (2)
3. *helicopter* (4)
4. *pig* (1)
5. *forget* (2)
6. *water* (2)

Scoring Guide RF.K.2b

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	o Student blends syllables in a spoken word with no more than 1 error. o Student segments syllables in a spoken word with no more than 1 error. o Student counts syllables in a spoken word with no more than 1 error.	o Meets 2 of 3 proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

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Standards-Based Common Formative Pre-Assessment (CFA)

Standards: RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g, what person, place, thing, or idea in the text an illustration depicts).

Teacher Directions: In large or small groups, give each child a copy of the assessment sheet. Tell the students that you are going to read a sentence and they need to circle the illustration that the sentence depicts. Say the following sentence, “The tiger wonders why the lion doesn’t have stripes.” Remind the students to circle the illustration that shows what the sentence depicts. After the students have completed the task, have the students complete the sentence prompt (I know this because...) at the bottom of the page to show how they knew which was the correct illustration.

Student Directions and Possible Answers: The students should circle the picture of the tiger. After, they should answer the sentence prompt at the bottom of the page to show how they knew which was the correct illustration. The student might write, “I know this because I see a tiger and a lion in the picture.”

Scoring Guide – RL.K7

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	With prompting and support: o Student identifies correct illustration and can describe the relationship between the illustration and the text in which they appear.	o Student identifies the correct illustration but is unable to describe the relationship between the illustration and the text in which they appear.	o Student cannot identify the correct illustration and is not able to describe the relationship between the illustration and the text in which they appear.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Engaging Scenario: Our class is having a job fair so that we can learn about different occupations that are important to our community. Each group of students will be asked to share information about a career that is beneficial to our community. We will then have a better understanding of occupations in our community.

Task 1: (SL.K.1a)

- o Synopsis: After sharing the engaging scenario, direct instruction will take place on careers and occupations. Large group discussion will occur about different types of occupations. This information will be used to create an anchor chart. **DOK 1**

Task 2: (W.K.2)

- o Synopsis: Assign students to small groups, according to a particular occupation. Students look through/read texts about their assigned occupation and make a list of the things we could learn about that occupation. Students research an aspect of that occupation.
- o Students record information on their graphic organizer.
- o Students use the graphic organizer to help compose their informative text explaining their topic, using both words and pictures. **DOK 1**

Task 3: (SL.K.1a) (RI.K.7)

- o Synopsis: Today is the job fair. Students share their informative text explaining their topic and information about that topic in small groups of people you've invited to your class.
- o During the job fair, collaborative conversations will occur between students and adults explaining what they have learned. Students will also explain how their picture and words go together to help others understand what they are presenting. **DOK 1, 2**

Performance Task # 1- In Detail (DOK 1)

Priority Standards:

SL.K.1a

SL.K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small or large groups.

- a) Follow agreed upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

Essential Question:

How do I get information? How do I share what I learned so that others understand?

Big Idea:

People can share information that they have learned from words and illustrations in many ways.

Engaging Scenario: Our class is having a job fair so that we can learn about different occupations that are important to our community. Each group of students will be asked to share information about a career that is beneficial to our community.

Task 1: (SL.K.1a)

- o Synopsis: After sharing the engaging scenario, direct instruction will take place on careers and occupations. Large group discussion will occur about different types of occupations. This information will be used to create an anchor chart. **DOK 1**

Teacher Directions: Introduce the topic of occupations. What is an occupation? Read aloud a text on occupations/careers. Ask students to discuss in small groups or partnerships from the topics listed below (assess SL.K.1a). In large group, make a list of possible careers.

Suggestions for Instruction:

- o Possible topics for small group discussion: tell what your mom or dad's occupation is, tell what the word occupation means, tell some examples of occupations.
- o Possible texts:
Community Helpers A to Z, by B. Kalman
Career Day, by A. Rockwell
Helpers in My Community, by: B. Kalman (GR level G text)
When I Grow Up, by: A. Yankovic

Differentiation Option:

- o Provide students who need assistance a 'talking stick' to pass back and forth to encourage taking turns.
- o Teach visual cues to use with students as reminders or prompts of the discussion rules.

Scoring Guide - SL.K.1a

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	Follow agreed upon rules for discussion on a consistent basis in large group: o Listen to others o Take turns speaking about the topics and texts under discussion o Additional rules determined by the classroom	o Meets two of the proficient criteria.	o Meets fewer than two of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail (DOK 1)**Priority Standards:**

W.K.2 Use a combination of drawing, dictating and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.

Essential Question:

How do I get information? How do I share what I learned so that others understand?

Big Idea:

People can share information that they have learned from words and illustrations in many ways.

Engaging Scenario: Our class is having a job fair so that we can learn about different occupations that are important to our community. Each group of students will be asked to share information about a career that is beneficial to our community.

Task 2: (W.K.2)

- o Synopsis: Assign students to small groups, according to a particular occupation. Students look through/read texts about their assigned occupation and make a list of the things we could learn about that occupation. Students research an aspect of that occupation.
- o Students record information on their graphic organizer.
- o Students use the graphic organizer to help compose their informative text explaining their topic, using both words and pictures. **DOK 1**

Teacher Directions: *Direct instruction on RI.K.7 needs to have taken place prior to this task. In addition, teacher modeling of this standard should occur during the small group research taking place in this task.*

Assign students to small groups, according to a particular occupation. Together in their group, students look through/read texts about their assigned occupation and make a list of the things we could learn about that occupation. Each student is assigned an aspect of their occupation (e.g. education, equipment, uniform, transportation, skills, safety, etc.) to research and learn about. Students record this information on a graphic organizer, demonstrating their ability to both name a topic and supply information about that topic. Finally, when students have completed this, they will use a combination of drawing, dictating, and writing to compose an informative text about the assigned aspect of their given occupation.

Suggestions for Instruction:

- o Media specialist could co-teach this lesson. Upper grade level buddies could also provide reading assistance.
- o Students can be assigned to a group according to an occupation that interests them or via teacher choice.

Differentiation Option:

- o Students can be paired with another kindergarten student or given an upper grade level buddy to provide reading assistance.
- o The following sentence frame may be given as needed:
A _____ uses _____. or A _____ needs _____.

**See supporting documents for student copy

Scoring Guide Independent Component – W.K.2			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus: o Provide a sense of closure	Student: a. Uses a combination of drawings, dictating, and writing. (Two of the three, 2/3) b. Names what they are writing about c. Supply some information about the topic.	o Student meets two of the three proficient criteria.	o Student meets fewer than two of the three proficient criteria.
		Comments:	

Performance Task # 3- In Detail (DOK 1, 2)

Priority Standards:

SL.K.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small or large groups.

- a) Follow agreed upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).

RI.K.7 – With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts).

Essential Question:

How do I get information? How do I share what I learned so that others understand?

Big Idea:

People can share information that they have learned from words and illustrations in many ways.

Engaging Scenario: Our class is having a job fair so that we can learn about different occupations that are important to our community. Each group of students will be asked to share information about a career that is beneficial to our community.

Task 3: (SL.K.1a) (RI.K.7)

- o Synopsis: Today is the job fair. Students share their informative text explaining their topic and information about that topic in small groups of people you've invited to your class.
- o During the job fair, collaborative conversations will occur between students and adults explaining what they have learned. Students will also explain how their picture and words go together to help others understand what they are presenting. **DOK 1, 2**

Teacher Directions: Invite an audience to your classroom or other location in your building. Small groups gather together (with their informative text) for audience to come to their 'booth' and visit with them about information from their given occupations. During the job fair, the teacher will circulate and prompt students to participate in conversations explaining how their picture and words go together from the informative text they have written (assessment for RI.K.7).

Suggestions for Instruction:

- o Audience members may include upper grade level buddies, parents, another class, other staff members.
- o For the job fair, consider providing each group with a specific 'booth' or area to present and have students dress like their profession or use props for the job fair.

Differentiation Option:

- o Offer prompting and support as needed during conversation describing the relationship between the picture and words.
- o For those students struggling with SL.K.1a, provide prompting and support.

Scoring Guide - SL.K.1a

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	Follow agreed upon rules for discussion on a consistent basis in small group: o Listen to others o Take turns speaking about the topics and texts under discussion) o Additional rules determined by the classroom	o Meets two of the proficient criteria.	o Meets fewer than two of the proficient criteria.
		Comments:	

Scoring Guide RI.K.7

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o With no prompting and support and/or provides 3 or more examples.	With prompting and support: o Student is able to describe the relationship between the illustration and the text by giving 2 examples.	o Meets proficiency criteria with 1 example.	o Meets proficiency criteria with 0 examples.
		Comments:	

Supporting Documents and Student Materials

Kindergarten ELA

Unit 2: Using Words and Illustrations to Share Meaning

Pre/Post Common Formative Assessment: Selected Response

Follow words from left to right, top to bottom, and page by page. RF.K1a

Understands that words are separated by spaces in print. RF.K.1c

Using any emergent text with text on two successive pages, with individual students have them demonstrate understanding of the organization and basic features of print by asking the following questions:

***Model to the students how to “frame” a number/picture with two cards/fingers. Using this model, have the students do the same with the following prompts.**

Student Directions and Possible Answers:

T: Show me one word.

T: Show me two words.

T: Show me a space between two words.

(RF.K.1c)

T: Where do I start reading?

**If Student does not respond, you can prompt: “Point to where I start reading.” (First word of text)*

T: What word would I read next? (left to right)

Go to the end of the first line and point to the last word and ask the following question.

T: Where do I go next to read after I read this word? (top to bottom)

Point to the last word on that page and ask the following question.

T: Where do I go next to read after I read this word? (page to page)

(RF.K.1a)

Scoring Guide RF.K.1a			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus: o NA	Student correctly identifies: o Directionality: reading left to right o Return sweep: reading top to bottom o Reading page to page	o Meets 2 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	
Scoring Guide RF.K.1c			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student correctly identifies a space between words in print.	o	o Student does not correctly identify space between words in print.
		Comments:	

Unit 2: Using Words and Illustrations to Share Meaning

Pre/Post Common Formative Assessment: Selected Response

Recognize that spoken words are represented in a written language by specific sequences of letters.

RF.K1b

In large/small groups or with individual students have the students demonstrate understanding of spoken words being represented in written language by having them circle the appropriate sequence of letters.

Pass out the student sheet to the students.

1. The teacher says: "Circle the group of letters that say BUS."
2. The teacher says: "Circle the group of letters that say CAT."
3. The teacher says: "Circle the group of letters that say PIG."
4. The teacher says: "Circle the group of letters that say TEN."

Name_____

RF.K.1.b - Recognize that spoken words are represented in a written language by specific sequences of letters.

1. USB BUS BSU

2. CAT CTA TAC

3. IGP PGI PIG

4. TEN NET TNE

Kindergarten ELA

Unit 2: Using Words and Illustrations to Share Meaning

Pre/Post Common Formative Assessment: Selected Response

Recognize and name all upper – and lowercase letters of the alphabet. **RF.K.1d**

Letter Recognition: Show the student the Letter Assessment table; prompt the student:

“What do we call these?” (**Acceptable answers are: letters, ABC’s, alphabet**)

Prompt the student “Show me one you know.” Once the student has located a letter, prompt them to tell you the letter name. (**Acceptable answer would be for student to tell you letter name, letter sound, or a word that starts with that letter.**)

*If the student is unable to locate a letter they know or correctly answer, move on to the Uppercase Letter Assessment.

Uppercase Letters Assessment

Using the Letter Assessment table, point to each uppercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a “+” next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a “-.”

Lowercase Letters Assessment

Using the Letter Assessment table, point to each lowercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a “+” next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a “-.”

Scoring

Once the assessment is complete, refer to the Letter Assessment Recording Tool and add the total number of “+” within the Uppercase and Lowercase charts. Enter the total in the last row of each chart.

Reassess letters periodically to measure student growth as well as to guide targeted practice for unknown letters.

Student Name: _____

Letter Assessment Recording Tool

Recognize and name all upper and lowercase letters of the alphabet. **RF. K.1.d**

Teacher Prompt: “What do we call these?”

Student Response: _____

Teacher Prompt: “Show me one you know.”

Student Response: _____

If the Student is able to point to a letter continue to the next prompt.

Teacher Prompt: "Tell me the letter name."

Student Response: _____

**If student is not able to point to a letter, continue to the Uppercase Letter Assessment Table.*

Uppercase Letters Assessment

Using the Letter Assessment table, point to each uppercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a "+" next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a "-."

Lowercase Letters Assessment

Using the Letter Assessment table, point to each lowercase letter and have the student name the letter. If the student accurately names the letter within 3 seconds, write a "+" next to that letter on the Letter Assessment Recording Tool. If the letter is named incorrectly, or if the student does not know the letter, record a "-."

Scoring Guide RF.K.1d			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o NA	o Student recognized and named all 52 letters (both upper and lowercase)	o Student recognized and named 21-51 letters (upper and lowercase combined)	o Student recognized and named 0-20 letters (upper and lowercase combined)
		Comments:	

Name: _____ Date: _____

Letter Assessment

RF.K.1d

Uppercase Letter Recognition

P	V	F	T	K	B	L
---	---	---	---	---	---	---

C	O	U	H	Y	M	J
G	S	X	A	Q	I	
W	D	N	Z	R	E	

Lowercase Letter Recognition

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

Letter Recognition Assessment Recording
Tool RFK.1.d

Uppercase

Date							
P							
V							
F							
T							

K							
B							
L							
C							
O							
U							
H							
Y							

M							
J							
G							
S							
X							
A							
Q							
I							
W							
D							
N							
Z							
R							
E							
Total	Name						

Uppercase

Date							
p							
v							
f							
t							
k							
b							
l							
c							
o							

u							
h							
y							
m							
j							
g							
s							
x							
a							
q							
i							
w							
d							
n							
z							
r							
e							
Total							

Lowercase

Name: _____

Rhyme Recognition

Date: _____

T: I want you to tell me if two words rhyme. When words sound the same at the end, we call this a rhyme. For example, big rhymes with pig. They both end with -ig. Words like bed and mop do not rhyme because they do not have the same sounds at the end. Listen carefully. I am going to say two words. I want you to tell me "yes" if the two words rhyme and tell me "no" if the two words do not rhyme. Are you ready? Let's start.

	Correct	Incorrect
1. bat-cat	_____	_____
2. red-dog	_____	_____
3. tree-see	_____	_____
4. mug-cup	_____	_____
5. top-tan	_____	_____
6. ring-sing	_____	_____

Rhyme Production

T: For the next part, I will say a word and I want you to tell me a word that rhymes with my word. You will need to give me a real word and not a nonsense word. Are you ready? Let's start.

	Student Response
1. hit	_____
2. mop	_____
3. cake	_____
4. beep	_____
5. sun	_____
6. ran	_____

Scoring Guide RF.K.2a			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus: o NA	o Student correctly recognizes and produces 11 or 12 rhymes.	o Student correctly recognizes and produces 10 rhymes.	o Student correctly recognizes and produces 9 or fewer rhymes.
		Comments: Nonsense words are acceptable responses.	

Syllable Blending

Date: _____

T: I am going to say a word in a funny way. I want you to put the parts together and say the whole word. Let's try one together. I say ro-bot..., now put the parts together and say the whole word (**robot**). Great! Let's try some more words.

	Correct	Incorrect
1. school-bus	_____	_____
2. pen-cil	_____	_____
3. spi-der	_____	_____
4. pa-per	_____	_____
5. class-mate	_____	_____
6. bas-ket	_____	_____

Syllable Segmenting

T- I am going to say a word and then you will break it into parts, or syllables. Let's try a few together. I say bedroom (clap the two parts while saying the word and/or push up a chip as you say each syllable) bed-room. Now you try..... **bed-room**. Good, Now let's try some more words.

Teacher will say the word parts and the student will blend the syllables together.

	Student Response
1. classroom	_____
2. zebra	_____
3. television	_____
4. maybe	_____
5. marker	_____
6. lollipop	_____

Syllable Counting

T- I am going to say a word and I would like you to tell me how many parts/syllables you hear in the word. You may clap the syllables or push chips to help you. Let's try one together. Popcorn

(teacher claps or pushes chips) "How many syllables do you hear?" (2) Good let's try some more words.

Student Response

1. apple
2. after
3. helicopter
4. pig
5. forget
6. water

Scoring Guide RF.K.2b			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	o Student blends syllables in a spoken word with no more than 1 error. o Student segments syllables in a spoken word with no more than 1 error. o Student counts syllables in a spoken word with no more than 1 error.	o Meets 2 of 3 proficient criteria.	o Meets fewer than 2 of the proficient criteria.
		Comments:	

CFA- RL.K.7



I know this because

Name _____

Date _____

A graphic organizer template consisting of a central square with a decorative, scalloped border. Inside this central square, the word "(TOPIC)" is written in a simple, hand-drawn font. Four lines extend from the corners of the central square to the corners of four larger, empty squares arranged in a 2x2 grid around it. These four outer squares are intended for students to write related information or details.

Kindergarten ELA
Unit 2: Using Words and Illustrations to Sharing Meaning

Teacher:

X = Met Standard

Student Names

	L e f t t o r i g h t R F. K I a	T o p t o b o t t o m R F. K I a	P a g e t o p a g e R F. K I a	Spoke n Words repres ented with writte n words RF.K.1b	Under stand that words are separ ated by space s in print RF.K.1c	Rec ogni ze /na me all upp er and lowe rcas e lett ers. RF.K. 1d	R e c o g ni ze r h y m in g w o r d s. R F. K. 2 a	Pr o d u c e r h y m in g w o r d s. R F. K. 2 a	C o u n t s yl l a b l e s. R F. K .2 b	B l e n d s yl l a b l e s. R F. K .2 b	S e g m e n t s yl la bl e s. R F. K. 2 b
1.											
2.											
3.											
4.											
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21.												
22.			Kindergarten ELA									

Unit 2: Using Foundational Skills to Build Meaning

Performance Assessment Tasks #1-3 Checklist

Teacher:

X = Met Standard

Student Names

Describe the relationship between illustrations and the text. **RI.K.7**

Compose an informative text and name a topic and supply information. **W.K.2**

Follows agreed upon rules for discussion in a large group. **SL.K.1a**

Follows agreed upon rules for discussion in a small group. **SL.K.1a**

1.				
2.				
3.				
4.				
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6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Teacher:

X = Met Standard

Student Names

With prompting and support, describe the relationship between illustrations and the story in which they appear. (what moment in a story an illustration depicts)

RL.K.7

1.	
2.	
3.	
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22.	

Kindergarten ELA

Unit 2: Using Words and Illustrations to Sharing Meaning

CFA Checklist

