

INDIANA READING DIAGNOSTIC ASSESSMENT

Resource & Intervention Guide



KINDERGARTEN

Additional Activities and Assessments

Table of Contents

Materials Included in this Resource & Intervention Guide	5
How to Use this Resource & Intervention Guide	5
Kindergarten Skills and Strategies Assessed in Indiana: Practice for Improvement	6

STANDARD 1	7-8
-----------------------------	-----

Additional Assessments

<i>Concepts about Print K.1.1 - K.1.5, K.2.1, K.2.2</i>	9-10
<i>Picture-Word Matching K.1.3</i>	11-18
<i>Letter Recognition K.1.6</i>	19-26
<i>Letter Identification Checklist K.1.6</i>	27-28
<i>Phonemic Awareness K.1.7 - K.1.13</i>	29-34
<i>Rhymes K.1.10</i>	35-42
<i>Beginning Sounds K.1.11</i>	43-50
<i>Ending Sounds K.1.11</i>	51-58
<i>Sound Identification Checklist K.1.14</i>	59-60
<i>Sight Word Fluency K.1.15</i>	61-63
<i>Word Recognition K.1.15</i>	65-72
<i>Emergent Reader Rubric K.1.1 - K.1.3, K.1.21, K.2.1, K.3.4</i>	73
<i>Beginning Reader Rubric K.1.3 - K.1.6, K.1.14, K.1.15, K.1.17</i>	75
<i>Alphabetic Principle K.1.18</i>	77-80
<i>Alphabetical Order K.1.19</i>	81-83
<i>Word Categories K.1.20</i>	85-88
<i>Identifying Signs K.1.21, K.7.1</i>	89-91

Classroom Activities

<i>Book Look K.1.1</i>	93
<i>Reading Stick K.1.2</i>	94
<i>Words Around the Room K.1.3</i>	95
<i>Swat Words K.1.4</i>	96
<i>Chain Letters K.1.5</i>	97
<i>Color Your Partner Too K.1.6</i>	98
<i>Secret Sound K.1.7</i>	99
<i>Morphing Words K.1.8</i>	100
<i>Beanbag Blend K.1.9</i>	101
<i>Rhyming Around K.1.10</i>	102
<i>Beginning Better K.1.11</i>	103
<i>Word Steps K.1.11</i>	104
<i>The Sounds You Hear Cheer K.1.12</i>	105
<i>Clap and Chant K.1.13</i>	106
<i>Word Building K.1.14</i>	107
<i>Sight Word Circle K.1.15</i>	108
<i>Be a Sentence K.1.16</i>	109

<i>Knowing My Name K.1.17</i>	110
<i>Word Family Swap Meet K.1.18</i>	111
<i>Order in the Room K.1.19</i>	112
<i>Alphabetical Names K.1.19</i>	113
<i>Word Sort K.1.20, K.1.17</i>	114
<i>Single out Signs and Symbols K.1.21</i>	115
<i>Story Words K.1.22</i>	116

STANDARD 2 117

Additional Assessments

<i>Sentence Comprehension K.2.2</i>	119-126
<i>Listening Comprehension K.2.2, K.2.5, K.3.1</i>	127-134

Classroom Activities

<i>Clue Peek-a-Boo K.2.2</i>	135
<i>Visit a Book K.2.3</i>	136
<i>Words Everywhere K.2.4</i>	137
<i>Learning Signs K.2.4</i>	138
<i>First in Line K.2.5</i>	139

STANDARD 3 141

Additional Assessments

<i>Story Listening Comprehension Rubric K.2.2 - K.2.5, K.3.1, K.3.3</i>	143
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Classroom Activities

<i>Figuring out Fantasy K.3.1</i>	145
<i>Fun with Familiarity K.3.2</i>	146
<i>Reruns – Beginnings, Middles, and Endings K.3.2</i>	147
<i>Important People, Places, and Parts K.3.3</i>	148
<i>Story Summaries K.3.3</i>	149
<i>Show and Share Stories K.3.4</i>	150
<i>Who, What, Where on the Floor K.3.5, K.2.3</i>	151

STANDARD 4 153

Additional Assessments

<i>Writing Process Rubric K.4.1 - K.4.5</i>	155
<i>Writing Checklist: Research Process and Technology K.4.6 - K.4.8</i>	156

Classroom Activities	
<i>Inventing Story Ideas K.4.1</i>	157
<i>Tale Telling Time K.4.2</i>	158
<i>Friendly Messages K.4.3</i>	159
<i>The Write Stuff K.4.4</i>	160
<i>Morning News K.4.5</i>	161
<i>Whale Watching K.4.6, K.4.7, K.4.8</i>	162
STANDARD 5	163
Additional Assessments	
<i>Writing for Multiple Purposes Observational Checklist K.5.1, K.5.2</i>	165
<i>Writing Rubric K.5.1, K.5.2</i>	166
Classroom Activities	
<i>Thank a Bus Driver K.5.1</i>	167
<i>Celebrating Friends K.5.2</i>	168
STANDARD 6	169
Additional Assessments	
<i>Letter Formation Checklist K.6.1</i>	171-172
<i>Phonetic Spelling K.6.2, K.4.4</i>	173-176
Classroom Activities	
<i>Penmanship Crowns K.6.1</i>	177
<i>Flip Flap Spelling K.6.2</i>	178
STANDARD 7	179
Additional Assessments	
<i>Speaking Rubric K.7.2 - K.7.5</i>	181
Classroom Activities	
<i>Simon Says Do the Two-Step K.7.1</i>	183
<i>Predictable Chart K.7.2</i>	184
<i>Guessing People, Places, and Things K.7.3</i>	185
<i>The Gift of Poetry K.7.4</i>	186
<i>Sequencing Accordion Style K.7.5</i>	187
RESOURCES	189-195

Materials Included in this Resource & Intervention Guide

The materials included in this manual are organized according to the Indiana's Kindergarten Academic Standards for English/Language Arts. In each section you will find:

- **Indiana's Kindergarten Academic Standards for English/Language Arts Assessments:** Black Line Masters of diagnostic/practice pages for skill areas, checklists, and rubrics
- **Classroom Activities:** activities that you can use to help students develop specific skills and strategies
- **Resources:** a list of children's books and teaching materials that will help develop specific skills and strategies

How to Use this Resource & Intervention Guide

Standards Indicators: At the top of each activity and assessment there is a Standards Indicator. The Standards Indicators coincide with Indiana's Academic Standards for Kindergarten. Refer to these Indicators as you plan your instruction.

Assessments (Black Line Masters, Checklists, and Rubrics): Clearly printed Black Line Masters are provided. Photocopy the Black Line Masters and use with students to obtain additional diagnostic information, to give students additional practice on specific skills and strategies, or to record student progress. These masters include directions for the teacher.

Classroom Activities: Several intervention activities are included. These activities can be used to teach specific Standards Indicators and strategies. The activities can also be used for practice and to reinforce emerging skills. Stars (★) indicate ideas for enrichment or extension. All of the activity pages provide a mastery grid for record keeping.

Resources: The guide concludes with a list of helpful materials including selections from children's literature. An annotated list of professional resources, books and articles, and formal and informal diagnostic assessments concludes this section.

Kindergarten Skills and Strategies Assessed in Indiana

Practice for Improvement

The ideas for intervention and practice provided in this booklet are intended to help teachers and students in applying strategies used by successful learners. Students will also be practicing the skills and strategies that are assessed in the Indiana Reading Diagnostic Assessment – Kindergarten.

The suggestions are based on the following basic dimensions of reading:

- **Phonemic awareness** - understanding the relationship between speech sounds and words
- **Systematic phonics** - decoding unfamiliar words
- **Fluency** - reading effortlessly for comprehension
- **Background knowledge and vocabulary** - comprehending by using knowledge base
- **Comprehension** - developing active strategies to construct meaning from print
- **Motivation** - developing and maintaining the desire to read and write

In addition to this Resource & Intervention Guide, the Indiana Department of Education provides the following complementary materials:

- ***The Phonics Toolkit***—Standards-based checklists, instructional suggestions, tips for struggling students, and annotated bibliographies of professional and Internet resources.
- ***Academic Standards Resources***
 - **Curriculum Frameworks**—classroom activities aligned with Indiana's Academic Standards for Reading; activities include ideas for enrichment, special needs, connections between content areas, and incorporating technology
 - **Classroom Assessments**—informal Classroom Assessments designed for teachers to measure what students know and what they need to learn in relation to Indiana's Academic Standards for Reading
 - **Marco Polo Lesson Plans**—Internet content for the K-12 teacher and classroom; online resources include panel-reviewed links to top sites in many disciplines, professionally developed lesson plans, classroom activities, and powerful search engines

Access these materials through the Indiana Department of Education's Web site at www.indianastandardsresources.org

Standard 1**READING: Word Recognition, Fluency, and Vocabulary Development**

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts about Print

- K.1.1 Identify the front cover, back cover, and title page of a book.
- K.1.2 Follow words from left to right and from top to bottom on the printed page.
- K.1.3 Understand that printed materials provide information.
- K.1.4 Recognize that sentences in print are made up of separate words.
- K.1.5 Distinguish letters from words.
- K.1.6 Recognize and name all capital and lowercase letters of the alphabet.

Phonemic Awareness

- K.1.7 Listen to two or three phonemes (sounds) when they are read aloud, and tell the number of sounds heard, whether they are the same or different, and the order.
Example: Listen to the sounds /f/, /m/, /s/ or /ll/, /n/, /v/. Tell how many sounds were heard and whether any sounds were the same.
- K.1.8 Listen and say the changes in spoken syllables (a word or part of a word that contains one vowel sound) and words with two or three sounds when one sound is added, substituted, omitted, moved, or repeated.
Example: Listen to the word *bat* and tell what word is left when you take the /b/ sound away. Tell what word is left when you take the /br/ sound away from the spoken word *brother*.
- K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.
Example: Listen to the sounds /b/, /e/, /d/ and tell what word is made.
- K.1.10 Say rhyming words in response to an oral prompt.
Example: Say a word that rhymes with *cat*.
- K.1.11 Listen to one-syllable words and tell the beginning or ending sounds.
Example: Tell what sound you hear at the beginning of the word *girl*.
- K.1.12 Listen to spoken sentences and recognize individual words in the sentence; listen to words and recognize individual sounds in the words.
- K.1.13 Count the number of syllables in words.

Decoding and Word Recognition

- K.1.14 Match all consonant sounds (*mad*, *red*, *pin*, *top*, *sun*) to appropriate letters.
- K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.
- K.1.16 Use self-correcting strategies when reading simple sentences.
- K.1.17 Read their own names.
- K.1.18 Understand the alphabetic principle, which means that as letters in words change, so do the sounds.
- K.1.19 Learn and apply knowledge of alphabetical order (first letter) when using a classroom or school library/media center.

Vocabulary and Concept Development

- K.1.20 Identify and sort common words in basic categories.
Example: Tell whether the words *blue*, *yellow*, and *red* are colors, shapes, or foods. Tell the names of some favorite colors.
- K.1.21 Identify common signs and symbols.
Example: Identify the meanings of common signs and symbols, such as stop signs or store signs, from the colors, shapes, logos, and letters on these signs or symbols.
- K.1.22 Listen to stories read aloud and use the vocabulary in those stories in oral language.

Concepts about Print

Standards Indicators
K.1.1 - K.1.5, K.2.1,
K.2.2

Teacher Directions

This assessment can be conducted as a one-on-one direct assessment or as an observational assessment as the student participates in class activities.

The book used to assess concepts about print should have a simple cover with clearly printed title and author, large story text font, and three or more lines of print on the first page. (e.g., *The Snowy Day* by Ezra Jack Keats, *Happy Birthday Moon* by Frank Asch, and *Curious George* by H. A. Rey are book selections that meet the suggested criteria).

Use the recording sheet on page 10 to administer this assessment. The teacher reads or paraphrases the words in red type.

Struggling Students:

If a student is having difficulty, try prompting in different ways. **Stop** the Concepts about Print assessment if the student is frustrated or unsuccessful.

Use the comments section to explain or note student responses and other information (e.g. "appeared nervous" or "held book upside down").

Concepts about Print

Standards Indicators
K.1.1 - K.1.5, K.2.1,
K.2.2

Recording Sheet

Hand student a book with the binding towards the student. Ask student to:

Correct

1. [K.1.1] **Say:** Point to the front of the book.

Comments:

yes no

2. [K.2.2] **Say:** Look at the picture(s) on the cover. What do you think this book is about?

Comments:

yes no

3. [K.2.1] **Say:** Point to the title.

Comments:

yes no

4. [K.2.1] **Say:** Point to the author's name.

Comments:

yes no

Guide student to turn to the first page in the story. Ask student to:

5. [K.1.3] **Say:** Show me where I should start reading.
If student points to a picture or blank space, point to the text.
Say: What is this for?

Comments:

yes no

6. [K.1.4] **Say:** Point to one of the words on the page. Point to another word.

Comments:

yes no

7. [K.1.5] **Say:** Point to a letter. Point to another letter.

Comments:

yes no

8. [K.1.2] **Say:** I am going to read this page. Use your finger and follow along as I read the words.

Comments:

yes no

Picture-Word Matching - A

Standards Indicator
K.1.3

Teacher Directions

[Sample]

Say: We are going to circle some pictures. First we will do one together. Put your finger on the **clock**. Next to the **clock** is the word **bug**. Circle the picture of the **bug**.

Pause while students mark their answers.

*Show students the picture of the **bug** and tell them that is the picture that should be circled.*

Say: Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** is the word **ladder**. Circle the picture of the **ladder**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** is the word **horse**. Circle the picture of the **horse**.

[3]

Say: Put your finger on the **key**. Next to the **key** is the word **lemon**. Circle the picture of the **lemon**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** is the word **tire**. Circle the picture of the **tire**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** is the word **basket**. Circle the picture of the **basket**.

PICTURE-WORD MATCHING - A	
1.	picture of ladder
2.	picture of horse
3.	picture of lemon
4.	picture of tire
5.	picture of basket

Picture-Word Matching - A

Standards Indicator
K.1.3

Name: _____

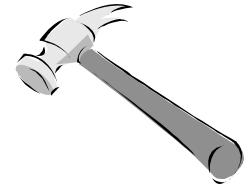
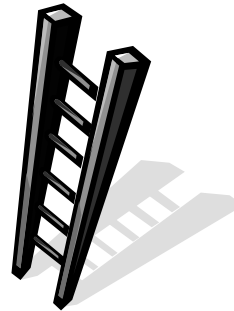
Sample



bug



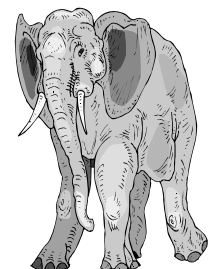
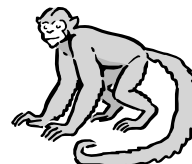
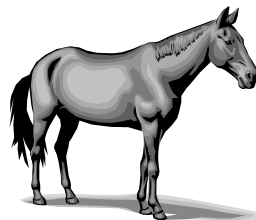
ladder



1



horse



2

Additional Assessment

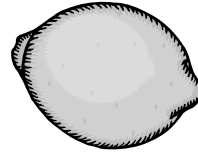
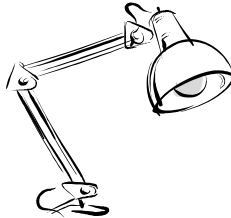
Picture-Word Matching - A

Standards Indicator
K.1.3

Additional Assessment



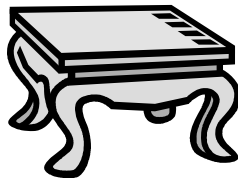
lemon



3



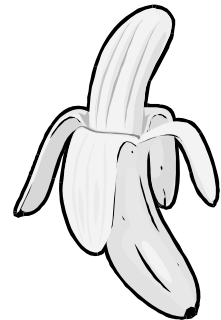
tire



4



basket



5

Picture-Word Matching - B

Standards Indicator
K.1.3

Teacher Directions

[Sample]

Say: We are going to circle some pictures. First we will do one together. Put your finger on the **clock**. Next to the **clock** is the word **bug**. Circle the picture of the **bug**.

Pause while students mark their answers.

*Show students the picture of the **bug** and tell them that is the picture that should be circled.*

Say: Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** is the word **fence**. Circle the picture of the **fence**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** is the word **hammer**. Circle the picture of the **hammer**.

[3]

Say: Put your finger on the **key**. Next to the **key** is the word **flag**. Circle the picture of the **flag**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** is the word **wagon**. Circle the picture of the **wagon**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** is the word **monkey**. Circle the picture of the **monkey**.

PICTURE-WORD MATCHING - B	
1.	picture of fence
2.	picture of hammer
3.	picture of flag
4.	picture of wagon
5.	picture of monkey

Picture-Word Matching - B

Standards Indicator
K.1.3

Name: _____

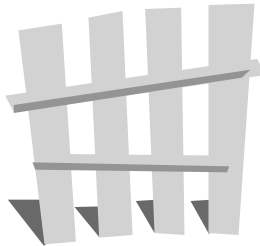
Sample



bug



fence



1



hammer



2

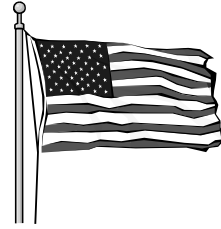
Additional Assessment

Picture-Word Matching - B

Standards Indicator
K.1.3



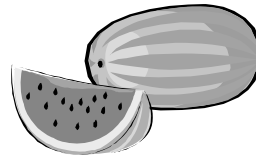
flag



3



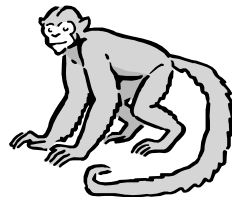
wagon



4



monkey



5

Additional Assessment

Letter Recognition - A

Standards Indicator
K.1.6

Teacher Directions

[Sample]

Say: We are going to circle some letters. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see four letters. Circle the letter **e**.

Pause while students mark their answers.

*Show students the letter **e** and tell them it is the letter that should be circled.*

Say: Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see four letters. Circle the letter **c**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see four letters. Circle the letter **d**.

[3]

Say: Put your finger on the **key**. Next to the **key** you see four letters. Circle the letter **a**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see four letters. Circle the letter **P**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see four letters. Circle the letter **E**.

LETTER RECOGNITION - A	
1.	c
2.	d
3.	a
4.	P
5.	E

Letter Recognition - A

Standards Indicator
K.1.6

Name: _____

Sample



u t q e



1

r o c z



2

b t h d

Additional Assessment

Letter Recognition - A

Standards Indicator
K.1.6

Additional Assessment



3

a

H

f

v



4

R

B

P

K



5

E

F

H

Z

Teacher Directions

[Sample]

Say: We are going to circle some letters. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see four letters. Circle the letter **e**.

Pause while students mark their answers.

*Show students the letter **e** and tell them it is the letter that should be circled.*

Say: Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see four letters. Circle the letter **m**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see four letters. Circle the letter **B**.

[3]

Say: Put your finger on the **key**. Next to the **key** you see four letters. Circle the letter **J**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see four letters. Circle the letter **r**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see four letters. Circle the letter **U**.

LETTER RECOGNITION - B	
1.	m
2.	B
3.	J
4.	r
5.	U

Letter Recognition - B

Standards Indicator
K.1.6

Name: _____

Sample



c t b e



1

n u m w



2

D p B z

Letter Recognition - B

Standards Indicator
K.1.6



3

J

I

Y

i



4

n

Y

r

F



5

O

Q

G

U

Letter Identification Checklist

Standards Indicator
K.1.6

Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
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Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
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Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q

Use this checklist to keep track of student progress in letter identification. Place an X in the box of the letter if the student can identify 100% of the time. Place a circle in the box if the student is able to identify the letter some of the time. Leave the box blank if the student is just developing letter recognition. The alphabet begins on the back of the page.

Fold here to complete alphabet

Letter Identification Checklist

Standards Indicator
K.1.6

Additional Assessment

Name	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	L	M	m	N	n	O	o	P	p

Phonemic Awareness - A

Standards Indicators
K.1.7 - K.1.13

Name: _____

Sound Discrimination

Say: I am going to say two words. Listen carefully and tell me if I say the same word two times or if I say two different words.

Sample A. **Say:** (*ball / mouse*) Did I say the same word or different words?
(Pause for student response.)
Say: *Ball* and *mouse* are different.

Sample B. **Say:** (*truck / truck*) Did I say the same word or different words?
(Pause for student response.)
Say: *Truck* and *truck* are the same.

		Correct
1.	[K.1.7] Say: (<i>rat / hat</i>) Did I say the same word or different words? <u>Comments:</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[K.1.7] Say: (<i>plant / plant</i>) Did I say the same word or different words? <u>Comments:</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[K.1.7] Say: (<i>ring / wing</i>) Did I say the same word or different words? <u>Comments:</u>	<input type="checkbox"/> yes <input type="checkbox"/> no

Phoneme Deletion

Say: You are going to be changing the way a word sounds. For example, if I say the word *mat* and then ask you to say the word without the /m/ sound, you would say *at*.

1.	[K.1.8] Say: Say the word <i>sit</i> without the /s/ sound. <u>Comments:</u>	it	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[K.1.8] Say: Say the word <i>hill</i> without the /h/ sound. <u>Comments:</u>	ill	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[K.1.8] Say: Say the word <i>joke</i> without the /j/ sound. <u>Comments:</u>	oak	<input type="checkbox"/> yes <input type="checkbox"/> no

Phonemic Awareness - A

Standards Indicators
K.1.7 - K.1.13

Phoneme Blending

Say: I am going to say sounds. After I say the sounds, I want you to put the sounds together and tell me what the word is. For example, if I say /s/ /l/ /t/, what would you say? (*sit*)

			Correct
1.	[K.1.9] Say: /g/ /e/ /t/ <u>Comments:</u>	get	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[K.1.9] Say: /h/ /o/ /p/ <u>Comments:</u>	hop	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[K.1.9] Say: /n/ /ī/ /s/ <u>Comments:</u>	nice	<input type="checkbox"/> yes <input type="checkbox"/> no

Rhyming

Say: Let's listen to some rhymes. Rhyming words end the same, like *fox* and *box*. I want you to tell me another word that rhymes with the words I say.

1.	[K.1.10] Say: <i>hat</i> and <i>mat</i> rhyme. Tell me another word that rhymes with <i>hat</i> and <i>mat</i> . <u>Comments:</u>		<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[K.1.10] Say: <i>hand</i> and <i>sand</i> rhyme. Tell me another word that rhymes with <i>hand</i> and <i>sand</i> . <u>Comments:</u>		<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[K.1.10] Say: <i>tree</i> and <i>me</i> rhyme. Tell me another word that rhymes with <i>tree</i> and <i>me</i> . <u>Comments:</u>		<input type="checkbox"/> yes <input type="checkbox"/> no

Beginning Sounds

Say: Let's listen to the beginning sounds in words. Your name begins with the /_/ sound. I want you to tell me the beginning sound in some more words.

1.	[K.1.11] Say: Say the sound you hear at the beginning of <i>go</i> . <u>Comments:</u>	/g/	<input type="checkbox"/> yes <input type="checkbox"/> no
2.	[K.1.11] Say: Say the sound you hear at the beginning of <i>look</i> . <u>Comments:</u>	/l/	<input type="checkbox"/> yes <input type="checkbox"/> no
3.	[K.1.11] Say: Say the sound you hear at the beginning of <i>push</i> . <u>Comments:</u>	/p/	<input type="checkbox"/> yes <input type="checkbox"/> no

Phonemic Awareness - A

Standards Indicators
K.1.7 - K.1.13

Ending Sounds

Say: Let's listen to the ending sounds in words. Your name ends with the /_/_ sound. I want you to tell me the ending sound in some more words.

			Correct
1.	[K.1.11] Say: Say the sound you hear at the end of buzz .	/z/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
2.	[K.1.11] Say: Say the sound you hear at the end of laugh .	/f/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
3.	[K.1.11] Say: Say the sound you hear at the end of grab .	/b/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		

Sound Segmentation

Say: I am going to say some words. I want you to tell me the sounds you hear in each word. For example, what sounds do you hear when I say the word **read**? You hear the sounds /r/ /ē/ /d/ in the word **read**.

1.	[K.1.12] Say: What sounds do you hear when I say the word home ?		<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>	/h/ /ō/ /m/	
2.	[K.1.12] Say: What sounds do you hear when I say the word spin ?		<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>	/sp/ /ĭ/ /n/	
3.	[K.1.12] Say: What sounds do you hear when I say the word eat ?		<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>	/ē/ /t/	

Syllables

Say: A syllable is a word part. For example the word **cracker** has two syllables or word parts. How many syllables or word parts does the word **cake** have? The word **cake** has one syllable or word part.

1.	[K.1.13] Say: How many syllables do you hear in the word breakfast ?	2	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
2.	[K.1.13] Say: How many syllables do you hear in the word hot ?	1	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
3.	[K.1.13] Say: How many syllables do you hear in the word pajamas ?	3	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		

Phonemic Awareness - B

Standards Indicators
K.1.7 - K.1.13

Name: _____

Sound Discrimination

Say: I am going to say two words. Listen carefully and tell me if I say the same word two times or if I say two different words.

Sample A. **Say:** (*ball / mouse*) Did I say the same word or different words?
(Pause for student response.)
Say: *Ball* and *mouse* are different.

Sample B. **Say:** (*truck / truck*) Did I say the same word or different words?
(Pause for student response.)
Say: *Truck* and *truck* are the same.

Correct

1. [K.1.7] **Say:** (*hot / hop*) Did I say the same word or different words?
Comments:

yes no

2. [K.1.7] **Say:** (*sit / sit*) Did I say the same word or different words?
Comments:

yes no

3. [K.1.7] **Say:** (*pick / pack*) Did I say the same word or different words?
Comments:

yes no

Phoneme Deletion

Say: You are going to be changing the way a word sounds. For example, if I say the word *mat* and then ask you to say the word without the /m/ sound, you would say *at*.

1. [K.1.8] **Say:** Say the word *tie* without the /t/ sound.
Comments:

eye

yes no

2. [K.1.8] **Say:** Say the word *more* without the /m/ sound.
Comments:

or

yes no

3. [K.1.8] **Say:** Say the word *cape* without the /c/ sound.
Comments:

ape

yes no

Phonemic Awareness - B

Standards Indicators
K.1.7 - K.1.13

Phoneme Blending

Say: I am going to say sounds. After I say the sounds, I want you to put the sounds together and tell me what the word is. For example, if I say /s/ /i/ /t/, what would you say? (*sit*)

			Correct
1.	[K.1.9] Say: /w/ /i/ /n/	win	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>			
2.	[K.1.9] Say: /l/ /e/ /t/	let	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>			
3.	[K.1.9] Say: /k/ /i/ /t/	kite	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>			

Rhyming

Say: Let's listen to some rhymes. Rhyming words end the same, like *fox* and *box*. I want you to tell me another word that rhymes with the words I say.

1.	[K.1.10] Say: <i>Fit</i> and <i>mitt</i> rhyme. Tell me another word that rhymes with <i>fit</i> and <i>mitt</i> .	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		
2.	[K.1.10] Say: <i>Gate</i> and <i>plate</i> rhyme. Tell me another word that rhymes with <i>gate</i> and <i>plate</i> .	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		
3.	[K.1.10] Say: <i>Hose</i> and <i>nose</i> rhyme. Tell me another word that rhymes with <i>hose</i> and <i>nose</i> .	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		

Beginning Sounds

Say: Let's listen to the beginning sounds in words. Your name begins with the /_/_/ sound. I want you to tell me the beginning sound in some more words.

1.	[K.1.11] Say: Say the sound you hear at the beginning of <i>jump</i> . /j/	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		
2.	[K.1.11] Say: Say the sound you hear at the beginning of <i>down</i> . /d/	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		
3.	[K.1.11] Say: Say the sound you hear at the beginning of <i>new</i> . /n/	<input type="checkbox"/> yes <input type="checkbox"/> no
<i>Comments:</i>		

Phonemic Awareness - B

Standards Indicators
K.1.7 - K.1.13

Ending Sounds

Say: Let's listen to the ending sounds in words. Your name ends with the /_ / sound. I want you to tell me the ending sound in some more words.

			Correct
1.	[K.1.11] Say: Say the sound you hear at the end of went .	/t/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
2.	[K.1.11] Say: Say the sound you hear at the end of cake .	/k/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
3.	[K.1.11] Say: Say the sound you hear at the end of red .	/d/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		

Sound Segmentation

Say: I am going to say some words. I want you to tell me the sounds you hear in each word. For example, what sounds do you hear when I say the word **read**? You hear the sounds /r/ /ē/ /d/ in the word **read**.

1.	[K.1.12] Say: What sounds do you hear when I say the word top ?	/t/ /ō/ /p/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
2.	[K.1.12] Say: What sounds do you hear when I say the word like ?	/l/ /ī/ /k/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
3.	[K.1.12] Say: What sounds do you hear when I say the word bag ?	/b/ /ă/ /g/	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		

Syllables

Say: A syllable is a word part. For example the word **cracker** has two syllables or word parts. How many syllables or word parts does the word **cake** have? The word **cake** has one syllable or word part.

1.	[K.1.13] Say: How many syllables do you hear in the word spider ?	2	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
2.	[K.1.13] Say: How many syllables do you hear in the word bicycle ?	3	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		
3.	[K.1.13] Say: How many syllables do you hear in the word rainbow ?	2	<input type="checkbox"/> yes <input type="checkbox"/> no
	<u>Comments:</u>		

Teacher Directions

[Sample]

Say: Now we are going to listen to words that rhyme. Rhyming words end the same, like *fox* and *box* or *bear* and *hair*. Put your finger on the **bat**. Next to the **bat** you see pictures of a **bowl**, a **fire**, and a **cat**. Circle the picture that rhymes with **bat**.

Pause while students mark their answers.

*Show students the picture of the **cat**.*

Say: **Cat** and **bat** rhyme. The picture of the **cat** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **rocks**. Next to the **rocks** you see pictures of **rugs**, **blocks**, and **pigs**. Circle the picture that rhymes with **rocks**.

[2]

Say: Put your finger on the **toy**. Next to the **toy** you see pictures of a **boy**, **tools**, and a **jet**. Circle the picture that rhymes with **toy**.

[3]

Say: Put your finger on the **corn**. Next to the **corn** you see pictures of a **horse**, a **horn**, and a **hat**. Circle the picture that rhymes with **corn**.

[4]

Say: Put your finger on the **dog**. Next to the **dog** you see pictures of a **pot**, a **bike**, and a **log**. Circle the picture that rhymes with **dog**.

[5]

Say: Put your finger on the **grape**. Next to the **grape** you see pictures of a **snake**, a **dress**, and **tape**. Circle the picture that rhymes with **grape**.

RHYMES - A	
1.	blocks
2.	boy
3.	horn
4.	log
5.	tape

Rhymes - A

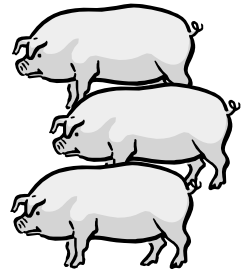
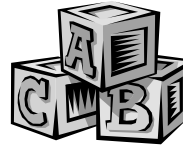
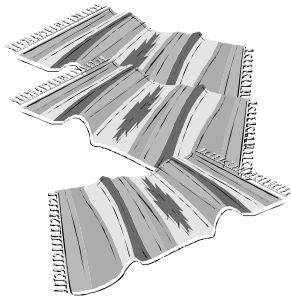
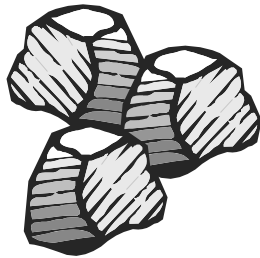
Standards Indicator
K.1.10

Name: _____

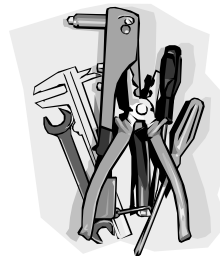
Sample



1



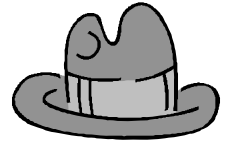
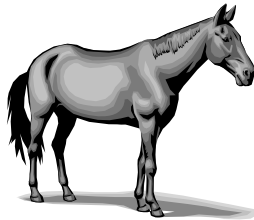
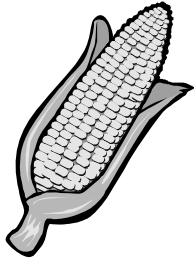
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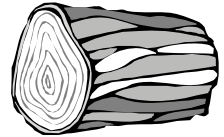
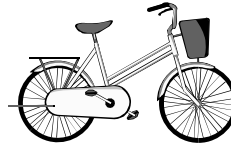
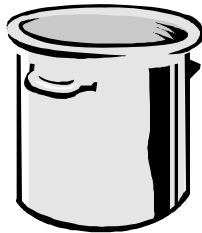
Rhymes - A

Standards Indicator
K.1.10

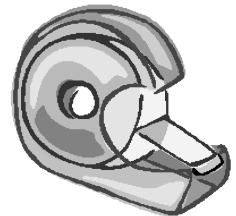
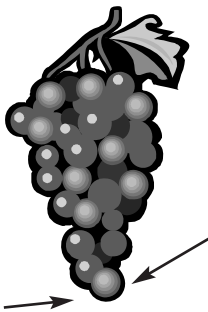
3



4



5



Teacher Directions

[Sample]

Say: Now we are going to listen to words that rhyme. Rhyming words end the same, like *fox* and *box* or *bear* and *hair*. Put your finger on the **bat**. Next to the **bat** you see pictures of a **bowl**, a **fire**, and a **cat**. Circle the picture that rhymes with **bat**.

Pause while students mark their answers.

*Show students the picture of the **cat**.*

Say: **Cat** and **bat** rhyme. The picture of the **cat** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **pear**. Next to the **pear** you see pictures of **hair**, a **pot**, and an **owl**. Circle the picture that rhymes with **pear**.

[2]

Say: Put your finger on the **goat**. Next to the **goat** you see pictures of a **door**, a **gift**, and a **boat**. Circle the picture that rhymes with **goat**.

[3]

Say: Put your finger on the **glass**. Next to the **glass** you see pictures of **glue**, **grass**, and a **mouth**. Circle the picture that rhymes with **glass**.

[4]

Say: Put your finger on the **plants**. Next to the **plants** you see pictures of **pants**, a **car**, and a **brush**. Circle the picture that rhymes with **plants**.

[5]

Say: Put your finger on the **deer**. Next to the **deer** you see pictures of a **doll**, an **ear**, and a **cup**. Circle the picture that rhymes with **deer**.

RHYMES - B	
1.	hair
2.	boat
3.	grass
4.	pants
5.	ear

Rhymes - B

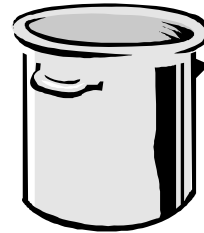
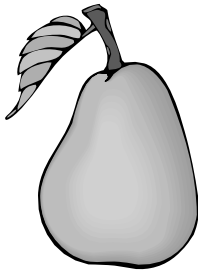
Standards Indicator
K.1.10

Name: _____

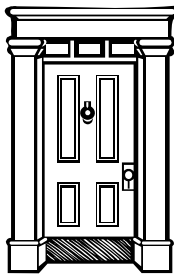
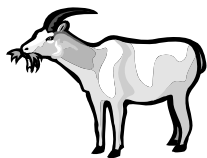
Sample



1



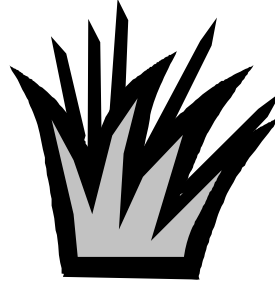
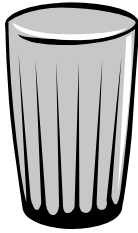
2



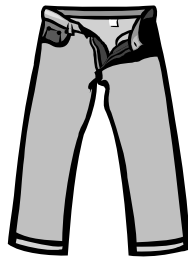
Rhymes - B

Standards Indicator
K.1.10

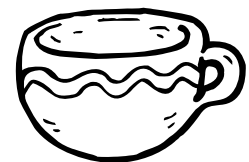
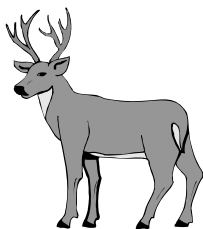
3



4



5



Additional Assessment

Beginning Sounds - A

Standards Indicator
K.1.11

Teacher Directions

[Sample]

Say: Now we are going to listen to sounds at the beginning of words. First we will do one together. Put your finger on the **bike**. Next to the **bike** you see pictures of a **phone**, a **bell**, and a **wheel**. Circle the picture that starts with the same sound that you hear at the beginning of **bike**.

Pause while students mark their answers.

Say: **Bike** and **bell** start with the same sound, /b/. The **bell** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **hook**. Next to the **hook** you see pictures of a **toy**, a **hose**, and a **fish**. Circle the picture that starts with the same sound that you hear at the beginning of **hook**.

[2]

Say: Put your finger on the **web**. Next to the **web** you see pictures of a **bed**, **hair**, and a **worm**. Circle the picture that starts with the same sound that you hear at the beginning of **web**.

[3]

Say: Put your finger on the **pie**. Next to the **pie** you see pictures of a **fly**, a **bell**, and a **pen**. Circle the picture that starts with the same sound that you hear at the beginning of **pie**.

[4]

Say: Put your finger on the **street**. Next to the **street** you see pictures of a **shirt**, **string**, and a **key**. Circle the picture that starts with the same sounds that you hear at the beginning of **street**.

[5]

Say: Put your finger on the **plant**. Next to the **plant** you see pictures of **grapes**, a **frog**, and a **plate**. Circle the picture that starts with the same sounds that you hear at the beginning of **plant**.

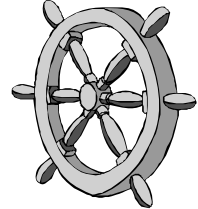
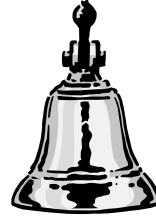
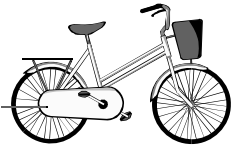
BEGINNING SOUNDS - A	
1.	hose
2.	worm
3.	pen
4.	string
5.	plate

Beginning Sounds - A

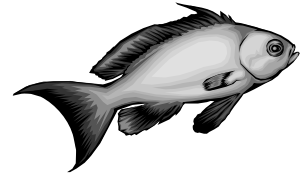
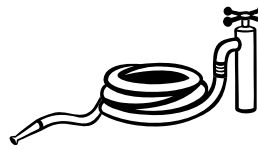
Standards Indicator
K.1.11

Name: _____

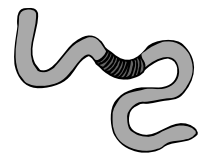
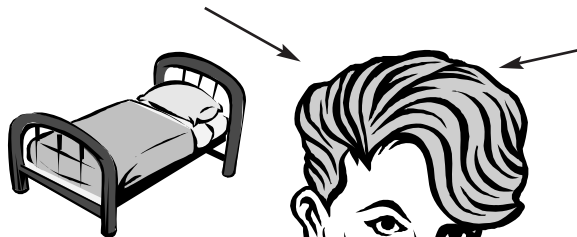
Sample



1



2

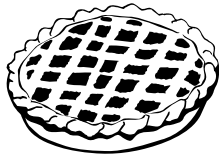


Additional Assessment

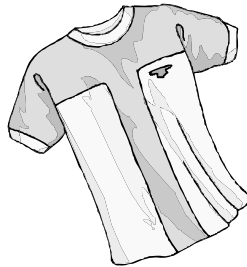
Beginning Sounds - A

Standards Indicator
K.1.11

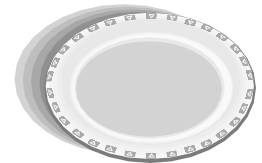
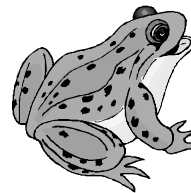
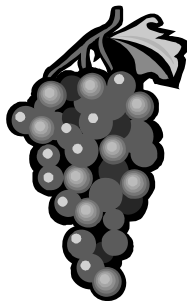
3



4



5



Additional Assessment

Teacher Directions

[Sample]

Say: Now we are going to listen to sounds at the beginning of words. First we will do one together. Put your finger on the **bike**. Next to the **bike** you see pictures of a **phone**, a **bell**, and a **wheel**. Circle the picture that starts with the same sound that you hear at the beginning of **bike**.

Pause while students mark their answers.

Say: **Bike** and **bell** start with the same sound, /b/. The **bell** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **ball**. Next to the **ball** you see pictures of a **cat**, a **bee**, and a **rake**. Circle the picture that starts with the same sound that you hear at the beginning of **ball**.

[2]

Say: Put your finger on the **blocks**. Next to the **blocks** you see pictures of a **blanket**, a **doll**, and a **glass**. Circle the picture that starts with the same sounds that you hear at the beginning of **blocks**.

[3]

Say: Put your finger on the **yarn**. Next to the **yarn** you see pictures of **paint**, a **belt**, and a **yo-yo**. Circle the picture that starts with the same sound that you hear at the beginning of **yarn**.

[4]

Say: Put your finger on the **map**. Next to the **map** you see pictures of an **ear**, a **heart**, and a **moon**. Circle the picture that starts with the same sound that you hear at the beginning of **map**.

[5]

Say: Put your finger on the **goat**. Next to the **goat** you see pictures of a **fan**, a **game**, and a **boat**. Circle the picture that starts with the same sound that you hear at the beginning of **goat**.

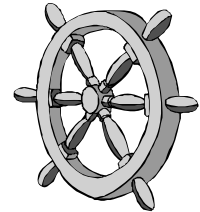
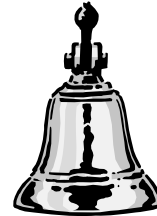
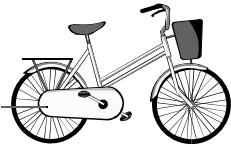
BEGINNING SOUNDS - B	
1.	bee
2.	blanket
3.	yo-yo
4.	moon
5.	game

Beginning Sounds - B

Standards Indicator
K.1.11

Name: _____

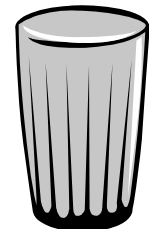
Sample



1



2

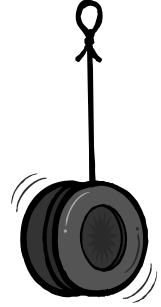
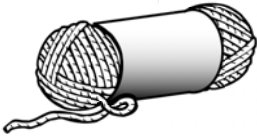


Additional Assessment

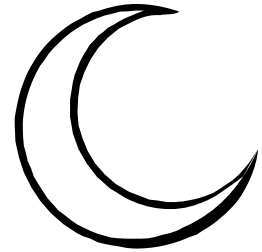
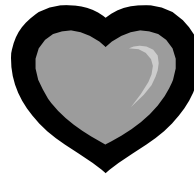
Beginning Sounds - B

Standards Indicator
K.1.11

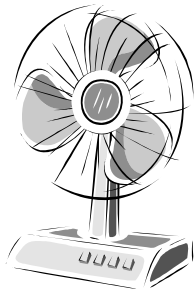
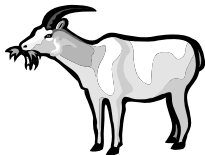
3



4



5



Additional Assessment

Teacher Directions

[Sample]

Say: Now we will listen to sounds at the end of words. First we will do one together. Put your finger on the **fork**. Next to the **fork** you see pictures of a **flower**, a **book**, and a **fish**. Circle the picture that ends with the same sound that you hear at the end of **fork**.

Pause while students mark their answers.

*Show students the picture of the **book**.*

Say: **Book** and **fork** end with the same /k/ sound. The picture of the **book** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **stove**. Next to the **stove** you see pictures of a **glove**, a **pot**, and a **rug**. Circle the picture that ends with the same sound that you hear at the end of **stove**.

[2]

Say: Put your finger on the **axe**. Next to the **axe** you see pictures of a **tree**, a **fox**, and a **girl**. Circle the picture that ends with the same sound that you hear at the end of **axe**.

[3]

Say: Put your finger on the **seed**. Next to the **seed** you see pictures of **ice**, a **plant**, and a **bed**. Circle the picture that ends with the same sound that you hear at the end of **seed**.

[4]

Say: Put your finger on the **plate**. Next to the **plate** you see pictures of a **jet**, a **cup**, and a **bench**. Circle the picture that ends with the same sound that you hear at the end of **plate**.

[5]

Say: Put your finger on the **ship**. Next to the **ship** you see pictures of a **bus**, a **top**, and a **knee**. Circle the picture that ends with the same sound that you hear at the end of **ship**.

Answer Key on page 52.

Ending Sounds - A

Standards Indicator
K.1.11

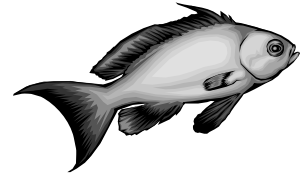
ENDING SOUNDS - A	
1.	glove
2.	fox
3.	bed
4.	jet
5.	top

Ending Sounds - A

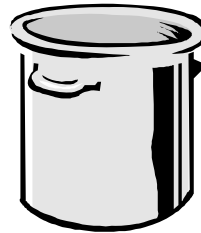
Standards Indicator
K.1.11

Name: _____

Sample



1



2

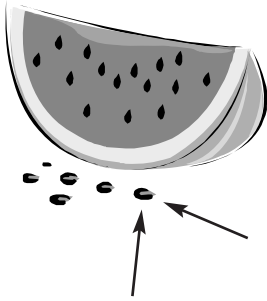


Additional Assessment

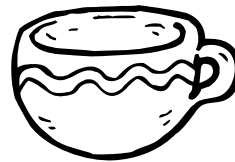
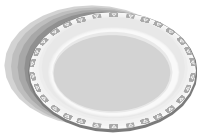
Ending Sounds - A

Standards Indicator
K.1.11

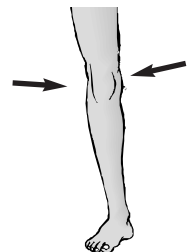
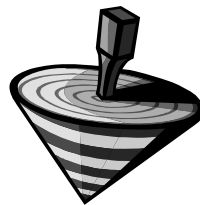
3



4



5



Additional Assessment

Teacher Directions

[Sample]

Say: Now we will listen to sounds at the end of words. First we will do one together. Put your finger on the **fork**. Next to the **fork** you see pictures of a **flower**, a **book**, and a **fish**. Circle the picture that ends with the same sound that you hear at the end of **fork**.

Pause while students mark their answers.

*Show students the picture of the **book**.*

Say: **Book** and **fork** end with the same /k/ sound. The picture of the **book** should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **cheese**. Next to the **cheese** you see pictures of **eyes**, **bread**, and a **game**. Circle the picture that ends with the same sound that you hear at the end of **cheese**.

[2]

Say: Put your finger on the **hen**. Next to the **hen** you see pictures of a **face**, a **moon**, and an **egg**. Circle the picture that ends with the same sound that you hear at the end of **hen**.

[3]

Say: Put your finger on the **plant**. Next to the **plant** you see pictures of **grapes**, a **frog**, and a **plate**. Circle the picture that ends with the same sound that you hear at the end of **plant**.

[4]

Say: Put your finger on the **clock**. Next to the **clock** you see pictures of a **boot**, a **rake**, and a **fire**. Circle the picture that ends with the same sound that you hear at the end of **clock**.

[5]

Say: Put your finger on the **knife**. Next to the **knife** you see pictures of a **sled**, a **fork**, and a **roof**. Circle the picture that ends with the same sound that you hear at the end of **knife**.

Answer Key on page 56.

Ending Sounds - B

Standards Indicator
K.1.11

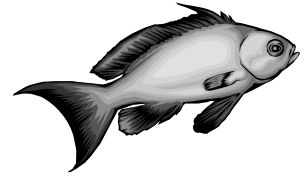
ENDING SOUNDS - B	
1.	eyes
2.	moon
3.	plate
4.	rake
5.	roof

Ending Sounds - B

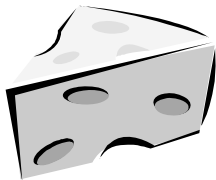
Standards Indicator
K.1.11

Name: _____

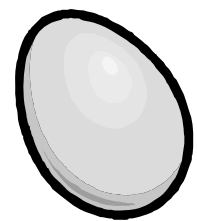
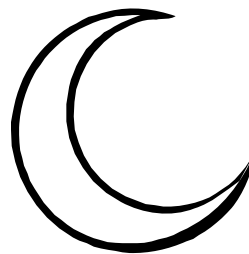
Sample



1



2

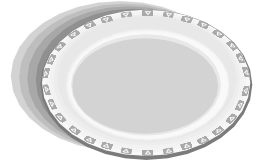
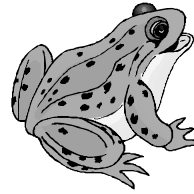
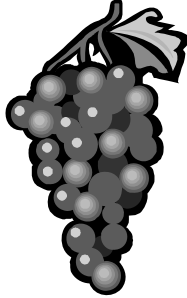


Additional Assessment

Ending Sounds - B

Standards Indicator
K.1.11

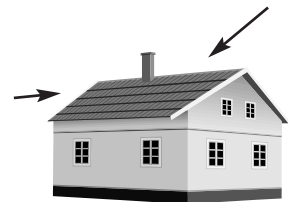
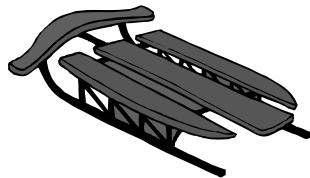
3



4



5



Additional Assessment

Sound Identification Checklist

Standards Indicator
K.1.14

Additional Assessment

Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q

Use this checklist to keep track of student progress in understanding letter sounds. Place an X in the box of the letter if the student can identify the correct sound 100% of the time. Place a circle in the box if the student is able to identify the sound of the letter some of the time. Leave the box blank if the student does not yet understand letter-sound correspondence. The alphabet begins on the back of the page.

Fold here to complete alphabet

Sound Identification Checklist

Standards Indicator
K.1.14

Additional Assessment

Name	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p
	A	a	B	b	C	c	D	d	E	e	F	f	G	g	H	h	I	i	J	j	K	k	L	l	M	m	N	n	O	o	P	p

Sight Word Fluency

Standards Indicator
K.1.15

Materials needed: pen/pencil, one copy of the *Sight Word Fluency Student Page* (page 63), stopwatch/timer, one copy of the teacher recording sheet for each student, cover sheet, an area where you can sit with the student and hear him/her read.

If you are unable to assess students one-on-one, ask a volunteer to time and tape record students reading. When you review the tape, you can complete the recording sheets.

Cover the *Sight Word Fluency Student Page* with the cover sheet. Tell the student that he/she will be reading a list of words under the cover sheet. Explain that this will be a quick activity because it will only last for one minute. Explain that it is not a race, but that you just want the student to read his/her best for one minute. If a student does not know a word, encourage him/her to look at the next word. Remove the cover sheet for the first column. When a student is finished, uncover the next column. Stop after one minute.

TEACHER RECORDING SHEET

Student Name: _____

Date: _____

Place a check in the appropriate column.

	FLUENT	SOUNDED OUT OR SELF-CORRECT	MISCALL	NO ATTEMPT		FLUENT	SOUNDED OUT OR SELF-CORRECT	MISCALL	NO ATTEMPT		FLUENT	SOUNDED OUT OR SELF-CORRECT	MISCALL	NO ATTEMPT
a					like					up				
on					the					little				
big					in					said				
see					is					look				
at					go					down				
can					we					yellow				
play					one					come				
and					are					blue				
do					was					here				
you					to					for				

a	like	up
on	the	little
big	in	said
see	is	look
at	go	down
can	we	yellow
play	one	come
and	are	blue
do	was	here
you	to	for

Teacher Directions

[Sample]

Say: Now we are going to read some words. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see three words. Circle the word **and**.

Pause while students mark their answers.

*Show the students the word **and**.*

Say: Here is the word **and**. This is the word that should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see three words. Circle the word **at**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see three words. Circle the word **can**.

[3]

Say: Put your finger on the **key**. Next to the **key** you see three words. Circle the word **will**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see three words. Circle the word **in**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see three words. Circle the word **you**.

WORD RECOGNITION - A	
1.	at
2.	can
3.	will
4.	in
5.	you

Word Recognition - A

Standards Indicator
K.1.15

Name: _____

Sample



and am down



1

at get are



2

run come can

Word Recognition - A

Standards Indicator
K.1.15



3

with

will

little



4

in

is

it



5

to

go

you

Teacher Directions

[Sample]

Say: Now we are going to read some words. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see three words. Circle the word **and**.

Pause while students mark their answers.

*Show the students the word **and**.*

Say: Here is the word **and**. This is the word that should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see three words. Circle the word **here**.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see three words. Circle the word **is**.

[3]

Say: Put your finger on the **key**. Next to the **key** you see three words. Circle the word **play**.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see three words. Circle the word **I**.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see three words. Circle the word **red**.

WORD RECOGNITION - B	
1.	here
2.	is
3.	play
4.	I
5.	red

Word Recognition - B

Standards Indicator
K.1.15

Name: _____

Sample



and am down



1

here has he



2

in is it

Word Recognition - B

Standards Indicator
K.1.15



3

my

play

they



4

I

an

a



5

and

said

red

Emergent Reader Rubric

Use this rubric to assess emergent reading skills. Rate each column with a score from 1-3 points. Assess students throughout the year to measure improvements and determine areas where intervention is needed.

Student Name: _____

Date: _____

	Understands Technical Features K.1.1, K.2.1	Has Book Appreciation K.3.4	Identifies Environmental Print K.1.21	Understands Print Concepts K.1.2, K.1.3
3	Student holds book correctly and can point out features such as front, back, title, and author.	Student appears to enjoy books or chooses them during free time, and is able to name favorite books/stories.	Student names areas where print is located in the home or school environment and can identify common signs and symbols.	Student distinguishes text from pictures and follows text from left to right.
2	Student holds book correctly and can identify front and back cover.	Student appears to enjoy books or chooses them during free time.	Student names areas where print is located in the home or school environment.	Student distinguishes text from pictures.
1	Student does not hold the book correctly (holds backward/upside down).	Student does not appear to enjoy books or does not choose them during free time.	Student cannot name any area where print is located in the home or school environment (e.g., logos, labels, magazines, etc.).	Student does not distinguish text from pictures.
Score				

Beginning Reader Rubric

Use this rubric to assess beginning reading skills. Rate each column with a score from 1-4 points. Assess students throughout the year to measure improvements and determine areas where intervention is needed.

Student Name: _____

Date: _____

	Print Concepts K.1.3, K.1.4, K.1.5	Sound Symbol Understanding K.1.6, K.1.14	Familiar Words K.1.15, K.1.17	Simple Sentences K.1.16
4	Student distinguishes words from sentences and letters from words.	Student knows all letter names and consonant sounds.	Student reads names and 6 or more words.	Student reads simple sentences (using sight words and phonics skills) and uses self-correcting strategies.
3	Student distinguishes words from sentences, or letters from words or letters from sentences.	Student can name letters and knows the sounds of some consonant letters.	Student reads own name, others' names, and 1-5 words.	Student reads (recites) sentences that have been memorized and uses self-correcting strategies. (e.g., Student tries to match oral words to text.)
2	Student understands print conveys meaning, but does not distinguish letters from words or words from sentences.	Student can name letters, but does not match sounds to the correct letters.	Student reads own name, and may recognize classmates' names.	Student reads (recites) sentences in books that have been memorized, but does not use self-correcting strategies.
1	Student does not understand print conveys meaning.	Student cannot name letters.	Student cannot read own name.	Student cannot read sentences and cannot match oral words to text.
Score				

Teacher Directions

Say: We are going to look at some letters. You will choose the missing letter to complete the word. Put your finger on the clock. Look at the letters in the box: **l, d, f**. These are the letters you will use to complete the words. First we will do one together.

[Sample]

Say: Put your finger on the **dog**. Below the **dog** you see the letters **o-g**. What letter do you need to complete the word **dog**? Write your answer on the line under the **dog, dog**.

Pause while students mark their answers.

Say: Put your finger on the **log**. Below the **log** you see the letters **o-g**. What letter do you need to complete the word **log**? Write your answer on the line under the **log, log**.

Pause while students mark their answers.

Say: Put your finger on the **frog**. Below the **frog** you see the letters **r-o-g**. What letter do you need to complete the word **frog**? Write your answer on the line under the **frog, frog**.

Pause while students mark their answers. Show students the correct answers.

[1]

Say: Put your finger on the **star**. Look at the letters in the box: **p, f, c**. Put your finger on the **fan**. Below the **fan** you see the letters **a-n**. What letter do you need to complete the word **fan**? Write your answer on the line under the **fan, fan**.

Pause while students mark their answers.

Say: Put your finger on the **can**. Below the **can** you see the letters **a-n**. What letter do you need to complete the word **can**? Write your answer on the line under the **can, can**.

Pause while students mark their answers.

Say: Put your finger on the **pan**. Below the **pan** you see the letters **a-n**. What letter do you need to complete the word **pan**? Write your answer on the line under the **pan, pan**.

[2]

Say: Put your finger on the **hand**. Look at the letters in the box: **h, s, m**. Put your finger on the **baseball player**. Below the **baseball player** you see the letters **i-t**. What letter do you need to complete the word **hit**? Write your answer on the line under the **baseball player, hit**.

Pause while students mark their answers.

Say: Put your finger on the **mitt**. Below the **mitt** you see the letters **i-t**. What letter do you need to complete the word **mitt**? Write your answer on the line under the **mitt, mitt**.

Pause while students mark their answers.

Say: Put your finger on the **man sitting**. Below the **man** you see the letters **i-t**. What letter do you need to complete the word **sit**? Write your answer on the line under the **man, sit**.

Alphabetic Principle

Standards Indicator
K.1.18

[3]

Say: Put your finger on the **key**. Look at the letters in the box: **j, v, m**. Put your finger on the **people**. Below the **people** you see the letters **e-t**. What letter do you need to complete the word **met**? Write your answer on the line under the **people, met**.

Pause while students mark their answers.

Say: Put your finger on the **jet**. Below the **jet** you see the letters **e-t**. What letter do you need to complete the word **jet**? Write your answer on the line under the **jet, jet**.

Pause while students mark their answers.

Say: Put your finger on the **man**. Below the **man** you see the letters **e-t**. What letter do you need to complete the word **vet**? Write your answer on the line under the **man, vet**.

[4]

Say: Put your finger on the **scissors**. Look at the letters in the box: **p, t, c**. Put your finger on the **tot**. Below the **tot** you see the letters **o-t**. What letter do you need to complete the word **tot**? Write your answer on the line under the **tot, tot**.

Pause while students mark their answers.

Say: Put your finger on the **cot**. Below the **cot** you see the letters **o-t**. What letter do you need to complete the word **cot**? Write your answer on the line under the **cot, cot**.

Pause while students mark their answers.

Say: Put your finger on the **pot**. Below the **pot** you see the letters **o-t**. What letter do you need to complete the word **pot**? Write your answer on the line under the **pot, pot**.

[5]

Say: Put your finger on the **pencil**. Look at the letters in the box: **r, c, m**. Put your finger on the **mat**. Below the **mat** you see the letters **a-t**. What letter do you need to complete the word **mat**? Write your answer on the line under the **mat, mat**.

Pause while students mark their answers.

Say: Put your finger on the **rat**. Below the **rat** you see the letters **a-t**. What letter do you need to complete the word **rat**? Write your answer on the line under the **rat, rat**.

Pause while students mark their answers.

Say: Put your finger on the **cat**. Below the **cat** you see the letters **a-t**. What letter do you need to complete the word **cat**? Write your answer on the line under **cat, cat**.

ALPHABETIC PRINCIPLE

1.	<u>f</u> an, <u>c</u> an, <u>p</u> an
2.	<u>h</u> it, <u>m</u> itt, <u>s</u> it
3.	<u>m</u> et, <u>j</u> et, <u>v</u> et
4.	<u>t</u> ot, <u>c</u> ot, <u>p</u> ot
5.	<u>m</u> at, <u>r</u> at, <u>c</u> at

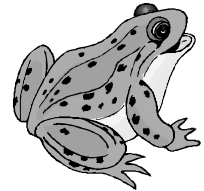
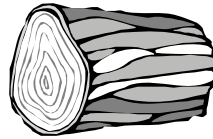
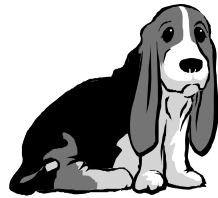
Alphabetic Principle

Standards Indicator
K.1.18

Name: _____

Sample

l	d	f
---	---	---



__og

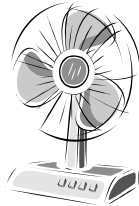
__og

__rog



1

p	f	c
---	---	---



__an

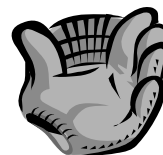
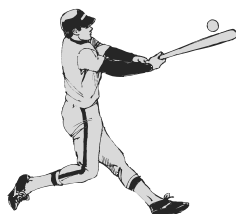
__an

__an



2

h	s	m
---	---	---



__it

__itt

__it

Alphabetic Principle

Standards Indicator
K.1.18



3

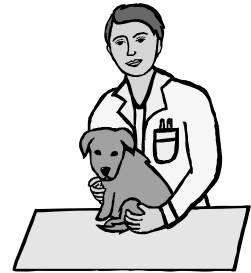
j	v	m
---	---	---



__et



__et



__et



4

p	t	c
---	---	---



__ot



__ot

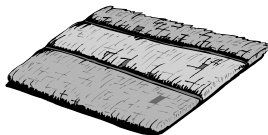


__ot

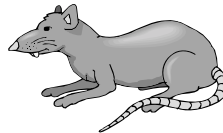


5

r	c	m
---	---	---



__at



__at



__at

Alphabetical Order

Standards Indicator
K.1.19

Teacher Directions

Say: Look at the magazines. Three of the magazines at the bottom of the page are out of place. They need to go in alphabetical or ABC order.

Say: Look at the first row of magazines with a hang glider, bikes, and a car. These magazines are in alphabetical order, or ABC order. **A** is the first letter in the alphabet so **Air Action** magazine, which begins with **A**, goes first. The next magazine, **Bike Buddies** begins with **B**. What letter does the next magazine begin with?

Pause while students answer.

Say: The next magazine, **Classic Cars**, begins with **C**. Now the magazines at the bottom of the page need to be put in order. Find the magazine that can go next to **Classic Cars**. Think about what letter goes after **C**. Cut out the magazine and glue it in the right place.

Pause while students cut and glue.

Say: Let's look at the next row. There are magazines with food, hikers, and a juggler. Find the magazine that belongs between the **Fine Food** magazine and the **Hill Hikers** magazine. Think about the letter that comes between **F** and **H** in the alphabet. Cut out the magazine and glue it in the right place.

Pause while students cut and glue.

Say: Now look at the last row with the **Making Money**, **Outdoors** and **Train Travel** magazines. Find the magazine that should go before the train magazine. Think about what letter comes before **T** in the alphabet. Cut out the magazine and glue it in the right place.

ALPHABETICAL ORDER	
First Row:	Dog Digest
Second Row:	Great Games
Third Row:	Super Skate

Alphabetical Order

Standards Indicator
K.1.19

Name: _____

AIR ACTION



BIKE BUDDIES



CLASSIC CARS



FINE FOOD



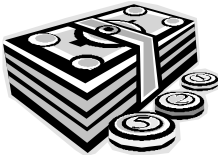
HILL HIKERS



JUNIOR JUGGLING



MAKING MONEY



OUTDOORS



TRAIN TRAVEL



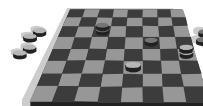
DOG DIGEST



SUPER SKATE



GREAT GAMES



Additional Assessment

Teacher Directions

[Sample]

Say: We are going to be looking for words that go together. First we will do one together. The words **red**, **yellow**, and **pink** go together because they are all **colors**. Other words go together too. Let's do some more.

Say: Look at the row with the pictures of the **dog**, **lamp**, **horse**, and **cat**. Under the pictures you can see the words **dog**, **lamp**, **horse**, and **cat**. Find something in this group that does not belong with the others. Put an **X** over the picture and word that do not belong.

Pause while students mark their answers.

Say: Raise your hand and tell me which one you think does not belong in this group.

Call on a student.

Say: That is correct. You should have put an **X** on the **lamp**. A **lamp** is not an **animal**, but all the other pictures are animals, so it does not belong in the group. Now you will do the rest on your own. Look at each row and put an **X** over the picture and word that do not belong.

WORD CATEGORIES	
1.	glue
2.	hen
3.	plane
4.	plant
5.	cap

Word Categories

Standards Indicator
K.1.20

Name: _____

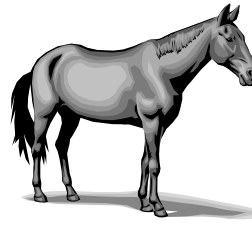
Sample



dog



lamp

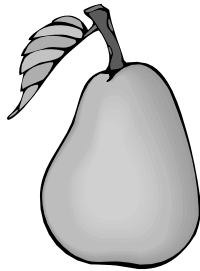


horse



cat

1



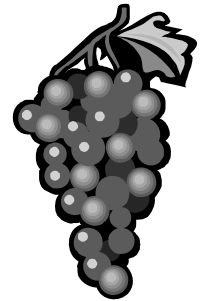
pear



apple



glue



grapes

2



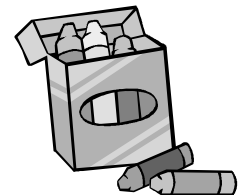
hen



book



pen

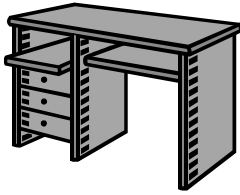


crayons

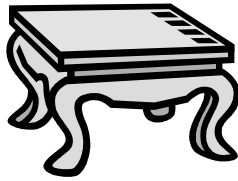
Word Categories

Standards Indicator
K.1.20

3



desk



table



bed



plane

4



van



bike



plant



truck

5



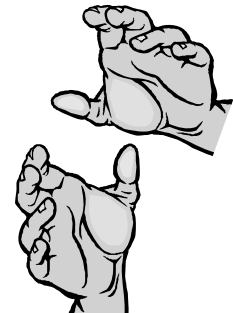
lips



feet



cap



hands

Identifying Signs

Standards Indicators
K.1.21, K.7.1

Teacher Directions

Each student will need a copy of the *Identifying Signs Student Page* (p. 91), a red, a yellow, and a green crayon, and a pencil.

[Sample]

Say: We are going to be reading signs. First we will do one together. You will need to listen carefully for the sign I ask you to find. You will need to have a red crayon, a green crayon, a yellow crayon, and a pencil out on your table (desk).

[1]

Say: Find the **stop sign**. Use your red crayon to color the **stop sign**.

[2]

Say: Find the sign that means **recycling**. Use your green crayon to color the sign that means **recycling**.

[3]

Say: Find the picture that shows an **exit sign**. Use your pencil to draw a door under the **exit sign**.

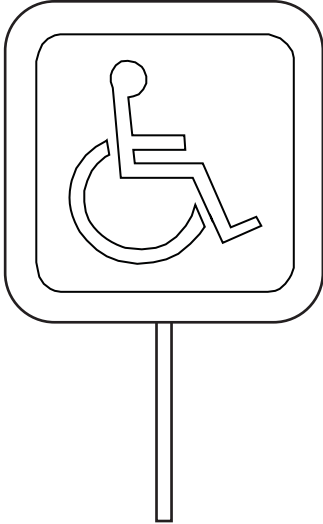
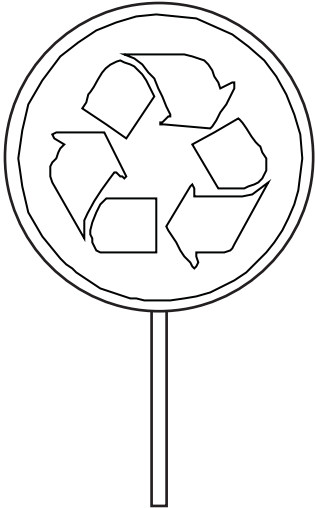
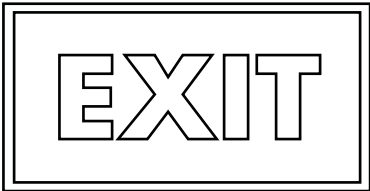
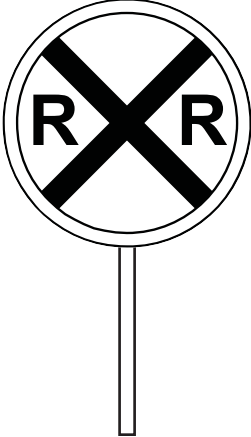
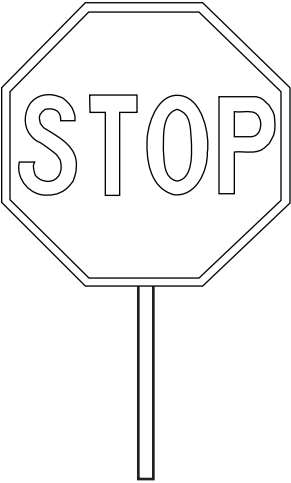
[4]

Say: Find the sign that means **people in wheelchairs or with a disability can park here**. Use your pencil and draw a car next to the sign showing that **people in wheelchairs or with a disability can park there**.

[5]

Say: Find the sign that means **railroad crossing**. Use your yellow crayon and color the sign that means **railroad crossing**.

Name _____

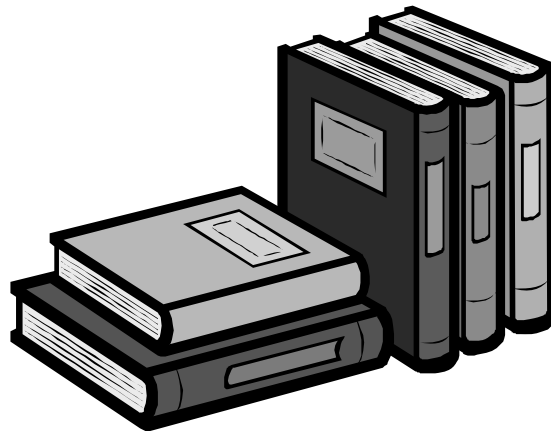


Purpose: Students will identify the front cover, back cover, and the title page of a book.

Materials: library books, chalkboard/whiteboard, paper, crayons, stapler

Activity:

1. Take students to the school library and encourage each student to pick out a book of his/her choice. Bring students back to the classroom and have them share their books with a partner.
2. Hold up a book in the front of the class for everyone to see. Show students the front cover of the book and instruct them to find the front cover of their books. Discuss the front cover; talk about what is on the front, and how they know it is the front.
3. Show students the back cover of the book and have them find the back cover of their books. Talk about the back cover, how it is similar to the front, and how it is different. Show students the title page and ask them to find their title pages. Discuss the title page, what is on it, and why it is important.
4. Write a class story together and give each student a copy of the story. Pass out paper and crayons to each student. Instruct students to make their own front covers, back covers, and title pages for their copies of the class story.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies front cover, back cover, and title page.

** Student identifies front cover, back cover, or title page.

* Student cannot identify front cover, back cover, or title page.

Purpose: Students will follow words from left to right and from top to bottom on the printed page.

Materials: craft sticks, markers, a copy of the same reading selection for every student

Activity:

1. Give each student a craft stick and make sure markers are accessible to everyone. Tell students that they are going to make Reading Sticks.
2. Have students color and draw whatever they want on the sticks to make them their own.
3. Explain to students that they will use the Reading Sticks to point to each word as it is read.
4. Read the chosen reading selection aloud while students follow along. Encourage students to point to each word with their Reading Sticks as it is read to them.
5. Have students practice reading from left to right and top to bottom often with their new Reading Sticks.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student correctly follows words from left to right and top to bottom.
- ** Student follows words from left to right and top to bottom with help.
- * Student does not follow words from left to right or top to bottom.

Words Around the Room

Standards Indicator
K.1.3

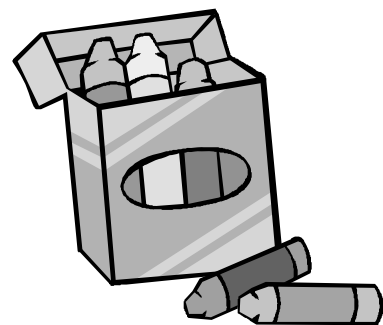
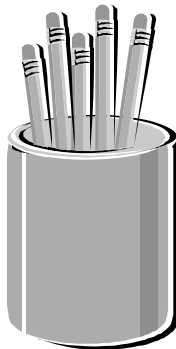
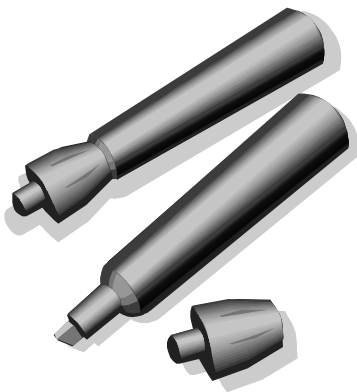
Purpose: Students will understand that printed materials provide information.

Materials: index cards, markers, tape, paper, pencils, crayons, three empty shoeboxes

Pre-Activity Preparation: Fill one empty box with markers, another with pencils, and a third with crayons.

Activity:

1. Write the words *markers*, *pencils*, and *crayons* on separate index cards. Pass out paper and pencils to students.
2. Have students read the word *markers*, spell the word *markers* and write the word *markers* on their papers. Choose a student to tape the index card with the word “markers” on it to the shoebox containing markers. Continue reading, spelling, and writing the words. Choose students to place the appropriate labels on the shoeboxes containing the pencils and crayons.
3. Each day review the words already on items, and add more labels to the classroom in appropriate places.
4. Suggest that students label items at home. Send a letter to parents to let them know what is being done at school and encourage them to continue the exercise at home.



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student understands that printed material provides information.
 ** Student has some understanding that printed material provides information.
 * Student does not understand that printed material provides information.

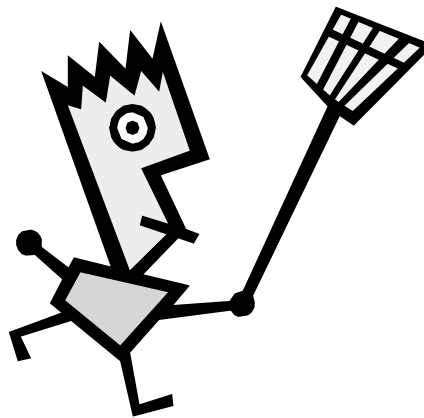
Purpose: Students will recognize that sentences in print are made up of separate words.

Materials: chalkboard/whiteboard, two flyswatters

Pre-Activity Preparation: Write simple sentences on the chalkboard such as: *The big dog went to sleep.* Make sure each word is large and about the size of the flyswatter.

Activity:

1. Have students read one of the sentences on the chalkboard with you while you point to each word. Explain that a sentence is made up of different words. Tell students that they will find specific words within a sentence.
2. Call on two students to come to the front of the room. Tell students that after you read the sentence together, you will say a word from the sentence that they will swat with their flyswatters. Read the sentence together, pointing to each word for them to read. Say one of the words from the sentence while the two students swat it. Continue with each word in the sentence. Keep playing until everyone has had a chance to swat words.
3. Vary the game by having students come to the board one at a time and circle each word in each sentence. Tally the number of words in each sentence. Discover which sentence has the most words and which has the least.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student understands that sentences are made up of separate words.
 ** Student has some understanding that sentences are made up of separate words.
 * Student does not understand that sentences are made up of separate words.

Purpose: Students will distinguish letters from words.

Materials: colored paper, scissors, stapler, pencils, paper

Pre-Activity Preparation: Cut colored paper into strips (about 2 inches by 5 inches). Make enough strips for each student to have 10 to 12 strips each.

Activity:

1. Tell students to think of three or four words that they know how to spell. Have each student write the words on a piece of paper.
 2. Pass out 10 to 12 colored strips of paper to each student. Tell students to put one letter of a word on each strip of paper. Staple the strips together in a chain to form the word. Make sure students are putting the letters in the correct order to spell the words correctly. Have students make word chains for each of their words.
 3. Put the extra materials into a learning center and encourage students to make new chain words as new words are learned.
- ★ Challenge students to put word chains together, with a blank link between words to make sentences.

CHAIN LETTERS

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student can distinguish letters from words easily.
 ** Student can sometimes distinguish letters from words.
 * Student does not distinguish letters from words.

Color Your Partner Too

Standards Indicator
K.1.6

Purpose: Students will recognize and name all capital and lowercase letters of the alphabet.

Materials: crayons, paper, pencils

Activity:

1. Distribute paper and pencil to each student. Have students write each capital letter of the alphabet across their papers. Have students write the lowercase letters below the corresponding capital letters. (Refer struggling students to a letter chart.)
2. Pass out crayons to students. Make sure each student has red, blue, yellow, green, and orange crayons.
3. Begin by having students circle the capital and lowercase *a*, in red, the capital and lowercase *e*, in red. Continue with all the vowels in the same color. (This may be a good time to talk about vowels.)
4. Name another set of letters (e.g., *b, g, k, m, v*) for students to circle in blue, another set in yellow, and continue until all the letters of the alphabet have been named and circled.
5. Have students share their papers with partners and name all their blue letters, red letters, etc.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies and names all letters of the alphabet.

** Student identifies and names most letters of the alphabet.

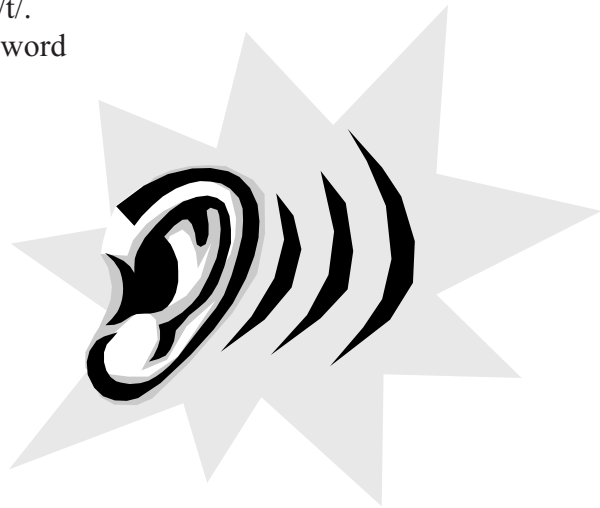
* Student identifies and names few to no letters of the alphabet.

Purpose: Students will listen to the number of sounds heard in words and say whether they are the same or different.

Materials: chalkboard/whiteboard

Activity:

1. Tell students that they need to be very good listeners for this activity. Explain that they will be listening to words that have the same sound in them. Have students listen to a pair of words and raise their hands if they know the sound they hear in both words.
2. Recite sets of words similar to these: *sat/sun, big/log, farm/if, stay/angel, car/cone, open/nut*. Have students tell the sound that is in both words.
3. Write each set of words on the board and circle the letters that make the same sounds.
4. Tell students that you are going to have them do something different this time with a set of words. Explain that they will listen for **how many sounds** they hear in a word, and tell which word has the most sounds.
5. Clap out the sounds in the word /h/ /a/ /t/. Clap out the sounds in the word /j/ /a/ /ck/ /e/ /t/. Clarify that there are three sounds in the word *hat* and five sounds in the word *jacket*.
6. Have students listen to pairs of words and decide which word has the most/fewest sounds in the pair by clapping out the sounds.
7. Write each word on the board after students have determined the number of sounds. Draw a line between each sound to show students which word has the most sounds.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies the number of sounds heard and whether they are the same or different.
 ** Student identifies sounds as being the same or different, but cannot identify how many sounds are heard.
 * Student cannot identify sounds within words or tell if they are the same or different.

Morphing Words

Standards Indicator
K.1.8

Purpose: Students will listen and say the changes in spoken syllables and words when sounds are added, substituted, omitted, or moved.

Materials: large magnetic board, individual magnetic boards, magnetic letters

Activity:

1. Tell students they are going to play a word game. Have students guess what word remains when a part is taken away (e.g., have students say *sunshine* without *sun*, *pancake* without *pan*, *milkshake* without *shake*, *part* without *p*, *seat* without *t*, etc.).
 2. Spell different words on the large magnetic board and have students add, substitute, omit, and move the letters within the words to make new words (e.g., have students guess what word you get when you add *c* in front of *lock*, *m* in front of *eat*, *s* after the *a* in *pat*, *p* after the *s* in *sell*, *r* after the *b* in *bake*).
 3. Have students guess what word is made when letters are substituted for other letters (e.g., switch *b* for *c* in *coat*, *p* for *m* in *clam*, *h* for *f* in *fat*, *e* for *a* in *pan*, *o* for *u* in *hut*).
 4. Pass out individual magnetic boards and letters to students. Have students spell words like *art*, *top*, *skid*, *on*, or *step*. Encourage students to move the letters of the words around to create new words (e.g., *art* (*rat*), *top* (*pot*), *skid* (*disk*), *on* (*no*), or *step* (*pets*) etc.).
- ★ Make a learning center with the magnetic boards and magnetic letters. Challenge students to continue morphing words into new words.

PANCAKE
PANCAKE

SUNSHINE
SUNSHINE

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student understands that words change when sounds are added, substituted, omitted, or moved.

** Student has some understanding that words change when sounds are added or substituted.

* Student does not understand that words change when sounds change.

Beanbag Blend

Standards Indicator
K.1.9

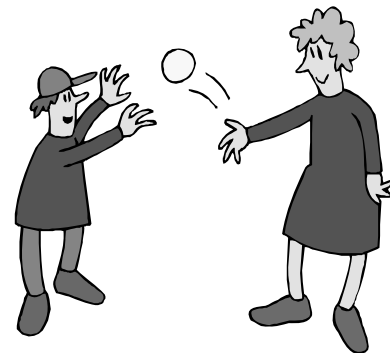
Purpose: Students will blend consonant-vowel-consonant (CVC) sounds aloud to make words.

Materials: paper, pencils, word cards, beanbag, list of CVC words such as: *cat, pig, red, sock, fun*

Pre-Activity Preparation: Write several CVC words on separate word cards. Make enough cards for each student to have one or more. Some suggested words are: *bat, car, leg, set, dig, tin, fox, mom, run, hut.*

Activity:

1. Stand in a circle with students.
2. Toss a beanbag up in the air while pronouncing each sound in a CVC word (e.g., /b/ /i/ /g/). Have students guess what word the sounds make when put all together.
3. Toss the beanbag to someone in the circle who correctly blends the sounds into a word.
4. Have him/her repeat the sounds /b/ /i/ /g/ while tossing the beanbag three times and say the word *big* on a fourth toss.
5. Continue the game until everyone gets a chance to blend CVC sounds into words.
6. Encourage students that are excelling in this activity to lead the blending toss in smaller groups.
7. Have students return to their desks and take out paper and pencils to record CVC words as you sound them out.
8. Tell each student to write down the letters they hear as you sound out each word, creating a list of words from the Beanbag Blend game.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student blends CVC sounds to make words easily.
 ** Student blends CVC sounds to make words with prompting.
 * Student cannot blend CVC sounds to make words.

Rhyming Around

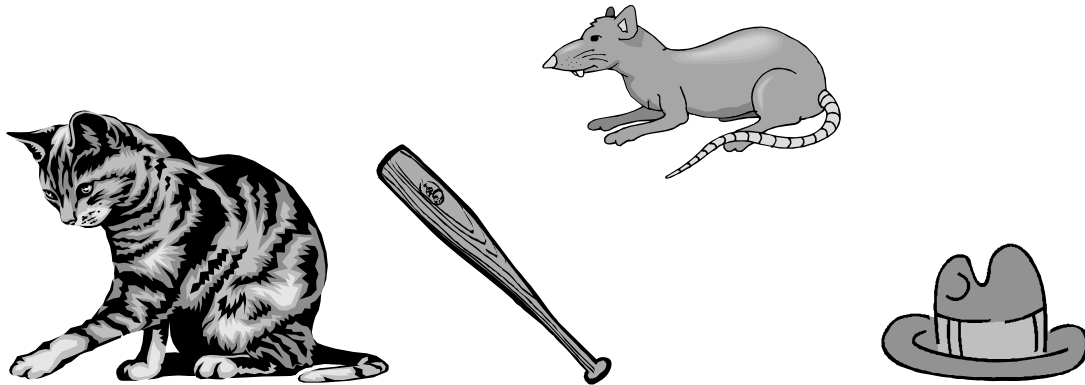
Standards Indicator
K.1.10

Purpose: Students will say rhyming words in response to an oral prompt.

Materials: None required, but it may be a good idea to have a list of easy-to-rhyme words to prompt students. Suggestions are: *arm, bat, beach, dot, feet, fish, go, jet, jump, kite, moon, mouse, etc.*

Activity:

1. Divide students into several small groups of three to four students each. Tell students that you are going to say a word and each person in the small group will say a word that rhymes with it. Say an easy-to-rhyme word similar to the suggested words.
 2. Have students take turns saying a rhyming word. Tell students they may use nonsense words, but may not repeat a word that someone else in their group has already used. Continue the game as long as students are successful and interested.
 3. Tell students to form new groups and do the exercise again. This time, have students take turns suggesting the word to rhyme.
- ★ Challenge groups to say three words that rhyme and three words that do not.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student can say rhyming words in response to an oral prompt.
 ** Student can sometimes say rhyming words in response to an oral prompt.
 * Student does not say rhyming words in response to an oral prompt.

Purpose: Students will listen to one-syllable words and tell the beginning or ending sounds.

Materials: chalkboard/whiteboard

Pre-Activity Preparation: Write an excerpt from a familiar story on the board.

Activity:

1. Read the story excerpt from the board aloud with students. Erase the beginning letters of nouns in the first sentence. Without writing new letters in the blanks, say the sentence again using a new beginning sound for each noun. Ask students to say the letter of the new beginning sound. Do the activity again with the ending sounds. Continue changing letters and sounds to give students practice with multiple sounds.
 2. Reinforce this activity by using other activities listed below.
 - a. Have a letter of the day and change everyone’s name to begin with the sound of that letter. Practice saying each student’s name with the new sound.
 - b. Have students change their first names so that they have the same beginning sound as their last names, and change their last names to begin like their first names (e.g., *Sam Moore* becomes *Mam Moore* and *Sam Soore*).
 - c. Replace the beginning sound or ending sound of all the words in a sentence so they are the same (e.g., say “Leveryone let lin line lor lunch” or “Math mime!”). Have students guess which letter sound they hear.
- ★ Challenge students to create new nonsense sentences by changing beginning and ending sounds of words.

SAM → **MAM**

You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies beginning and ending sounds in words easily.
 ** Student identifies some beginning and ending sounds in words.
 * Student identifies few or no sounds in words.

Word Steps

Standards Indicator
K.1.11

Purpose: Students will listen to one-syllable words and tell the beginning or ending sounds.

Materials: chalkboard/whiteboard, paper, pencils, crayons

Activity:

1. Write a one-syllable word on the board. Have students pronounce the word and repeat the ending sound. Ask students to think of a word that begins with that ending sound. Write the words on the board so they resemble steps as shown below for the words *bear*, *rat*, *tap*, *pop*, and *paint*.

b	e	a	r						
			a						
			t	a	p				
					o				
				p	a	i	n	t	

2. Have students continue creating word steps as a group until you have run out of room or exhausted possibilities.
3. Pass out paper and pencils and challenge students to make their own word steps.
4. Place students who need help with partners and/or give them a group of words with which to work.
5. Have students decorate and hang their “word steps” around the room for everyone to enjoy.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student identifies beginning and ending sounds in words easily.
- ** Student identifies some beginning and ending sounds in words.
- * Student identifies few or no sounds in words.

The Sounds You Hear Cheer

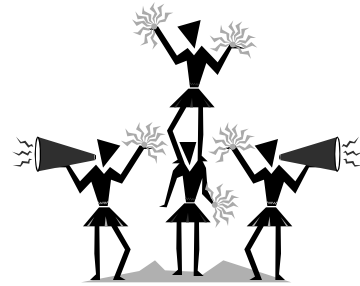
Standards Indicator
K.1.12

Purpose: Students will listen to spoken sentences and recognize individual words. They will listen to words and recognize individual sounds in the words.

Materials: chart paper, markers, paper, pencils

Pre-Activity Preparation: Write the following cheer (minus the examples) on chart paper for students to see.

Listen to my cheer
Then shout the sounds [words] you hear!
 _____! _____! _____! (e.g., Cat! Cat! Cat!)
Let's take the word [sentence] apart
Give me the first sound [word]! (e.g., /k/)
Give me the second sound [word]! (e.g., /a/)
Give me the end sound [word]! (e.g., /t/)
That's right / _ / / _ / / _ / (e.g., /k/ /a/ /t/)
 _____! _____! _____! (e.g., cat, cat, cat)



Prepare a list of one-syllable words for students to use in the cheer. (e.g., *ant, cup, dig, five, hen, jug, kite, leaf, etc.*)

Activity:

1. Explain to students that they are going to cheer for the sounds in a word to better help them hear each sound. Show students the cheer and fill in the blanks with a word from the prepared list.
2. Have students follow along as you read the cheer from the chart. Point to each word as you recite the lines, allowing the students to see the words as you pronounce them. Continue the cheer with various words until students understand the concept.
3. Vary the activity by having students clap the sounds while cheering or use sentences and segment each word of the sentence.

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies words within sentences and sounds within words.
 ** Student identifies words within sentences but struggles with sounds within words.
 * Student does not identify words within sentences or sounds within words.

Purpose: Students will count the number of syllables in words.

Materials: word cards, chalkboard/whiteboard, musical instruments, pencils

Pre-Activity Preparation: Create word cards using words with different numbers of syllables; such as *baby*, *apple*, *car*, *butterfly*, and *dinosaur*. Write the correct number of syllables for each word on the back of the word cards. Set up several learning centers in the classroom. Create a set of directions for each center stating a different method for counting syllables (e.g., clap, snap, tap, stomp, drum, or nod). Supply pictures with directions if the words are difficult to read.

Activity:

1. Write the word *hello* on the board. Tell students that you will show them how to count the number of parts in a word. Demonstrate how to clap to the syllables in the word *hello*. Explain that a word part is called a syllable. Tell students that the word *hello* has two word parts or two syllables.
2. Have students practice counting the number of syllables in different words. (e.g., cone, under, Alison). Count the number of syllables by using various methods such as snapping fingers, tapping on musical instruments, stomping feet, drumming with a pencil, or nodding heads.
3. Put students into small groups and have them rotate from center to center, giving them many opportunities to count syllables by using different methods. Encourage students to do the activity at each station as a group.
4. Instruct students to count the syllables as they complete the task. Have students check their counts by looking on the back of the word cards.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student demonstrates an awareness of most sounds and syllables in words.
 ** Student demonstrates an awareness of some sounds and syllables in words.
 * Student does not demonstrate an awareness of sounds or syllables in words.

Purpose: Students will match all consonant sounds to appropriate letters.

Materials: index cards, scissors, marker, audio cassette, tape recorder

Pre-Activity Preparation: Make a set of lowercase alphabet letter cards for each student.

Activity:

1. Give each student a set of letter cards. Tell students they will build words by finding the letter of each sound you give. Explain that you will tell them the letter that matches some of the sounds. (Give students smaller groups of letters that correspond with the words used if they are overwhelmed with all 26 letters.)
2. Start with a simple word such as *tag*. If students struggle with vowel sounds, give the name of the vowel and the sound of the consonants. Say the sound /t/ and have students find the letter that makes that sound. Tell students to find the letter *a* that represents the /ă/ sound. Say the /g/ sound next and have them find the letter that matches that sound. Tell students to put the letters together and read the word.
3. Continue the activity using words that students are able to sound out.
4. Record some simple words on an audiocassette for students to “build.” Include the vowel letter that matches the vowel sound in each word. For example, say “Build the word *sip*. Find the letter that makes the /s/ sound. Use the letter *i* for the /i/ sound. Find the letter that makes the /p/ sound to build the word *sip*.”



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student can match all consonant sounds to appropriate letters.
 ** Student can match most sounds to appropriate letters.
 * Student matches few to no sounds to appropriate letters.

Sight Word Circle

Standards Indicator
K.1.15

Purpose: Students will read one-syllable and high-frequency words by sight.

Materials: index cards, marker, bell

Pre-Activity Preparation: Write several one-syllable and high-frequency sight words on index cards. Create one card for each student.

Activity:

1. Divide students into two or three groups. Have each group sit in a circle and give each student a word card.
 2. Instruct students to take turns reading the words on their cards and using the word in a sentence. Encourage students to ask buddies for help if the words are unfamiliar.
 3. Direct each student to pass his/her word card to the person on the left, and to read the new word and use it in a sentence. Have students continue reading and passing word cards.
 4. Repeat the activity. Continue playing until students have had several opportunities to read and use sight words. Ring a bell to signal time is up.
- ★ To extend this activity, have students put several sight words from their word cards into one sentence. Have students put words in alphabetical order, or sort the words into different categories.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student reads one-syllable and sight words.

** Student reads one-syllable and sight words with prompting.

* Student cannot read one-syllable or sight words.

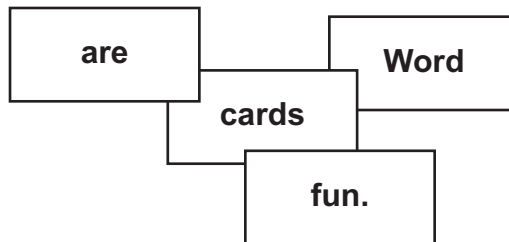
Purpose: Students will use self-correcting strategies when reading simple sentences.

Materials: paper, markers, word cards

Pre-Activity Preparation: Choose a simple sentence for each small group. Create a word card for each word in the sentences. Write each word on a card exactly as it would appear in the sentence, putting a capital letter on the first word and punctuation with the last word.

Activity:

1. Divide students into small groups. Each group should have the same number of students as the number of words in that group's sentence. Give each student a word from the group's sentence. Have groups arrange the words in an order that makes a complete sentence.
 2. Choose a group to stand in front of the class. Tell the group to stand in a line so they show the sentence in the correct order.
 3. Have the rest of the students read the sentence aloud, and raise their hands if they think the sentence is not in the right order. Reorder the words until everyone agrees on the correct order. Continue the activity until every group has had a chance to show its sentence.
 4. Place the word cards in a learning center. Have students practice putting the words in the correct order and copying them onto paper.
- ☆ Challenge students to make their own sentences and cut them apart for someone else to put in the correct order.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student uses self-correcting strategies when reading simple sentences.
 ** Student understands self-correcting strategies with some prompting.
 * Student does not comprehend self-correcting strategies.

Knowing My Name

Standards Indicator
K.1.17

Purpose: Students will read their own names.

Materials: chalkboard/whiteboard, name cards

Activity:

1. Tell students that you are going to write someone's name on the board, and you are going to write one letter at a time.
2. The first name you choose should begin with a letter that is the same as the first letter of several other students' names. Write the first letter of the name on the board and have every student whose name begins with that letter stand up. Tell students to keep standing as long as the letters added to the name are in their names. Add additional letters and have students sit down when it no longer matches their names. If two or more students have the same first name, continue writing the letters of the last name of the student. When the name is complete, ask the person standing to read the name. Continue the game until everyone's name has been written on the board.
3. Reinforce the activity by posting students' names on their desks, cubbies, helper chart, birthday chart, and various places around the classroom. Quiz students daily on who has jobs today? Who has a birthday this month? Whose cubby is to the right of....? Have a student of the day, and challenge the whole class to read the name of the student of the day. Rearrange the desks in the classroom when students are gone and have them find their desks by reading the names on them.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student reads own name easily.

** Student reads own name with prompting.

* Student does not read own name.

Word Family Swap Meet

Standards Indicator
K.1.18

Purpose: Students will understand that as letters in words change, so do the sounds.

Materials: paper, scissors, marker, chalkboard/whiteboard

Pre-Activity Preparation: Create several word cards with missing letters or word parts written on each card (e.g., s__t, h__m, b__t, d__g, __an, __it, __ed, __ow, __ug). Make 10 sets of the word cards and 10 sets of alphabet cards for the class. Cut the alphabet cards small enough to fit into the blanks on the word cards.

Activity:

1. Write a word part on the board. Make the word part look similar to the cards created in the pre-activity preparation.
 2. Have students put different letters in the blank to make new words. Stress that different letters have different sounds, and as the letters and sounds change so do the words.
 3. Practice the activity using different word parts. Continue until students are able to make new words on their own.
 4. Divide students into small groups. Pass out the word cards and alphabet cards to each group. Instruct students to make new words using the alphabet cards with the word parts.
- ★ Extend the lesson by challenging students to write lists of the new words they have created.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student understands that sounds change when letters change.
 ** Student needs prompting to understand that sounds change as letters change.
 * Student does not understand that sounds change as letters change.

Order in the Room

Standards Indicator
K.1.19

Purpose: Students will learn and apply knowledge of alphabetical order when using a classroom library.

Materials: classroom library, alphabet letters

Pre-Activity Preparation: Label the library bookshelves with all 26 letters in alphabetical order. Distribute the classroom library books among the students.

Activity:

1. Instruct students to look at the titles of the books they have received. Begin alphabetizing the books in the bookshelves by asking students to look at their books and find the ones that start with *A*. Have students place these books on the first shelf where they see the letter *A*. Ask students what letter would go next and continue until all students have put their books away in alphabetical order.
 2. Instruct students to try to keep the books in the correct spot when they return books that they read. Explain to students that libraries put their books in alphabetical order by author so people can find specific books quicker, and that they will be able to find specific titles faster in their library because they alphabetized it.
- ★ Challenge students to find particular books in the classroom library by looking under the letter with which the title begins. Have students tell the class where they found the book and why it was there.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student puts books in alphabetical order.
- ** Student puts books in alphabetical order with prompting.
- * Student does not understand alphabetical order.

Alphabetical Names

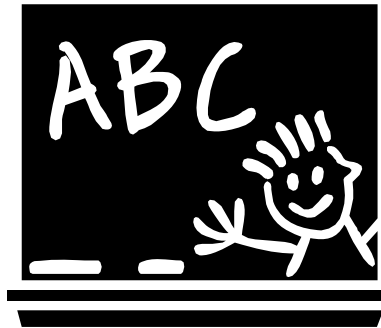
Standards Indicator
K.1.19

Purpose: Students will learn and apply knowledge of alphabetical order.

Materials: paper, pencils, markers, large cutout alphabet letters, tape

Activity:

1. Place the letters of the alphabet around the room in the correct order. Have each student write and decorate his/her own name on a piece of paper.
2. Have each student put his/her name sign under the letter with which it begins. Continue until all the names have been placed under their beginning letters. Go around the room reading each name aloud and checking that it is under the correct letter. Add your name and the names of other teachers/helpers in the classroom. Update as new students move into the class.
3. Instruct students to do an action that begins with the same letter as their first names. (e.g., *Laura laughs.*)
4. If you are already using a word wall in your classroom, add students' names to the existing alphabetized lists.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student puts name in correct place.

** Student puts name in correct place with prompting.

* Student does not understand alphabetical order.

Purpose: Students will identify and sort common words in basic categories.

Materials: paper, scissors, marker, tape

Pre-Activity Preparation: Make a set of name cards by cutting strips of paper and writing the name of each student on a separate strip. Use these name cards to demonstrate sorting names into categories. Make more cards and write the names of different colors, animals, or foods on them. Make enough word cards for each student in the class to have one card.

Activity:

1. Draw a two-column chart on the chalkboard. Label the columns *Boys* and *Girls*. Show students the name cards one by one. Tape the names in the correct column. Talk about the two groups of names.
 2. Tell students that words can fall into different groups just like their names did. Draw a three-column chart on the board. Label the columns *Animals*, *Colors*, and *Foods*. Tell students that they will group the words that are animals together, words that are foods together, and words that are colors together.
 3. Pass out a word card to each student. Encourage each student to read the word and decide the column to which it belongs. Call each student to come to the board and put his/her word in the correct column. Have students correct errors.
 4. Have students suggest more words to add to each category.
- ★ Challenge students to name a new category and a group of words to put in it.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student sorts words correctly into categories.
** Student sorts words correctly with prompting.
* Student cannot identify or sort words into categories.

Single out Signs and Symbols

Standards Indicator
K.1.21

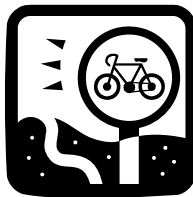
Purpose: Students will identify the meanings of common signs and symbols from their colors, shapes, logos, and letters.

Materials: two labels from each container of products familiar to the class (e.g., cereal, laundry detergent, cleaning supplies, cat food, fast food labels, etc.) scissors, chalkboard/whiteboard

Pre-Activity Preparation: Cut the labels from the boxes, as near the same size as possible, making sure there are two of each group. Create enough pairs of logos for each student to get several pairs.

Activity:

1. Show students some of the labels one at a time. Ask them to read what the labels say. Prompt students to think of where they see the labels if they are struggling to read them. Show students many examples of signs and logos. Have students draw additional signs that they know on the board. Talk about the colors, the shapes, the letters, and what makes them familiar to students.
2. Put students into small groups. Give each group several pairs of logos. Tell students that they are to find the two logos that belong in the same group (e.g., those that are both circles). Have each group raise their hands when they have finished matching all the pairs. Ask students to tell you what group each pair of logos represents.
3. Place the logos in a learning center for students to practice matching during free time. Encourage students to bring in other signs and logos from home that they can read. Add to the collection throughout the year. Review the collection often to reinforce the students' knowledge of common signs and symbols.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies and understands many common signs and logos.
 ** Student identifies some common signs and logos.
 * Student identifies few to no signs and logos.

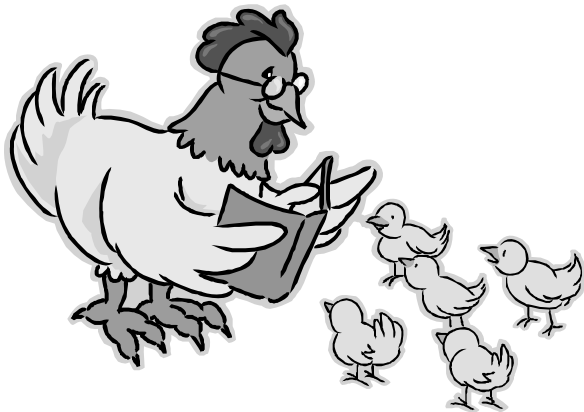
Purpose: Students will listen to stories, read aloud and use the vocabulary from the stories in oral language.

Materials: classroom storybook, chalkboard/whiteboard

Pre-Activity Preparation: Choose several vocabulary words from a classroom storybook.

Activity:

1. Read the chosen story aloud to the class.
2. Write the prepared vocabulary words on the board.
3. Help students to read and define each word.
4. Have students raise their hands when they hear a vocabulary word as you read the story again.
5. Divide students into groups of 3-4 students.
6. Assign each group 1-2 vocabulary words to use in new sentences.
7. Call on each student group to use one of their specific vocabulary words in a sentence.
After the group gives its sentence, have volunteers from outside the group make another sentence with the same vocabulary word.
8. Continue the game as long as students are interested and successful.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student easily uses new vocabulary in own language.
- ** Student sometimes uses new vocabulary in own language.
- * Student rarely uses new vocabulary in own language.

Standard 2**READING: Comprehension and Analysis of Nonfiction and Informational Text**

Students identify the basic facts and ideas in what they have read, heard, or seen. The selections in the **Indiana Reading List**

(www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen to and begin to read grade-level-appropriate nonfiction, such as alphabet books; picture books on science, social studies, mathematics and other subjects; and beginners' dictionaries.

Structural Features of Informational and Technical Materials

K.2.1 Locate the title and the name of the author of a book.

Analysis of Grade-Level-Appropriate Nonfiction and Informational Text

K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.

Example: Tell how and where bees gather pollen after listening to a book about bees such as *The Honeymakers* by Gail Gibbons.

K.2.3 Generate and respond to questions (*who, what, where*).

K.2.4 Identify types of everyday print materials.

Example: Walk around the school and identify the signs in the school, such as EXIT, Principal's Office, and Restrooms. Tell the difference between a storybook and a beginners' dictionary.

K.2.5 Identify the order (first, last) of information.

Example: Listen to and look at the information in a book such as *Going on a Whale Watch* by Bruce McMillan. Then draw pictures representing the main events of a whale watching trip in the order in which they occurred.

Teacher Directions

[Sample]

Say: I am going to read a sentence. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see a sentence. The sentence says: **The cat is sleeping**. Under the sentence there are two pictures. Circle the picture that shows what the sentence is about.

Pause while students mark their answers.

Show students the picture of the sleeping cat.

Say: This picture shows what the sentence is about. The picture of a cat that is sleeping should be circled. Now you will try some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see a sentence. The sentence says: **Mike is drinking a glass of water**. Circle the picture that shows what the sentence is about.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see a sentence. The sentence says: **Mom is driving a truck**. Circle the picture that shows what the sentence is about.

[3]

Say: Put your finger on the **key**. Next to the **key** you see a sentence. The sentence says: **The baby crawls on the floor**. Circle the picture that shows what the sentence is about.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see a sentence. The sentence says: **The wind is blowing Shana's hair**. Circle the picture that shows what the sentence is about.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see a sentence. The sentence says: **Dad shut the door**. Circle the picture that shows what the sentence is about.

Answer Key is on page 120.

Sentence Comprehension - A

Standards Indicator
K.2.2

SENTENCE COMPREHENSION - A	
1.	second picture
2.	first picture
3.	second picture
4.	first picture
5.	second picture

Name: _____

Sample

The cat is sleeping.



Mike is drinking a glass of water.



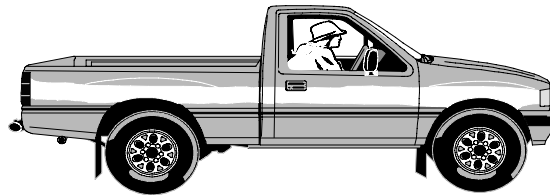
1



Mom is driving a truck.



2



The baby crawls on the floor.



3



The wind is blowing Shana's hair.



4



Dad shut the door.



5



Teacher Directions

[Sample]

Say: I am going to read a sentence. First we will do one together. Put your finger on the **clock**. Next to the **clock** you see a sentence. The sentence says: ***The cat is sleeping.*** Under the sentence there are two pictures. Circle the picture that shows what the sentence is about.

Pause while students mark their answers.

Show students the picture of the sleeping cat.

Say: This picture shows what the sentence is about. The picture of a cat that is sleeping should be circled. Now you will try some on your own.

[1]

Say: Put your finger on the **star**. Next to the **star** you see a sentence. The sentence says: ***The baby is taking a bath.*** Circle the picture that shows what the sentence is about.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see a sentence. The sentence says: ***The fish swim in the water.*** Circle the picture that shows what the sentence is about.

[3]

Say: Put your finger on the **key**. Next to the **key** you see a sentence. The sentence says: ***The dog is carrying a bone.*** Circle the picture that shows what the sentence is about.

[4]

Say: Put your finger on the **scissors**. Next to the **scissors** you see a sentence. The sentence says: ***Dad counts the money in the jar.*** Circle the picture that shows what the sentence is about.

[5]

Say: Put your finger on the **pencil**. Next to the **pencil** you see a sentence. The sentence says: ***I like to play ball.*** Circle the picture that shows what the sentence is about.

Answer Key is on page 124.

Sentence Comprehension - B

Standards Indicator
K.2.2

SENTENCE COMPREHENSION - B	
1.	first picture
2.	first picture
3.	first picture
4.	second picture
5.	first picture

Sentence Comprehension - B

Standards Indicator
K.2.2

Name: _____

Sample

The cat is sleeping.



The baby is taking a bath.



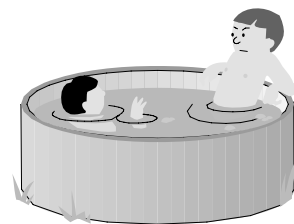
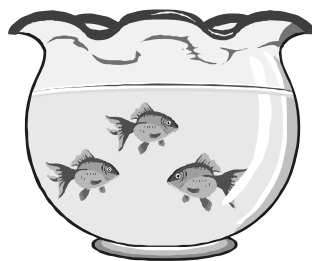
1



The fish swim in the water.



2



Sentence Comprehension - B

Standards Indicator
K.2.2

Additional Assessment

The dog is carrying a bone.



3



Dad counts the money in the jar.



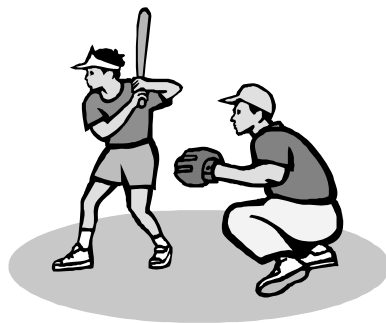
4



I like to play ball.



5



Teacher Directions

[Sample]

Say: Put your finger on the **key**. Next to the **key** you see two pictures. Listen along as I tell you a story about one of the pictures. ***Jasmine took some cookies out of a bag. She shared the cookies with her friend. The girls ate the cookies.*** Circle the picture that shows what the story is about.

Pause while students mark their answers.

Show students the picture of the girls sharing the cookies.

Say: This picture shows what the story is about. The picture of girls sharing cookies should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **pencil**. Next to the **pencil** you see two pictures. Listen along as I tell you a story about one of the pictures. ***Yesterday it rained. The street had lots of puddles. Max went outside to splash in the puddles.*** Circle the picture that shows what could really happen in the story.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see two pictures. Listen along as I tell you a story about one of the pictures. ***It was a sunny day. Mrs. Callon walked down the street. She saw her shadow on the ground.*** Circle the picture that shows what the story is about.

[3]

Say: Put your finger on the **clock**. Next to the **clock** you see two pictures. Listen along as I tell you a story about one of the pictures. ***Lilly is at home. The sun is going down. The room is getting very dark.*** Circle the picture that shows what Lilly would probably do next.

LISTENING COMPREHENSION - A	
1.	first picture
2.	first picture
3.	second picture

Listening Comprehension - A

Standards Indicators
K.2.2, K.3.1, K.3.3

Name: _____

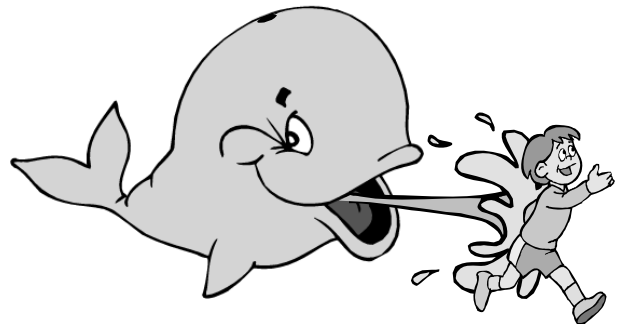
Sample



Additional Assessment



1

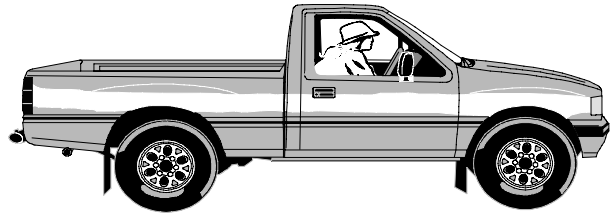


Listening Comprehension - A

Standards Indicators
K.2.2, K.3.1, K.3.3



2



3



Listening Comprehension - B

Standards Indicators
K.2.2, K.3.1, K.3.3

Teacher Directions

[Sample]

Say: Put your finger on the **key**. Next to the **key** you see two pictures. Listen along as I tell you a story about one of the pictures. ***Jasmine took some cookies out of a bag. She shared the cookies with her friend. The girls ate the cookies.*** Circle the picture that shows what the story is about.

Pause while students mark their answers.

Show students the picture of the girls sharing the cookies.

Say: This picture shows what the story is about. The picture of girls sharing cookies should be circled. Now you will do some on your own.

[1]

Say: Put your finger on the **pencil**. Next to the **pencil** you see two pictures. Listen along as I tell you about one of the pictures. ***Stacey was thirsty. She got out the juice and a glass. She poured juice in her glass.*** Circle the picture that shows what would probably happen next.

[2]

Say: Put your finger on the **hand**. Next to the **hand** you see two pictures. Listen along as I tell you about one of the pictures. ***The lady planted flowers outside her house. Then the rain fell on the flowers. Then the sun began to shine.*** Circle the picture that shows what could really happen.

[3]

Say: Put your finger on the **clock**. Next to the **clock** you see two pictures. Listen along as I tell you about one of the pictures. ***It was dark outside. Mr. Afton was getting tired. He lay down and went to sleep.*** Circle the picture that shows what the story is about.

LISTENING COMPREHENSION - B	
1.	first picture
2.	first picture
3.	second picture

Listening Comprehension - B

Standards Indicators
K.2.2, K.3.1, K.3.3

Name: _____

Sample



Additional Assessment



1



Listening Comprehension - B

Standards Indicators
K.2.2, K.3.1, K.3.3

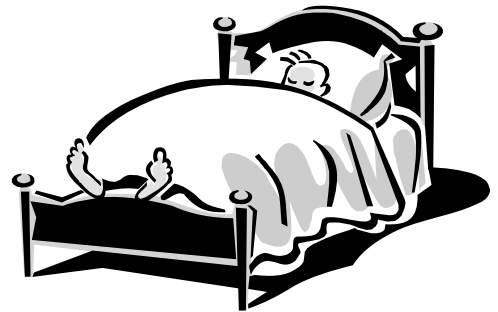
Additional Assessment



2



3



Purpose: Students will use context clues to aid comprehension and to make predictions about story content.

Materials: chalkboard/whiteboard, tape, paper

Pre-Activity Preparation: Write a sentence on the board omitting a key word and drawing a line in its place. Write another sentence below it describing the missing key word. Cover the second sentence by taping a piece of paper over it. (See examples below.)

Activity:

1. Read the first sentence to students. Have them guess what the missing key word could be. Let students peek at the clue after they have given several possible answers.
2. Have students decide which answers don't fit, and what the best answer would be. Here are some possible sentences and clue sentences to use with this activity:

The girl was (sad).
 (Clue) She missed her mom and wanted to go home.
 The soup was (hot).
 (Clue) I almost burned my tongue.
 I love to go (swimming).
 (Clue) The pool is fun on a hot day.
 My dad got a new (car/truck).
 (Clue) It has big tires and goes really fast.

- ★ Have students continue the activity in small groups. Challenge them to create sentences and clues. Allow students to make this an oral activity if writing is a challenge.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

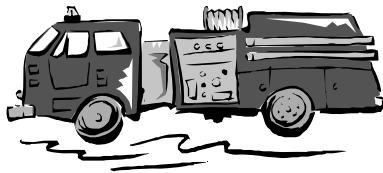
*** Student easily uses context clues to comprehend and predict story content.
 ** Student needs prompting to use context clues to predict and comprehend story content.
 * Student is not able to predict and comprehend story content from context clues.

Purpose: Students will connect the information and events in texts to life experiences by generating and responding to questions (*who, what, where*).

Materials: paper, crayons, fire station books such as: *Fire Station Number 4: The Daily Life of Fire Fighters* by Mary T. Fortney and/or *Russ and the Firehouse* by Janet Elizabeth Rickert and Pete McGahan, water hose, toy fireman’s hat, 4 foot 2 inch pvc pipe or wrapping paper tubes (for a fireman’s pole)

Activity:

1. Read aloud one or both of the books listed above to students. Discuss the stories and talk about what it would be like to visit a fire station. Talk about what they think would be the most fun, the scariest, the most amazing, etc. Begin a list of questions about a fire station. Add to the list throughout the activity. Encourage students to think of who, what, where questions.
 2. Have students draw pictures of a fire station and dictate a question that can be placed on the picture.
 3. Help students create a pretend fire station in the classroom using the materials listed above. Role-play the events in the book.
 4. Follow up the activity with a field trip to a fire station. Encourage students to connect the information in the text to their experiences at the fire station. Have students ask some of their questions.
- ★ Read stories about visiting a farm or zoo. Set up a farm or zoo learning center in the classroom. Follow up each activity with a field trip to a corresponding place.



Fortney, Mary T. *Fire Station Number 4: The Daily Life of Fire Fighters*. (Minneapolis, MN: Carolrhoda Books Lerner Publishing Company, 1998).

Rickert, Janet Elizabeth and Pete McGahan *Russ and the Firehouse*. (Bethesda, MD: Woodbine House, 2000).

You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student generates and responds to questions.
 ** Student can generate and respond to questions with prompting.
 * Student cannot generate and respond to questions.

Purpose: Students will identify types of everyday print materials.

Materials: everyday print materials (e.g., posters, ads, magazines, newspapers, books, letters, dictionaries, food containers, etc.), chalkboard/whiteboard, bulletin board, push pins

Pre-Activity Preparation: Place everyday print materials together in the classroom to create a word center. Have students spend time in the word center, looking at the different types of print.

Activity:

1. Tell students that they are going on a word hunt throughout the school building. Challenge them to find words along the way. Tour the school, pointing out some words on signs, such as EXIT signs, restrooms, offices, lunchroom, etc.
2. Write *Words Everywhere* on the board and underline it. Explain to students that you are going to list the words they have seen around the school and in their word center. Prompt students to recall the print in the Word Center and around their school. List them on the board.
3. Create a bulletin board labeled *Words Everywhere*. Have students bring in different types of printed materials such as magazines, newspapers, maps, brochures, signs or pictures of signs. Place the printed materials on the bulletin board and have students identify different types of everyday print materials.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student identifies many different types of print.
- ** Student identifies some everyday print materials.
- * Student identifies few or no print materials.

Learning Signs

Standards Indicator
K.2.4

Purpose: Students will identify types of everyday print materials.

Materials: chalkboard/whiteboard, paper, markers, tape

Activity:

1. Take students on a tour of their school. Point out signs along the way (e.g.: Principal's Office, EXIT, Restrooms).
2. Return to classroom and discuss the signs that were seen. Talk about how the colors, symbols, and words work together to give information.
3. List the school's signs on the board.
4. Talk about how the signs give information and help us to find things.
5. Tell students to look around their classroom for signs. List the classroom signs on the board.
6. Tell students that they are going to make informational signs for the classroom.
7. Discuss some possibilities (e.g.: label the writing center, the teacher's desk, the restroom, the board, library, where the markers are kept). Brainstorm ideas for each type of sign with students. Discuss what words, colors, and/or symbols they might use.
8. Pass out paper and markers to students.
9. Allow time for students to make and hang signs around the classroom.
10. Have each student read the sign that s/he created.
11. Choose different students to read signs at various times during the day.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student identifies many different types of print.
- ** Student identifies some everyday print materials.
- * Student identifies few or no everyday print materials.

Purpose: Students will identify the order (first, last) of information.

Materials: roll of newsprint paper, crayons, pencils

Activity:

1. Discuss with students what they do first and last at different times of the day (e.g.: What do you do first when you walk into the classroom each day? What is the last thing you do in the classroom each day?) Talk about what they do first/last at lunch, at recess etc.
 2. Tell students that they are going to listen to a story. After they listen to the story, they will tell what happened first and what happened last.
 3. Read a book from the classroom library to students.
 4. Discuss what happened first and what happened last.
 5. Put students into groups of two.
 6. Give each group about 5-6 feet of the newsprint roll and crayons.
 7. Have one student in each group draw what happens first in the story on the left side of the newsprint roll. Have the other student draw what happens last on the other end of the newsprint roll.
 8. Have students write their names below their parts of the murals.
 9. Hang the murals in the classroom or in the hallway for everyone to enjoy.
- ★ Place sequence pictures in a center and challenge students to put them in correct order.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student easily identifies the order of information.
 ** Student sometimes identifies the order of information.
 * Student cannot identify the order of information.

Standard 3**READING: Comprehension and Analysis of Literary Text**

Students listen and respond to stories based on well-known characters, themes, plots (what happens in a story), and settings (where a story takes place). The selections in the **Indiana Reading List** (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. In Kindergarten, students will listen and respond to grade-level-appropriate fiction, such as classic and contemporary stories, Mother Goose nursery rhymes and others poems, songs, folktales, and plays.

Analysis of Grade-Level-Appropriate Literary Text

K.3.1 Distinguish fantasy from reality.

Example: Listen to *The Day Jimmy's Boa Ate the Wash*, Trinka Hakes Noble's story about a class field trip to a farm, and *Farming*, Gail Gibbons' nonfiction book about farming. Tell how these two books are different.

K.3.2 Retell (beginning, middle, end) familiar stories.

Example: Retell the story of a folktale, such as the version of *The Three Little Pigs* by Steven Kellogg.

K.3.3 Identify characters, settings, and important events in a story.

Example: Identify the main characters in a story, such as *Noisy Nora* by Rosemary Wells. Describe the setting in a familiar story, such as *Goodnight Moon* by Margaret Wise Brown. Retell the important events in a story, such as the folktale *Jack and the Beanstalk*.

K.3.4 Identify favorite books and stories.

K.3.5 Understand what is heard or seen by responding to questions (*who, what, where*).

Story Listening Comprehension Rubric

Use this rubric to record how a student responds to questions during and after listening to a story that has been read aloud. Rate each column with a score from 1-3 points. Assess students throughout the year to measure improvements and determine areas where assistance is needed.

Student Name: _____

Date: _____

	Retelling after Listening to a Story K.1.22	Identifying Story Elements K.3.3	Making Logical Predictions K.2.2	Stating Summaries K.2.3, K.3.2, K.3.5	Analyzing Content K.3.1
3	Student is able to retell a story completely and coherently using vocabulary from the story.	Student can identify events, setting, and name important characters.	Student makes logical predictions about a story based on pictures and text (rhyme, pattern, context).	Student is able to identify and summarize the main ideas and plot of the story.	Student distinguishes fantasy from reality, and connects events in books to personal experiences.
2	Student can retell a story, but with some errors and using some vocabulary from the story.	Student can identify one or two story elements.	Student makes logical predictions about a story based on pictures.	Student is able to identify some main ideas of a story, but has trouble summarizing the plot.	Student distinguishes fantasy from reality, but does not connect relevant personal experiences with text or vice versa.
1	Student cannot retell a story that has been read to him/her or use vocabulary from the story.	Student cannot identify any story elements.	Student cannot make logical predictions about a story based on pictures or text.	Student cannot identify or summarize main ideas and plot of the story.	Student cannot distinguish fantasy from reality.
Score					

Figuring Out Fantasy

Standards Indicator
K.3.1

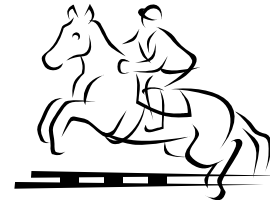
Purpose: Students will distinguish fantasy from reality.

Materials: fact book, fantasy book, chalkboard/whiteboard, chart paper, marker

Pre-Activity Preparation: Gather together two books with the same theme such as: *Rainbow Fish* and *the Big Blue Whale* by J. Alison James and *Big Blue Whale* by Nicola Davies.

Activity:

1. Read the fantasy-based story aloud to the class. Talk about what parts of the story seem real and which parts are not.
2. Draw a two-column chart on the board under the title of the book. Label one column *Reality* and the other column *Fantasy*. List the parts of the story that are real under the reality column and those that aren't real under the fantasy column. Talk about why each part seems real or unreal.
3. Explain to students that now you are going to read another book about [insert themes]. They need to listen carefully and find the parts that are real and those that are not.
4. Read the reality-based book aloud to students. Talk about each part and why it was real and not fantasy.
5. Divide the class into two groups. Tell each group that they are going to make up a story. Instruct one group to create a fantasy story and the other to create a non-fantasy story. Suggest a theme such as *My Pet Horse*.
6. Write each story on a piece of chart paper as the groups tell their stories to the class. Underline or circle the parts that are fantasy in one color and the parts that are realistic in a different color. Discuss what makes the one story fantasy and the other story reality.



James, J. Alison *Rainbow Fish and the Big Blue Whale*. (North South Books, 2001).

Davies, Nicola *Big Blue Whale*. (Candlewick Press, 2001).

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student can distinguish fantasy from reality.

** Student confuses some fantasy with reality.

* Student cannot distinguish fantasy from reality.

Purpose: Students will retell familiar stories.

Materials: chalkboard/whiteboard (or overhead projector and pen), sticky notes

Activity:

1. Have students retell a familiar story, such as the *Three Little Pigs*, *Little Red Riding Hood*, etc. Write the story in their words on the board or an overhead transparency. Allow many students to contribute to the retelling of the story. Write more than one version if necessary.
 2. Reread the story to students. Have students take turns reading parts of the written version on the board. Prompt students as needed. Have students continue reading until most of them are reading the lines quite well.
 3. Cover a word or two with a sticky note and see if students remember the hidden word. Continue covering more and more words to challenge students.
 4. Have students draw pictures of the story and write about their pictures.
- ★ Challenge each student to write a sentence or more from the board and read it back to you.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student retells familiar stories easily.
** Student retells familiar stories with some prompting.
* Student cannot retell familiar stories.

Purpose: Students will retell (beginning, middle, end) familiar stories.

Materials: flannel board, flannel, paper, markers, glue, classroom stories

Activity:

1. Tell students that they are going to make pictures of the characters in a favorite story and use them to tell the story to the rest of the class.
2. Put students into small groups and ask each group to choose a favorite story.
3. Have students draw, color, and cut out the characters of the story. Instruct students to glue a piece of felt onto the backs of each character.
4. Have students practice telling their stories in their small groups before showing to the entire class.
5. Stress to students that they need to tell the beginning, then the middle, and then the end of their stories.
6. Walk around the classroom and ask each group to show you the beginning, the middle, and the end of each story.
7. Have each group show the rest of the class their story on the flannel board. After each presentation ask the class what happened in the beginning, middle, and end of the story.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student retells familiar stories easily.
- ** Student retells familiar stories with prompting.
- * Student cannot retell familiar stories.

Important People, Places, and Parts

Standards Indicator
K.3.3

Purpose: Students will identify characters, setting, and important events in a story.

Materials: picture book, paper, crayons

Activity:

1. Pass out paper and crayons to each student. Tell students that you are going to read a story to them and they will each draw a picture of where the story takes place. Explain that they should not draw who is in the story, but should draw only the place where the story happens.
2. Read the story aloud to the class. Have students draw the setting and share their pictures. Encourage students to explain what they drew and tell where the story takes place.
3. Tell students that now they are going to add the characters to their pictures. Have students name the characters in the story and add them to their drawings.
4. Explain to students that every story also has an important event. Have students add an important event to their drawings.
5. Have students share their drawings with the class. Have them tell about the setting, characters, and important event.
6. Hang the students' drawings around the room or in the hallway to share with other students.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies characters, settings, and events easily.

** Student identifies characters, settings, and events with prompting.

* Student cannot identify characters, settings, or events.

Purpose: Students will identify and summarize the main ideas and plot of a story.

Materials: book (choose a book that has an obvious plot such as: *The Runaway Bunny* by Margaret Wise Brown or *The Little Engine That Could* by Watty Piper), paper, crayons, chalkboard/whiteboard

Activity:

1. Tell students that you are going to read a story about a [bunny, train etc.] to them.
2. Write and underline the title of the book on the board.
3. Read the story aloud to students.
4. Challenge students to “retell the story in as few words as possible.” Tell students that what happens in a story is the plot. Prompt students with the story’s plot if they are having difficulty.
5. Write and label the plot on the board.
6. Pass out a piece of paper to each student. Make sure that crayons are available. Instruct students to write the title of the story on the top of their papers and draw pictures of what happened in the story.
7. Have students share their pictures with the class and explain the plot of the story.



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student identifies and summarizes story plots and main ideas.
 ** Student identifies and summarizes story plots and main ideas with prompting.
 * Student cannot identify or summarize story plots or main ideas.

Show and Share Stories

Standards Indicator
K.3.4

Purpose: Students will identify favorite books and stories.

Materials: paper, crayons

Activity:

1. Have students bring their favorite books to school.
2. Make time for students to share their books with the class. Have students gather in a quiet spot on the floor of the classroom. Encourage them to share their favorite books/stories with the class. Instruct the class to be good listeners so they can ask questions about each book. Have each student explain why it is his or her favorite book.
3. Allow time for students to ask questions about the story.
4. Have each student draw a picture of his/her favorite story. Encourage each student to write the title and a few words describing the story.
5. Put the collection of favorite books in a learning center in the classroom. Hang the pictures in the center for everyone to enjoy.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student identifies favorite books and stories easily.
- ** Student identifies a favorite book or story with prompting.
- * Student does not identify favorite books or stories.

Who, What, Where on the Floor

Standards Indicator
K.3.5, K.2.3

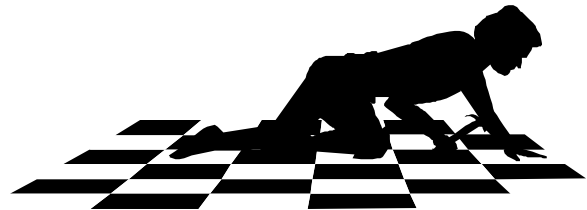
Purpose: Students will generate and respond to questions to show understanding of what is heard or seen (who, what, where).

Materials: large chart paper, markers, classroom books,

Pre-Activity Preparation: Make three word posters using the chart paper. Write “who” on one, “what” on another, and “where” on the last.

Activity:

1. Read a story aloud to students.
2. Place the word posters on the floor in the front of the classroom.
3. Divide students into three groups.
4. Place one group near each word poster.
5. Tell students that you are going to ask questions from the story. If you ask a “who” question, the students near the “who” poster need to answer; if it is a “what” question, the students on the “what” poster need to answer; and if it is a “where” question the students on the “where” poster need to answer.
6. Ask questions about the important characters, places, and events from the story. Stress that questions about the characters are “who” questions, questions about the events are “what” questions, and questions about places are “where” questions.
7. After asking several questions of each type, have groups switch places and continue questioning.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student easily understands and responds to who, what, where questions.
- ** Student sometimes understands and responds to who, what, where questions.
- * Student does not understand and respond to who, what, where questions.

Standard 4**WRITING: Processes and Features**

Students discuss ideas and tell stories for someone to write. Students use pictures, letters, and words to write.

Organization and Focus

K.4.1 Discuss ideas to include in a story.

K.4.2 Tell a story that the teacher or some other person will write.

K.4.3 Write using pictures, letters, and words.

K.4.4 Write phonetically spelled words (words that are written as they sound) and consonant-vowel-consonant words (demonstrating the alphabetic principle).

Example: Write correctly simple words, such as *man*, *cat*, and *run*, and spell other words as they sound, such as *whale* as *wal*, *jumps* as *jmps*, and *bigger* as *bigr*, showing an understanding of what letters represent certain sounds.

K.4.5 Write by moving from left to right and from top to bottom.

Research Process and Technology

K.4.6 Ask *how* and *why* questions about a topic of interest.

K.4.7 Identify pictures and charts as sources of information and begin gathering information from a variety of sources (books, technology).

K.4.8 Organize and classify information into categories of how and why or by color or size.

Writing Process Rubric

Standards Indicators
K.4.1 - K.4.5

Use this rubric to score a student's writing progress. After the student has had the opportunity to participate in a number of writing activities, rate the student in each column with a score from 1-3 points. Assess the student throughout the school year to measure improvement and determine areas where assistance is needed.

Student Name: _____

Date: _____

	Brainstorming Story Ideas K.4.1	Story Dictation K.4.2	Self-directed Writing K.4.3	Phonetic Spelling K.4.4	Writing Orientation K.4.5
3	Student thinks of multiple or well-developed story ideas.	Student dictates a complete story.	Student writes using pictures, letters, and words.	Student spells with beginning, ending, and medial sounds.	Student writes left to right, top to bottom.
2	Student thinks of a single or undeveloped story idea.	Student dictates one or more sentences or ideas, but not a complete story.	Student writes using pictures and letters.	Student spells with beginning and/or ending sounds.	Student writes with some order (right to left/top to bottom /bottom to top) with prompting.
1	Student cannot think of story ideas.	Student only names picture.	Student only writes using pictures.	Student does not match any phonetic sounds when spelling.	Student writes with random placement of letters and words.
Score					

Writing Checklist: Research Process and Technology

Standards Indicators
K.4.6 - K.4.8

Use this checklist to keep track of the types of research for writing that the student demonstrates over several months. Copy a new checklist for each student at the beginning of each grading period (or use one copy and color-code dates with different colored pens). Compare the checklists from different dates to show student development.

Student Name: _____

Dates of Observation: _____ to _____

Writing Checklist: Research Process and Technology	Often	Sometimes	Seldom	Never
Student asks how questions about a topic. K.4.6				
Student asks why questions about a topic. K.4.6				
Student identifies pictures as sources of information for a topic. K.4.7				
Student identifies charts/tables as sources of information for a topic. K.4.7				
Student gathers information from a variety of sources. K.4.7				
Student organizes and classifies information into categories of how and why. K.4.8				
Student organizes and classifies information into categories by color or size. K.4.8				

Inventing Story Ideas

Standards Indicator
K.4.1

Purpose: Students will discuss ideas to include in a story.

Materials: wordless books such as *Rainy Day Dream* by Michael Chesworth, *The Box* by Kevin O'Malley, *The Spring Hat* by Madelaine Gill, chalkboard/whiteboard, paper, crayons, large sized sticky notes, paper, crayons

Activity:

1. Share a wordless storybook with the class. Show students the title and author of the book. Talk about what the story might be about by looking at the front cover.
 2. Begin the story by showing students the first page and help them discover that there are no words. Explain that as a class they are going to create a story to go with the pictures. Continue looking through the book. Allow students to discuss what is happening throughout the story.
 3. List the students' ideas on the board. Group the ideas according to each page in the book. Write a story using the list of ideas and pictures in the book. Write the story on sticky notepaper and place each part on the appropriate pages.
 4. Read the book aloud using the story created by the class.
- ☆ As another activity, have each student draw a picture. Put the pictures in a learning center and encourage each student to make up a story to go with another student's picture.



Chesworth, Michael *Rainy Day Dream*. (Farrar Straus & Giroux, 1992).
O'Malley, Kevin *The Box*. (Stewart, Tabori & Chang, 1993).
Gill, Madelaine *The Spring Hat*. (Simon & Schuster, 1993).

You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student discusses ideas to include in a story.
- ** Student discusses story ideas with prompting.
- * Student does not discuss story ideas.

Purpose: Students will tell a story that an older student will write.

Materials: chalkboard/whiteboard, paper, crayons, pencils

Pre-Activity Preparation: Arrange for an older class to be kindergarten buddies for 30 minutes. Invite the buddies to come to the classroom and help the kindergartners write stories.

Activity:

1. Write *If I could be any animal, I would be...* on the board. Read the phrase or have students read the phrase on the board. Take turns having students finish the sentence and tell the class what animal they would like to be. List their answers on the board.
 2. Encourage students to tell why they would like to be each animal. Explain to the class that they are going to choose animals they would like to be and make up stories about being the animals for one day.
 3. Pass out paper, pencils, and crayons to students. Instruct each student to draw a picture of the chosen animal doing something from the story he or she has made. Pair the buddies with the kindergartners. Tell kindergartners that they are going to tell their stories to their buddies and the buddies will write the stories down for them. Allow approximately 30 minutes for the students to work together.
 4. Make copies of the stories.
- ☆ Have each kindergartner write a thank-you note and attach it to a copy of his/her story. Deliver the thank-you notes and stories to the kindergarten buddies.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student can easily tell a story.
** Student can tell a story with help.
* Student cannot tell a story.

Friendly Messages

Standards Indicator
K.4.3

Purpose: Students will write using pictures, letters, and words.

Materials: paper, pencils, crayons

Activity:

1. Give each student paper and crayons. Tell each student to draw a picture of him/herself and write his/her name on the top of the picture.
2. Collect all the pictures.
3. Mix up the papers and give one paper to each student, making sure no one gets his/her own picture.
4. Tell students to write messages to the persons whose pictures they are holding.
5. Encourage students to write nice messages. Allow students to add to the pictures if they would like to, but make sure that they write messages using letters and words that they know.
6. Create a special area in the classroom for the pictures and encourage students to read the messages.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student writes using pictures, letters, and words.

** Student writes using pictures and/or letters.

* Student writing does not contain pictures, letters, or words.

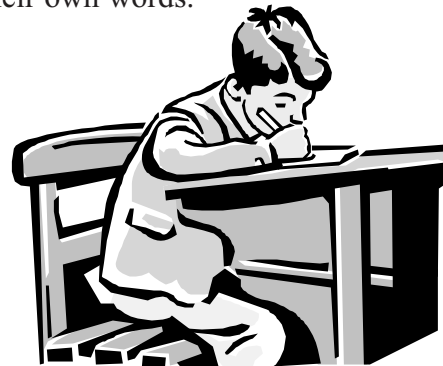
Purpose: Students will write phonetically spelled words and CVC (consonant-vowel-consonant) words.

Materials: word lists, shaving cream, pudding, finger paint, colored hair gel, large reclosable seal-top bags, paper, pencils

Pre-Activity Preparation: Fill several reclosable seal-top bags with colored hair gel, pudding, finger paint, or shaving cream and seal them closed. Make enough for each student to get one bag. Create word lists with CVC words that are familiar to students such as *bag, car, dig, fox, gas, hen, jug, lid, map, nut, pig, rat, six, ten, van, web*. Make learning centers where students can write using the filled bags. Post a different list of words in each center.

Activity:

1. Explain to students that they are going to practice writing words that are spelled the way they sound.
 2. Tell students that they are going to rotate to each center where they will each practice writing a list of words posted at the center.
 3. Instruct students to use the filled bags to write the words from the list that is posted at the center. Have each student use his/her fingers on top of the filled bag to write the words.
- ★ Some students may want the challenge of writing their own words.
 - ★ Extend this lesson by having students return to their desks and write the words they remember from the centers on a piece of paper.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student spells most phonetic words easily.
** Student spells some words phonetically.
* Student cannot write phonetically.

Purpose: Students will write by moving from left to right and from top to bottom.

Materials: chalkboard/whiteboard, paper, crayons

Pre-Activity Preparation: Write a message on the board telling students what to expect for the day (e.g., *Today is Monday. It is a rainy day. We will go to Art.*)

Activity:

1. Begin each day with the morning news by reading the message on the board aloud to students. Have a different volunteer reread each line aloud to the class. Point to each word as you read it and as the volunteer rereads it. Ask students if they have any news to add. Call on two or three volunteers to tell their special news. Write the special news on the board.
2. Give students the opportunity to add to the news at different times throughout the day. Have students write their news under the latest news that was written.
3. Pass out paper and crayons to each student. Instruct students to draw pictures of things that happened during their day and write about them. Have students take home their pictures to share the news with their families.
4. Recap the day's news at the end of each day before students go home.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student writes from left to right and top to bottom.
- ** Student writes from left to right or top to bottom with prompting.
- * Student does not write from left to right or top to bottom.

Whale Watching

Standards Indicators
K.4.6 - K.4.8

Purpose: Students will ask how and why questions about a topic of interest. They will gather, organize, and classify information about the topic from pictures, charts, books, and Internet sources.

Materials: informational books, movies, experts, pictures, charts, Internet

Activity:

1. Write a topic on the board that students are familiar with, but don't know a lot about (e.g., whales).
2. Have students ask "how" questions about whales. Write the "how" questions on the board. (K.4.8)
3. Have students ask "why" questions about whales. Write the "why" questions on the board. (K.4.8)
4. Name sources that students could use to find the answers to their questions (e.g., movies, books, Internet, experts, pictures, charts).
5. Have students use these sources of information to find their answers. Make sure each student writes one question, the answer, and the source down to document his/her work. (K.4.7)
6. Make a PowerPoint presentation of all the information collected. Explain to the class that their research provided all of the information that was combined to make the finished presentation.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student gathers, organizes, and classifies information from books and technology and can ask questions about the topic.

** Student gathers, organizes, and classifies information from books and technology and can ask questions about the topic with help.

* Student cannot question, gather, organize, or classify information about a topic.

Standard 5
WRITING: Applications
(Different Types of Writing and Their Characteristics)

In Kindergarten, students begin to write and draw pictures for specific purposes and for a specific audience (intended reader).

- K.5.1 Draw pictures and write words for a specific reason.
Example: Draw a picture or write to a friend or a family member to tell about something new at school.
- K.5.2 Draw pictures and write for specific people or persons.
Example: Write or dictate an invitation to a parent to attend a classroom event.

Writing for Multiple Purposes Observational Checklist

Standards Indicators
K.5.1, K.5.2

Use this checklist to keep track of the types of writing that the student demonstrates over several months. Copy a new checklist for each student at the beginning of each grading period (or use one copy and color-code dates with different colored pens). Compare the checklists from different dates to show student development.

Student Name: _____

Dates of Observation: _____ to _____

	Often	Sometimes	Seldom	Never
Student writes notes (e.g., "I love you").				
Student writes signs (e.g., "Don't touch", "Jesse's book").				
Student labels pictures (e.g., "My Dad", "Me and Mitchell").				
Student makes storybooks.				
Student writes in a journal.				
Student makes lists.				
Student writes name on papers.				
Student writes name on sign-in sheets.				
Student writes for assignments (e.g., "Draw and write about your favorite part of the trip.").				

Writing Rubric

Standards Indicators
K.5.1, K.5.2

The rubric below can be used to assess a student's writing and the relationship it has to a student's reading abilities. This rubric can be used to predict each student's reading capabilities after his/her writing sample has been analyzed.

Student's Writing	Implications for Reading
scribble	understands that books/paper are for enjoyment; may look at books and make up stories with or without attention to the pictures; points and names individual pictures; generally does not understand that print conveys meaning
drawings and letter-like marks	begins to understand the two-dimensional world of print on paper; may be able to read signs in context; may recognize a few letters; may retell stories while looking at the pictures in books
non-phonetic random letter strings	begins to understand that print conveys meaning; has little or no sound-to-letter correspondence understanding; may identify many letters; may be able to "read" (memorize) simple pattern books without concern for matching the text and page exactly; begins to show text discrimination
mixed random letters and familiar words (usually family names)	knows print conveys meaning; understands meaning changes depending upon the text (e.g., MoM is different from JAcoB graphically and in meaning); can identify and name letters, may have some beginning sound-to-letter correspondence; "reads" simple pattern books and matches text with page
beginning phonetic or invented spelling most words are spelled with the beginning consonants (final consonants sometimes and vowels occasionally) without spaces	understands sound-to-letter correspondence; able to track left to right; may point to a word for each syllable instead of each word when following oral reading; emergent to beginning reader
phonetic spelling and spacing	understands concept of words and spaces between words; understands some vowels; beginning reader may recognize some sight words and may be able to sound out simple words
conventional spelling and punctuation	student is most likely a reader of simple text; can sound out words or has developed a sight word vocabulary, has awareness of punctuation

Thank a Bus Driver

Standards Indicator
K.5.1

Purpose: Students will draw pictures and write words for a specific reason.

Materials: paper, crayons

Pre-Activity Preparation: Take a field trip on a bus.

Activity:

1. Sing “The Wheels on the Bus” song with students. Discuss the song and the students’ experience on the bus to and from the field trip.
2. Talk about the bus driver and what his/her job was on the field trip. Have students write the bus driver a thank you note thanking him/her for taking the class on their field trip.
3. Pass out paper and crayons and have each student draw a picture of the favorite part of the bus ride. Encourage students to write about their pictures.
4. Deliver the thank you notes to the bus driver or invite the bus driver to the classroom for the students to hand deliver the thank you notes.



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student independently draws pictures and writes words for a specific purpose.
- ** Student draws, but does not write for a specific reason.
- * Student does not draw or write for a specific purpose.

Purpose: Students will draw pictures and write for specific people.

Materials: paper, crayons

Activity:

1. Have students honor a student of the week (or a birthday student) by drawing a picture of him/her and writing about the student.
2. Pass out paper and crayons to students. Have students draw pictures of the special student and color them. Encourage students to write something that they like about the person. Assist students that need help writing. Encourage them to write the letters that they know.
3. Take time to go around the room and write the author's caption on each picture. Have the student being honored draw a picture of himself or herself to use for the cover of the book.
4. Bind the pictures and make a book for the honored student to keep. Continue this activity for each student on his or her special day.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student independently draws pictures and writes words for specific people.

** Student draws but does not write for specific people.

* Student does not draw or write for specific people.

Standard 6
WRITING: English Language Conventions

Students begin to learn the written conventions of Standard English.

Handwriting

K.6.1 Write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Spelling

K.6.2 Spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

Example: Spell correctly common words, such as *cat*, or spell by how the word sounds, such as *kat*.

Letter Formation Checklist

Standards Indicator
K.6.1

Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q
Z	z	Y	y	X	x	W	w	V	v	U	u	T	t	S	s	R	r	Q	q

Additional Assessment

Use this checklist to keep track of student progress in letter formation. Place an X in the box of the letter the student has mastered. Place a circle in the box if the student is close to mastery. Leave the box blank if the student is just developing correct letter formation. The alphabet begins on the back of the page.

Fold here to complete alphabet

Teacher Directions

Choose Assessment Word List A or B. Make sure each student has a *Phonetic Spelling A/B Student Page* (p. 175-176) and pencil. Explain to students that they will be spelling 10 words that are not real words. Ask them to spell the words how they think they sound. Score one point for each correct letter in the word. (e.g., for rit: rit = 3 points, rt = 2 points, t = 1 point).

Note: either k, c, or ck are counted as one correct point for any /k/ sound.

		LIST A	LIST B
1.	Next to the star write the word:	rit	zat
2.	Next to the hand write the word:	vob	lub
3.	Next to the key write the word:	tek	tog
4.	Next to the scissors write the word:	lut	vab
5.	Next to the pencil write the word:	yim	fep
6.	Next to the clock write the word:	hap	sim
7.	Next to the triangle write the word:	gan	rup
8.	Next to the square write the word:	rab	hin
9.	Next to the heart write the word:	wid	yed
10.	Next to the circle write the word:	jop	wud

Name _____



1



2



3



4



5

Name _____



6



7



8



9



10

Penmanship Crowns

Standards Indicator
K.6.1

Purpose: Students will write capital and lowercase letters of the alphabet, correctly shaping and spacing the letters.

Materials: chalkboard/whiteboard, white boards, markers, laminated tracing pages, sentence strips long enough to fit around a student's head (with penmanship lines), pencils, tape

Activity:

1. Have students practice writing letters in the correct formation with different writing tools. Introduce each letter to the class by writing it on the board.
2. Have students first practice the letter formation with their fingers in the air or on their desks, modeling your formation. Begin by writing the letters that are easiest to form. (The following is a list of the letters in order of easiest to hardest: l, i, t, o, c, a, b, d, p, q, k, u, v, w, x, z, j, g, y, f, h, n, m, e, r, s.) Have students practice writing letters on white boards, laminated tracing pages, or individual-sized chalkboards.
3. Pass out a lined sentence strip and pencil to each student. Instruct students to begin at the left edge of the sentence strips and write simple sentences that describe something they like (e.g., Alison likes dogs.). Monitor each student's handwriting, prompting the correct formation and spacing.
4. Wrap the sentence strip around the crown of each student's head and tape it together. Encourage students to wear their crowns to show off their beautiful penmanship. Keep the crowns available for students to wear when there is a guest teacher.

- ★ Optional handwriting websites:
http://pbskids.org/lions/leona/abc_a.html
<http://www.handwritingworksheets.com>



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student writes all letters of the alphabet correctly.
- ** Student writes many letters of the alphabet correctly.
- * Student writes few or no letters of the alphabet correctly.

Flip Flap Spelling

Standards Indicator
K.6.2

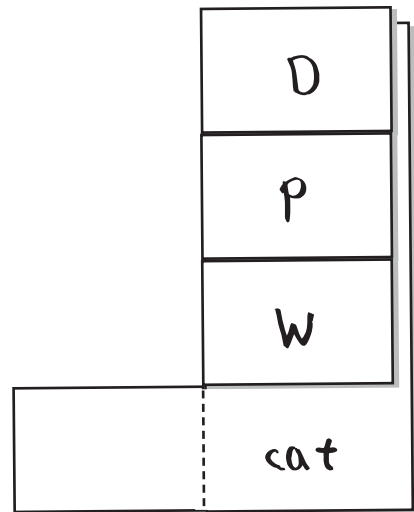
Purpose: Students will spell independently using an understanding of the sounds of the alphabet and knowledge of letter names.

Materials: paper, scissors, pencils, chalkboard/whiteboard

Pre-Activity Preparation: Make a flip flap book for each student by folding a sheet of 9×12 inch paper in half vertically, to form a booklet. Cut the cover of the booklet into four equal flaps along the longest open side, to the middle. (See picture below.)

Activity:

1. Review the spellings of words with which students are familiar. Have students take turns spelling given words correctly on the board. Have students write words that begin with a specific letter.
 2. Pass out a flip flap book to each student. Tell students that they are going to make flip flap word books. Explain that on the front of the flap they will each write a letter and under the flap write a word that begins with that letter. Encourage students to share their flip flap books with each other.
- ★ Extend this activity by having students make flip flap books with words on the front flaps and trade with other students to draw pictures of the words underneath.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student spells independently with good knowledge of the alphabet.

** Student spells independently some of the time.

* Student does not spell independently.

Standard 7**LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students listen and respond to oral communication. They speak in clear and coherent sentences. Students deliver brief oral presentations about familiar experiences or interests.

Comprehension

K.7.1 Understand and follow one- and two-step spoken directions.

Oral Communication

K.7.2 Share information and ideas, speaking in complete, coherent sentences.

Speaking Applications

K.7.3 Describe people, places, things (including their size, color, and shape), locations, and actions.

K.7.4 Recite short poems, rhymes, and songs.

K.7.5 Tell an experience or creative story in a logical sequence (chronological order, first, second, last).

Speaking Rubric

Standards Indicators
K.7.2 - K.7.5

Use this rubric to score a student's classroom speaking ability. After observing the student in normal classroom activities, rate the student in each column with a score from 1-3 points. Assess the student throughout the school year to measure improvement and determine areas where assistance is needed.

Student Name: _____

Date: _____

	Coherent Speech K.7.2	Descriptive Language K.7.3	Recitation K.7.4	Organization K.7.5
3	Student speaks in complete, coherent sentences.	Student can describe using more than one attribute. (big, red ball)	Student recites poems and rhymes without errors.	Student tells experiences/stories in logical sequence.
2	Student speaks clearly, but in incomplete sentences sometimes.	Student can describe using one attribute. (long ride)	Student recites poems and rhymes with some errors.	Student tells most of an experience or story in logical sequence.
1	Student does not speak clearly or in complete sentences.	Student is unable to describe.	Student recites poems with many errors or not at all.	Student tells stories/experiences out of order.
Score				

Simon Says Do the Two-Step

Standards Indicator
K.7.1

Purpose: Students will understand and follow one- and two-step spoken directions.

Materials: none

Activity:

1. Have students play *Simon Says* while doing simple exercises in the classroom. Begin the game by telling students that everyone needs to stand up next to their desks.
 2. Explain that you are going to give them directions to follow. Tell them that if you do not say “Simon Says” they should not follow the directions.
 3. Begin by giving them simple one-step directions such as “Simon Says touch your toes.” Omit the “Simon Says” phrase occasionally when students seem to understand the “Simon Says” rule.
 4. Continue the activity with many directions. Prompt students to listen carefully for the “Simon Says” phrase. Remind them to follow the directions only if they hear that phrase.
 5. Give students one and two-step directions.
- ★ Challenge students to take turns being the leader.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student understands and follows one- and two-step spoken directions.
- ** Student follows spoken one-step directions with some prompting.
- * Student cannot follow spoken directions.

Predictable Chart

Standards Indicator
K.7.2

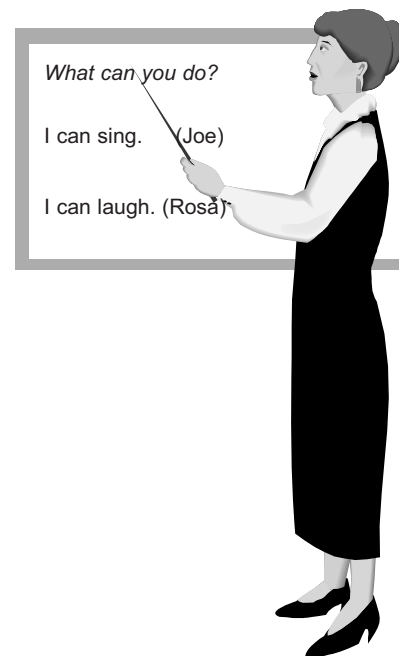
Purpose: Students will share information and ideas, speaking in complete, coherent sentences.

Materials: chalkboard/whiteboard, or marker and chart paper

Pre-Activity Preparation: Put a title at the top of the board/chart paper, labeling what the chart will be about. Suggestions for topics are: *What can you do? What do you like? Where do you play?*

Activity:

1. Tell students that you are going to make a chart listing what everyone in the class can do. Model this for students by being the first one to tell what you can do. Write your response (e.g., *I can plant trees*) under the title. Write your name next to the sentence in parentheses.
 2. Have each student give a patterned response saying “I can.....” and fill in the blank. Put each student’s name in parentheses beside his/her sentence. Continue the chart, listing each child’s response and name.
 3. Read it together, pausing intermittently to let students fill in words. Vary the way the chart is read: have each student read his/her own comment, have students take turns reading someone else’s comment, or read it as a direct quotation, e.g., “I can plant trees,” said Ms. Zinn.
- ★ Extend this activity by encouraging students to make pages with their comments written on top and pictures below. Bind them into a class book.



You can record an individual student’s understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student’s Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student shares information in complete, coherent sentences most of the time.
 ** Student shares information in complete sentences some of the time.
 * Student rarely shares information in complete, coherent sentences.

Guessing People, Places, and Things

Standards Indicator
K.7.3

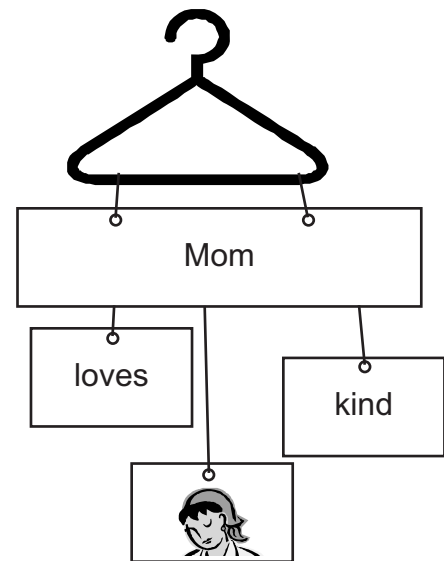
Purpose: Students will describe people, places, things, locations, and actions.

Materials: string, hanger, paper, scissors, markers, hole punch

Pre-Activity Preparation: Cut pieces of string approximately 6” long (at least four per student). Cut 9 × 12 paper into fourths (at least four quarters per student).

Activity:

1. Have students play a guessing game. Tell students that you are going to begin the game by describing a person (place or thing), and their job is to guess who (what) you are describing.
2. Describe the person, one characteristic at a time; allow students to begin guessing. Add attributes as needed. Continue describing the person until a student guesses correctly.
3. Encourage students to come to the front of the room one at a time and describe a person, place, or thing for the rest of the class to guess. Continue the activity as a large group (or break into smaller groups) until everyone has had a chance to give descriptions.
4. Have each student make a mobile describing a person, place, or thing. Give each student the materials listed above. Have the student write the name of the person, place, or thing on a piece of paper and hang it from the hanger. Instruct each student to tie three or four pieces of string to the name and hang a word/picture that describes the person, place, or thing from each string. Hang the mobiles in the classroom for everyone to enjoy.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student easily describes people, places, and things.
 ** Student describes people, places, or things with some prompting.
 * Student cannot describe people, places, or things.

The Gift of Poetry

Standards Indicator
K.7.4

Purpose: Students will recite short poems, rhymes, and songs.

Materials: four-five poems, four-five gift bags, tissue paper, scissors, tape, flashlights

Pre-Activity Preparation: Place a poem that is familiar to students in each of the gift bags and cover with tissue paper.

Activity:

1. Put students into four or five small groups. Tell students that you have a gift for each group and they are to open the gift and discover what is inside.
2. Hand each group a gift-wrapped poem. Have students raise their hands when they know what their gifts are. Discuss what each gift is, explain to students that they are to practice reading their poems as a group, and then share them with the rest of the class. Monitor each group and help students read their poems as a group.
3. Turn off the lights and give each group a flashlight when they are ready to read the poem. Have students gather in a large group in the front of the classroom. Have each small group take turns reading its poem by flashlight. Spend some time talking about each poem and what it means, how it makes them feel, and reciting rhyming words.
4. Give students ample opportunity to recite poems. Use them at every opportunity to quiet the class, to transition from one activity to the next, to begin the day, to close the day, and for reading/writing practice.
5. Encourage students to read poems, rhymes, and songs from the board, charts, and books. Have students act out rhymes and songs with puppets.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

*** Student easily recites poems.
** Student recites poems with some prompting.
* Student does not recite poems.

Sequencing Accordion Style

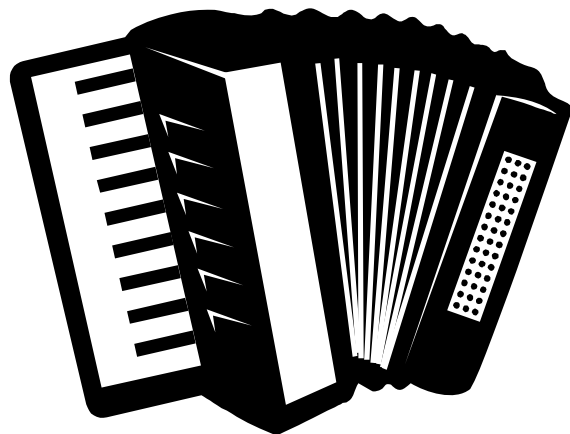
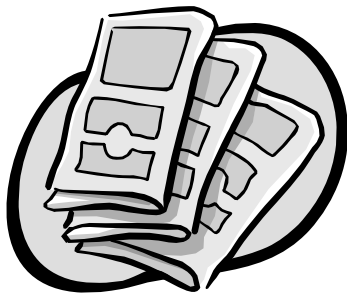
Standards Indicator
K.7.5

Purpose: Students will tell an experience or creative story in a logical sequence.

Materials: paper, crayons

Activity:

1. Have one student tell the class a story. It can be a story that they have read, a story that they make up, or something that happened to them or someone they know. Prompt students to make sure the story is in logical order.
2. Have a classmate retell the story in the correct order.
3. Challenge students to listen carefully as you retell the story (recite the story with events out of order) and see if they know what was said out of sequence.
4. Pass out paper and crayons to each student. Have students fold the paper like an accordion. Model the technique for them.
5. Have students open up their accordion books so they can see each section between the folds. Explain that each section is a page in their book.
6. Instruct students to draw a picture on each page so the pictures tell the story in the correct sequence.
7. Have each student share his/her book with a friend.



You can record an individual student's understanding of this activity by checking the appropriate column for level of mastery and noting the date on which the activity took place.

Student's Name	<u>Excellent</u> ***	<u>Developing</u> **	<u>Minimal</u> *	Date

- *** Student tells stories in logical sequence.
- ** Student tells stories in logical sequence with some errors.
- * Student cannot tell stories in logical sequence.

Standard 1

Reading: Word Recognition, Fluency, and Vocabulary Development

Children's Books

- Chicken Soup with Rice: A Book of Months* (Big Book) by Maurice Sendak. New York: Scholastic Inc., 1992. (print concepts)
- Obvious Letters: The Associative Alphabet Every Child Will Remember* by Gisela Hausman. Key Largo, FL: Educ-Easy Books, 1998. (letters)
- My Truck is Stuck* by Kevin Lewis. New York: Disney Press, 1992. (phonemic awareness)
- Sheep in a Jeep* by Nancy Shaw. Boston, MA: Houghton Mifflin, 1997. (phonemic awareness)
- The Big Bug Dug* by Mary Serfozo. New York: Scholastic Inc., 2002. (alphabetic principle)
- "Buzz" Said the Bee* by Wendy Cheyette Lewison. New York: Scholastic Inc., 1997. (decoding)
- Old Black Fly* by Jim Aylesworth. New York: Henry Holt, 1995. (decoding/alphabet)
- From Anne to Zach* by Mary J. Martin. Honesdale, PA: Boyds Mills Press, 1996. (abc order)
- Rosie's Walk* by Pat Hutchins. New York: Simon and Schuster, 2002. (vocabulary)
- The Jacket I Wear in the Snow* by Shirley Neitzel. New York: HarperCollins, 1994. (vocabulary)
- I Read Signs* by Tana Hoban. New York: HarperCollins, 1983. (common signs)

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- Marilyn Jagger Adams et al. *Phonemic Awareness in Young Children: A Classroom Curriculum*. Baltimore, MD: Paul H. Brookes Publishing Co., 1997. (contains assessment reproducibles)
- Patricia Marr Cunningham. *Phonics They Use: Words for Reading and Writing*. 3rd ed. Reading, MA: Addison-Wesley Publishing Company, 1999.
- Aileen Law-Dickenson. *Listening for Literacy: Early Phonemic Awareness Activities for Young Children*. Denver: Love Publishing Co., 2002.
- Deborah Ellermeyer et al. *Perfect Poems for Teaching Phonics*. New York: Scholastic Inc., 1998.
- Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension*. New York: Scholastic, Inc., 2003.
- Timothy V. Rasinski and Belinda S. Zimmerman. *Phonics Poetry: Teaching Word Families*. Boston, MA: Allyn and Bacon, 2000.
- Jo Anne L. Vacca, Richard T. Vacca, and Mary K. Grove. *Reading and Learning to Read*. 4th ed. Reading, MA: Addison-Wesley, 2000. (Appendix includes read-aloud selections for developing phonemic awareness and a list of leveled books matched to Reading Recovery/ grade levels.)
- Janiel M. Wagstaff. *Teaching Reading and Writing with Word Walls*. New York: Scholastic Inc, 1999.
- Hallie Yopp. *The Reading Teacher*, 48 (6), 538-543, 1995. "Read-Aloud Books for Developing Phonemic Awareness: An Annotated Bibliography." (This article lists over 40 books.)

Further Assessment

- Lois A. Bader. *Bader Reading and Language Inventory*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2001. (This revised screening tool provides diagnostic information about early reading, word identification, phonics knowledge, comprehension, and spelling.)
- Roland H. Good III and Ruth A. Kaminski. *Dynamic Indicators of Basic Early Literacy Skills*. 6th ed. (DIBELS). University of Oregon: <http://dibels.uoregon.edu>, 2002. (letter naming fluency, phonemic awareness)
- Wilma H. Miller. *Alternative Assessment Techniques for Reading & Writing*. West Nyack, NY: The Center for Applied Research in Education, 1995. (Chapter 2 includes assessment techniques related to phonemic awareness.)
- Hallie Yopp. *The Reading Teacher*, 49 (1), 20-29, 1995. A Test for Assessing Phonemic Awareness in Young Children. (A copy of the *Yopp-Singer Test of Phoneme Segmentation* is provided and may be photocopied.)
- Marie Clay. *Observation Survey*. Portsmouth, NH: Heinemann, 1993. (oral reading accuracy, reading behaviors, and decoding skills.)

Standard 2

Reading: Comprehension

Children's Books

Why Mosquitoes Buzz in People's Ears by Verna Aardema. New York: Scholastic Inc., 1980. (prediction)

The Snowball by Jennifer Armstrong. New York: Random House, 1996. (prediction)

If You Take A Mouse to School by Laura Joffe Numeroff. New York: HarperCollins, 2002. (prediction)

Strega Nona by Tomie de Paola. New York: Simon and Schuster Children's Publishing, 1995. (prediction)

Wemberly Worried by Kevin Henkes. New York: HarperCollins, 2000. (life connection)

Miss Bindergarten Gets Ready for Kindergarten by Joseph Slate. New York: Puffin, 2001. (life connection)

I Am an Apple by Jean Marzollo. New York: Scholastic Inc., 1997. (encourages story telling)

Sylvester and the Magic Pebble by William Steig. New York: Simon and Schuster, 2002. (retelling)

Abiyoyo by Pete Seeger. Madison, WI: Turtleback Books, 1994. (retelling)

The Great Kapok Tree by Lynne Cherry. New York: Harcourt Children's Books, 2000. (summary)

Little Bunny on the Move by Peter McCarty. New York: Henry Holt and Company, 2003. (summary)

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Linda B. Gambrell. *Best Practices in Literary Instruction*. New York: Guilford Press, 1999.

Dorothy P. Hall et al. *Month by Month Reading and Writing for Kindergarten*. Greensboro, NC: Carson and Dellosa Publishing Co., Inc., 1997.

Stephanie Harvey and Anne Goudvis. *Strategies that Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse Publishing, 2000. (comprehension)

Jerry L. Johns. *Improving Reading: Strategies and Resources*. Dubuque, IA: Kendall/Hunt Publishing Company, 2001.

Ellin Oliver Keene and Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997. (comprehension)

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P.C. Burns and Betty D. Roe. *Informal Reading Inventory: Pre-Primer to Twelfth Grade*. 5th ed. Boston: Houghton Mifflin, 1999.

Jerry L. Johns. *Basic Reading Inventory*. 7th ed. (BRI-7). Dubuque, IA: Kendall/Hunt Publishing Co. 1997.

Joanne R. Nurss and Mary McGaurran. *Metropolitan Readiness Tests*. 6th ed. (MRT-6) San Antonio, TX: The Psychological Corporation, 1995. (story comprehension subtests)

Standard 3

Reading: Literary Response and Analysis

Children's Books

- The Snow Child* by Harriet Ziefert. New York: Penguin Putnam, 2000. (fantasy vs. reality)
- The Snowy Day* by Ezra Jack Keats. New York: Scholastic Inc., 1993. (fantasy vs. reality)
- Oh How I Wished I Could Read* by John Gile. Rockford, IL: JGC United Publishing Corps, 1995. (everyday print)
- Chester's Way* by Kevin Henkes. New York: Mulberry Books, 1997. (story elements)
- Stellaluna* by Janell Cannon. New York: Scholastic, 1998. (story elements)
- Jamaica's Find* by Jaunita Havill, Boston, MA: Houghton Mifflin Co., 1987. (story elements)
- Fix-It* by David M. McPhail. New York: Penguin Putnam, 1992. (book appreciation)
- The Girl Who Hated Books* by Manjusha Pawagi. Hillsboro, OR: Beyond Words Publishing Co. Inc, 1999. (book appreciation)

Reference Sources

- Irene C. Fountas and Gay Su Pinnell. *Guided Reading*. Portsmouth, NH: Heinemann, 1996.
- John T. Gillespie. *Best Books for Children: Preschool through Grade Six*. 7th ed. Westport, CT: Greenwood Publishing Group, 2001. (themed lists, summaries of books)
- Carol Otis Hurst and Rebecca Otis. *Carol Hurst's Children's Literature Site* <http://www.carolhurst.com> (read aloud, thematic lists, professional topics)
- Ellin Oliver Keene and Susan Zimmermann. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997. (comprehension)
- Jo Anne L. Vacca, Richard T. Vacca, and Mary K. Grove. *Reading and Learning to Read* 4th ed. Reading, MA: Addison-Wesley, 2000.

Further Assessment

- Lois A. Bader. *Bader Reading and Language Inventory*. 4th ed. Upper Saddle River, NJ: Prentice Hall, 2001. (This newly revised screening tool provides diagnostic information about early reading, word identification, phonics knowledge, comprehension, and spelling.)
- Jerry L. Johns. *Basic Reading Inventory*. 7th ed. (BRI-7). Dubuque, IA: Kendall/Hunt Publishing Co. 1997.
- Joanne R. Nurss and Mary McGaurran. *Metropolitan Readiness Tests*. 6th ed. (MRT-6) San Antonio, TX: The Psychological Corporation, 1995. (story comprehension subtests)
- Florence Roswell and Jeanne Chall. *Diagnostic Assessments of Reading with Trial Teaching Strategies (DARTTS)*. Itsaca, IL: Riverside Publishing Company, 1992. (Assesses reading accuracy through graded reading passages.)

Standard 4

Writing: Process

Children's Books

(Books that show how ideas can become stories.)

How a Book is Made by Aiki. New York: HarperCollins Children's Books, 1988.

If You Were A Writer by Joan Lowery Nixon. New York: Aladdin Publishers, 1995.

What Do Authors Do? by Eileen Christelow. Boston, MA: Houghton Mifflin, 1997.

Harold and the Purple Crayon by Crockett Johnson. New York: HarperCollins, 2002. (writing through pictures)

(Wordless and nearly wordless books for encouraging story development)

The Grey Lady and the Strawberry Snatcher by Molly Bang. New York: Aladdin Paperbacks, 1996.

School by Emily Arnold McCully. New York: HarperCollins, 1990.

Hug by Jez Alborough. Cambridge, MA: Candlewick Press, 2000.

Oink by Arthur Geisert. Boston, MA: Houghton Mifflin, 1995.

Reference Sources

Marcia S. Freeman. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House Publishing, 1998.

Dorothy P. Hall et al. *Month by Month Reading and Writing for Kindergarten*. Greensboro, NC: Carson and Dellosa Publishing Co., Inc., 1997.

Bea Johnson. *Never too Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House Publishing, 1999.

Jean Marzollo and Katherine Martin Widmer. *Think! Draw! Write!* Columbus, OH: McGraw-Hill, 1982. (writing prompts)

Andrea McCarrier, Gay Su Pinnel, and Irene C. Fountas *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 1999.

Gail E. Tompkins. *Teaching Writing: Balancing Process and Product*. Boston, MA: Merrill College, 2003.

Further Assessment

Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)* Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories.)

Blackburn-Cramp Developmental Writing Scale, available on various web sites (e.g., Four Blocks Literacy Center/ReadingLady.com: <http://www.readinglady.com/wr/Assessment/assessment.html>).

Marie Clay. *Observation Survey*. Portsmouth, NH: Heinemann, 1993. (writing, story composition.)

Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory*. 3rd ed. (BSSI - 3). Austin, TX: PRO-ED Inc., 1998. (A collection of checklists to use in student observations. Writing checklists address left to right progression, writing own name and letters, spelling skills, story generation and editing.)

Phyllis Newcomer. *Diagnostic Achievement Battery*. 2nd ed. (DAB-2). Austin, TX: PRO-ED Inc., 1990. (Story writing that describes a sequence of pictures.)

Standard 5

Writing: Applications

Children's Books

(Books that portray writing for a specific purpose or audience.)

Giggle, Giggle, Quack by Doreen Cronin. New York: Simon & Schuster, 2002.

Click Clack Moo: Cows That Type by Doreen Cronin. New York: Simon & Schuster, 2000.

Dear Peter Rabbit by Alma Flor Ada. New York: Simon & Schuster Children's Publishing, 1997.

Yours Truly, Goldilocks by Alma Flor Ada. New York: Alladin Paperbacks, 2001.

We Are Best Friends by Alike. New York: HarperCollins, 1987.

The Secret Birthday Message by Eric Carle. New York: HarperCollins, 1986.

Reference Sources

Mary Schulman Browning and Carleen Payne. *Getting the Most Out of Morning Message*. New York: Scholastic Inc., 1999.

Ellen Feldgras and Isabell Cardonick. *Kid Writing*. Bethel, WA: The Wright Group, 1999.

Marcia S. Freeman. *Teaching the Youngest Writers: A Practical Guide*. Gainesville, FL: Maupin House Publishing, 1998.

Dorothy P. Hall et al, *Month by Month Reading and Writing for Kindergarten*. Greensboro, NC: Carson and Dellosa Publishing Co. Inc., 1997.

Bea Johnson. *Never to Early to Write: Adventures in the K-1 Writing Workshop*. Gainesville, FL: Maupin House Publishing, 1999.

Jean Marzollo and Katherine Martin Widmer. *Think! Draw! Write!* Columbus, OH: McGraw-Hill, 2003. (writing prompts)

Andrea McCarrier, Gay Su Pinnel, and Irene C. Fountas. *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann, 1999.

Gail E. Tompkins. *Teaching Writing, Balancing Process and Product*. Boston, MA: Merrill College, 2003.

Further Assessment:

Edna Barenbaum and Phyllis Newcomer. *Test of Children's Language (TOCL)* Austin, TX: PRO-ED Inc., 1996. (writing letters, sentences, and stories.)

Blackburn-Cramp Developmental Writing Scale, available on various web sites (e.g., Four Blocks Literacy Center/ReadingLady.com: <http://www.readinglady.com/wr/Assessment/assessment.html>).

Elizabeth Carrow-Woolfolk. *Oral and Written Language Scales (OWLS)*. Circle Pines, MN: American Guidance Service, Inc., 1995. (handwriting, spelling, punctuation, capitalization, syntax, composition)

Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory*. 3rd ed. (BSSI - 3). Austin, TX: PRO-ED Inc., 1998. (A collection of checklists to use in student observations. Writing checklists address left to right progression, writing own name and letters, spelling skills, story generation and editing.)

Standard 6

Writing: English Language Conventions

Children's Books

(Books that focus on the alphabet or spelling.)

Alphabet Under Construction by Denise Fleming. New York: Henry Holt and Company, 2000.

Alphabears by Kathleen Hague. New York: Henry Holt and Company, 1999.

On Market Street by Arnold Lobel. New York: Scholastic, 1999.

The Letters are Lost by Lisa Campbell Ernst. New York: Puffin, 1999.

I Can Spell Words with Three Letters by Anna Nilsen. New York: Larouse Kingfisher Chambers Inc., 1998.

Reference Sources

Patricia M. Cunninham. *Making Words: Multilevel, Hands on Phonics and Spelling Activities*. New York: McGraw-Hill, 2000.

Joanne M. Landy. *Ready-to-Use Fine Motor Skills and Handwriting Activities for Young Children*. San Francisco, CA: Benjamin-Cummings Publishing Co., 1999.

Gay Su Pinnel. *Word Matters: Teaching Phonics and Spelling in the Reading Writing Classroom*. Portsmouth, NH: Heinemann, 1998. (vocabulary and word recognition)

Gladys Rosencrans. *The Spelling Book: Teaching Children How to Spell, Not What to Spell*. Newark, DE: International Reading Association, 1998.

Further Assessment:

Marie Clay. *Observation Survey*. Portsmouth, NH: Heinemann, 1993. (spelling)

Donald Durrell and Jane Catterson. *Durrell Analysis of Reading Difficulty*. 3rd ed. (DAR). San Antonio, TX: Harcourt Brace Educational Measurement, 1980. (spelling and fine motor skills subtests)

Wayne Hresko, Shelley Herron, and Pamela Peak. *Test of Early Written Language*. 2nd ed. (TEWL-2). Austin, TX: PRO-ED Inc., 1996. (spelling, story writing from picture prompt)

Standard 7

Listening and Speaking: Skills, Strategies, and Applications

Children's Books

Tikki Tikki Tembo by Arlene Mosel. New York: Henry Holt, 1989. (oral communication)

Big Red Barn by Margaret Wise Brown. New York: HarperCollins, 1998. (descriptions)

In My World by Lois Ehler. New York: Harcourt Children's Books, 2002. (descriptions)

A Kiss For Little Bear by Else Holmelund Minarik. Madison, WI: Turtleback Books, 1984.

(following directions)

Sing A Song of Popcorn: Every Child's Book of Poems edited by Beatrice Schenk de Regniers et al.

New York: Scholastic Trade, 1988. (reciting)

The Dorling Kindersley Book of Nursery Rhymes, edited by Debi Gliori. New York: Dorling Kindersley Publishing Inc., 2000. (reciting)

Reference Sources

Donna E. Norton and Sandra E. Norton. *Language Arts Activities for Children*. 4th ed. Old Tappan, NJ: Macmillan, 2002. (This book includes teaching ideas for developing listening comprehension.)

Jack Prelutsky ed. *Read-Aloud Rhymes for the Very Young*. New York: Knopf, 1986.

Jackie Silberg and Pamela Byrne Schiller. *The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants*. Beltsville, MD: Gryphon House, 2002.

Further Assessment

Albert H. Brigrance. *Brigrance Comprehensive Inventory of Basic Skills Revised (CIBS-R)*. North Billerica, MA: Curriculum Associates, Inc., 1999. (This is a collection of assessment tools, with five subtests for listening comprehension: auditory discrimination, sentence memory, following oral directions, listening vocabulary, and listening comprehension.)

Elizabeth Carrow-Woolfolk. *Oral and Written Language Scales (OWLS)*. Circle Pines, MN: American Guidance Service, Inc., 1995. (matching oral descriptions with pictures, and oral expression of verbal description)

Donald Hammill, James Leigh, Nils Pearson, and Taddy Maddox. *Basic Schools Skills Inventory*. 3rd ed. (BSSI - 3). Austin, TX: PRO-ED Inc., 1998. (A collection of checklists to use in student observations. Spoken language checklists include speaking and listening skills.)

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