

K

Beginning of the Year Assessments

See below for examples of **formative assessments** throughout the teacher edition.

Lesson 2.5

Chapter 2

PREPARATION

- Gather the **ALPHA CARDS** from the Language Arts Kit. (Reading)
- Gather several **CLASSROOM ITEMS** that start with the letters *f, g, h, i, and j*. (Reading)
- Retrieve **HIGH-FREQUENCY WORD CARDS**. (Reading)
- Retrieve **BLM 2.1A Beginning Reader: I Like School** for each student. (Reading)
- Select **DM 2.1A Oral Vocabulary: Chapter 2** for display. (Literature)
- Retrieve toy drawings from Lesson 2.4. (Language and Writing)

ENRICHMENT

- As a class, act out a well-known story, such as "Goldilocks and the Three Bears." After acting it out, have students retell the story. Ask questions about the beginning, middle, and end of the story.

Reading

Phonics

- 1 Hold up **ALPHA CARD J** and draw attention to the jackrabbit on the front. Ask students what letter is displayed. (**j**) Point out the uppercase *J* and lowercase *j*. Have students write *J* and *j* in the air with their pointer finger as you trace them on the card. Say the /j/ sound, being careful not to say "juh." Direct students to say the /j/ sound three times. Guide them to say it correctly. Recite the following words and have students jump whenever they hear a word that begins with the /j/ sound:
 - Jack (**jump**)
 - hot
 - Jesus (**jump**)
 - jam (**jump**)
 - tree
 - jab (**jump**)
 - fast
 - jump (**jump**)
- 2 Review the /f/, /g/, /h/, /t/, and /j/ sounds that were introduced in this chapter. Attach **ALPHA CARDS F–J** to the board. Point to each letter and direct students to say the letter name and the sound it makes. Display the **CLASSROOM ITEMS**. Select volunteers to choose items and to hold them up for the class to see. Direct students to say the name of each item and the letter sound they hear at the beginning of the item's name.
- 3 Direct students' attention to the first student page and guide students to complete it. Assign the second page as independent practice.

High-Frequency Words

- 1 Show students the **HIGH-FREQUENCY WORD CARDS** for the words *like* and *to* and have them read them. Practice reading the words several times. Direct each student to choose one word and to make a sentence using it.
- 2 In different locations around the room, attach the high-frequency word cards for *like*, *to*, *I*, and *see*. Say a high-frequency word and have students walk to that word card.

Guided Reading and Literacy Centers

- Distribute and read **BLM 2.1A Beginning Reader: I Like School**. Review the phonics skills and high-frequency words. Have students practice fluency by reading the high-frequency words aloud. Use *Reader Strategies* as needed to guide students through the text.

Literature

Oral Vocabulary

- Display **DM 2.1A Oral Vocabulary: Chapter 2**. Ask students what the word *lonely* means. (**feeling sadness from being alone**) Direct students to each turn to a partner and share how they can be friendly to other students who feel lonely. Then, review previously taught oral vocabulary words.

Interactive Read-Aloud

- Refer to Lesson 5 of **Chapter 2 Literature Guide** for discussion, activities, and possible materials.

Language and Writing

Writing Readiness

- Choose an activity from this chapter for today's writing readiness.

Grammar

- Ask students what words that name people and things are called. (**nouns**) Write the following sentence frame on the board: *I like ____*. Direct students to think of a noun to complete the sentence. (**Answers will vary but should include nouns.**) As a student names a word, use it

as you reread the sentence on the board. If students name words that are not nouns, ask them whether the word is a person or a thing. (**No.**) Explain that action words, like *jumping*, are not nouns, even though they may be things students like. Emphasize that you are looking for words that name people or things.

Writing Workshop

- 1 On the board, draw a simple picture of a toy. Describe the toy and have students suggest a name for it. Write the name next to the toy. Explain that you want to make a caption for your picture, and that a caption tells something about the picture. Write a short caption that tells what the toy does or looks like, for example, *The toy makes a loud noise*. Read the caption aloud as you write it on the board. Direct students to think of captions for their own toy drawings from Lesson 2.4. Distribute the toy drawings and have students dictate captions to you as you write them on their pictures.
- 2 Direct students to show their drawings to a partner and to describe them. Select volunteers to share their drawings and captions with the class. Create a cover and staple students' drawings together to make a class book. Keep the book in the classroom for students to look at throughout the year.

See below for an example of one of the BLMs that are used to make high-frequency word cards.

High-Frequency Word Cards

you Chapter 3	the Chapter 4
can Chapter 3	a Chapter 4

See below for an example of a **summative assessment** in the student edition. (SE 2.5)

Practice

3. Circle each picture whose name begins with the /j/ sound.

j	 	 
j	 	 

Chapter Review

4. Write the letter that stands for the sound at the beginning of the word.












See below for examples of assessments in the diagnostic test.



Kindergarten Diagnostic Test
Benchmark Scoring Sheet

NAME _____ TEACHER _____

	BEGINNING OF YEAR Benchmark 1	MIDDLE OF YEAR Benchmark 2	END OF YEAR Benchmark 3
TEST DATE			
LETTER NAMES AND SOUNDS	/83	/83	/83
INITIAL SOUNDS	/16	/16	/16
READING AND DECODING	/110	/110	/110
PHONEME SEGMENTATION	/61	/61	/61
ORAL VOCABULARY USAGE	/15	/15	/15

This scoring sheet shows the different components assessed on the diagnostic test. This same assessment is given at the beginning, middle, and end of the year to assess students' progress.

See below for an example from the diagnostic test to assess phonemic awareness of initial sounds.

A. This page shows an apple, grapes, a banana, and a watermelon.

- ☐ 1. What sound does *watermelon* begin with?
- ☐ 2. Which picture begins with /b/?
- ☐ 3. Which picture begins with /gr/?
- ☐ 4. What sound does *apple* begin with?

B. This page shows a yo-yo, a doll, a robot, and a guitar.

- ☐ 1. Which picture begins with /r/?
- ☐ 2. Which picture begins with /y/?
- ☐ 3. What sound does *guitar* begin with?
- ☐ 4. What sound does *robot* begin with?

See below for a portion of the oral vocabulary section of the diagnostic test.

Teacher Directions: One at a time, say the words below and have the student use each word in a sentence. Place a check mark next to each word if the student uses the word correctly. Say the following as an example for the student: "Here is my sentence for the word *flower*: I picked a pink *flower* from the garden."

- ☐ excited
- ☐ proud
- ☐ worried
- ☐ adventure

See below for a portion of the Reading and Decoding section of the diagnostic test.

		Kindergarten Diagnostic Test				
		Student Test Page—Reading and Decoding: Sections C–D				
C	1.	thick	ship	chap	knob	that
	2.	whog	cham	theg	shub	knid



Middle of the Year Assessments

See below for examples of **formative assessments** in phonological and phonemic awareness. (TE 15.5)

3 Select volunteers to create new words by taking away a beginning sound from the words below:

- What is the word *black* without the /b/? (**lack**)
- What is the word *sled* without the /s/? (**led**)
- What is word *clap* without the /k/? (**lap**)
- What is word *flip* without the /f/? (**lip**)
- What is word *gate* without the /g/? (**ate**)

4 Say a word that begins with one of the blends learned in this unit, such as the word *drip*. Then, throw a **FOAM BALL** to a student and direct this student to determine the blend sound at the beginning of the word (/dr/) and to name the letters that make up this blend (**d** and **r**). Repeat the activity until all students have had a turn.

See below for an example of **formative assessment** in reading fluency. (TE 15.5 – DI #4)

Write the following words on the board that contain the letter *q* and choose volunteers to read the words: *quack, quick, quit, squid, quilt, and quint*.

Write the following words that have the letter *s* at the end of the word and choose volunteers to read the words: *beds, claps, fans, swims, ducks, and blocks*.

See below for examples of **formative and summative assessments** in writing. (TE 15.4)

Writing Workshop

1 Distribute students' books made from **BLM 15.4A My How-To Book**. Have students add words to each page of their books to go with their pictures. Assist students as needed. Remind them to sit with correct posture as they write and to grip their pencil in the correct way. Guide students to complete the back page titled *About the Author*. Convey that this page of a book, usually at the end, tells the readers more about the book's author. Have students write the numeral for their age. Then, have them complete the last sentence by writing something that they like to do.

2 Arrange students into pairs and have them take turns sharing their books with their partners. Choose volunteers to share their books with the class.

(BLM 15.4A)

How to _____	Step 1	Step 2
by _____		
Step 3	Step 4	I am _____ years old. I like to _____

See below for examples of **summative assessments** throughout the student edition.

Name _____

15.5

Review

1. Make an **X** next to the sentence that goes with the picture.



The ducks quack. ☐

The pups nap. ☐

Unit Review

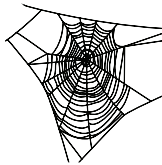
2. Circle the correct word for each picture.



fat

fan

fin



wet

win

web



egg

off

hiss



bell

dill

doll

3. Fill in the circle next to the correct word for each picture.



- ☐ blot
- ☐ black
- ☐ block



- ☐ bran
- ☐ brick
- ☐ brag



- ☐ Fred
- ☐ frogs
- ☐ frizz



- ☐ quilt
- ☐ quick
- ☐ quack



- ☐ stop
- ☐ stick
- ☐ step



- ☐ trick
- ☐ track
- ☐ truck



- ☐ swim
- ☐ swell
- ☐ spin



- ☐ slug
- ☐ sled
- ☐ slim

See below for examples of **formative assessments** in listening comprehension.
(CH 15 Literature Guide Lesson 2)

- **Listening Comprehension:** Read through the book again, or review portions of the book, and ask the following questions:
 1. **pages 1–2:** Where does the girl live? (**in the heart of a gray city**) What does the girl like to do? (**doodle, draw, color, paint**)
 2. **pages 3–4:** What does Mira do on her way to school one day? (**She gives away some of her pictures.**)
 3. **pages 5–6:** How does the city change because of what Mira does? (**It becomes less gray.**)
 4. **pages 9–10:** An onomatopoeia is a word that sounds like a sound. What examples of onomatopoeia are on this page? (**Bam! Pow!**)
 5. **pages 11–12:** Based on what the story tells, what is a muralist? (**artist who paints on walls**)
 6. **pages 15–16:** Based on the story, what do you think the word *pizzazz* means? (**Possible answers: excitement, style, flair**)
 7. **pages 17–18:** Who joins the paint party? (**everyone in the neighborhood**)
 8. **pages 19–20:** What does the policeman want to do? (**He wants to paint with them.**)
 9. **pages 23–24:** What kinds of things do they paint? (**walls, utility boxes, benches, sidewalks**)
 10. **pages 27–28:** What is the last thing Mira adds to the painting? (**bird**)

See below for examples of **formative assessments** in speaking through guided retelling.
(CH 15 Literature Guide Lesson 2)

- **Guided Retelling:** Explain that the setting of a story means when and where a story takes place. In *Maybe Something Beautiful*, Mira helps to change the setting of her neighborhood. Guide students to recount the important parts of the book by asking them what the neighborhood looks like in the beginning of the story. (**gray**) What does the neighborhood look like in the middle of the story? (**It starts to be filled with color.**) What does the neighborhood look like at the end of the story? (**It is beautiful and colorful.**)

K

End of the Year Assessments

See below for an example of **formative assessment** in guided reading fluency. (TE 33.4 & TE 33.5)

Guided Reading and Literacy Centers

- Read a selection from **DR 6 Nature**. Progress through the book at each group's pace. Before reading, discuss the following applicable phonics sounds: r-controlled vowels *er, ir, ur /ûr/; ar /är/; and or /ôr/*. Discuss any vocabulary and high-frequency words listed in the decodable reader. Use the *Reader Strategies* to guide students through the text.

Guided Reading and Literacy Centers

- Reread this chapter's selection. Monitor fluency and accuracy. Encourage students to read smoothly and with good expression.

See below for examples of **summative assessments** in phonics. (TE 33.5 & BLM 33.5A)

- 5 Distribute **BLM 33.5A Chapters 28–33 Review**, which provides review of the concepts and skills taught in Units J–K. Use the pages as additional practice or administer them as a formal evaluation. For Exercise 1, read the following sentence: *Jeremy likes to read books about sharks*. Direct students to circle the picture in the first row and the word in the second row that go with the sentence.

2. Circle the correct word for each picture.



bow
mow
mop



mouth
moth
mound

See below for examples of **formative and summative assessments** for high-frequency words. (TE 33.4)

- 1 Display the **HIGH-FREQUENCY WORD CARDS** one at a time. Direct the class to read each word as it is displayed. Select volunteers to find each word on the Word Wall and to use it in a sentence.
- 2 Arrange students into pairs and distribute **LETTER TILES** to each pair. One at a time, display a high-frequency word card and direct pairs to take turns spelling the words and building them with the letter tiles. Have students name the letters as they build the words.
- 3 Distribute whiteboards and dry-erase markers to students. One at a time, display a high-frequency word card and direct students to write the word on their boards. After students write each word, have them hold up their whiteboards for you to check their answers.

See below for examples **formative assessments** for oral vocabulary. (TE 33.3 & TE 33.5)

Oral Vocabulary

- Remind students of this chapter's oral vocabulary definitions. Ask students what type of behavior has consequences. (**Possible answers: not obeying, being disrespectful**) Discuss positive actions that can be done to avoid negative consequences. Ask students what things in life matter to them. (**Possible answers: God, family, friends, toys**) Have students explain why the people or things are important to them. (**Answers will vary.**)

Oral Vocabulary

- Review new and previously taught oral vocabulary words. Encourage students to use oral vocabulary words in their daily conversations.

See below for an example of **formative assessment** in grammar concepts. (TE 33.4)

Grammar

- Write the following analogy frame on the board: ____ is to ____ as ____ is to _____. Hold up each **SCHOOL SUPPLY ITEM** and ask students what it is used for. Guide students to think of analogies as each item is compared to another. For example, *Scissors are to cutting as crayons are to _____*. *A ruler is to _____ as a pencil is to _____*. Give students a few minutes to think of the analogies. Allow them to look around the classroom and encourage them to think of other items that could be compared using an analogy. Direct them to think of letters and numbers and how they relate to what they have learned in kindergarten. For example, *Letters are to reading as numbers are to math.*

See below for examples of **summative assessments** throughout the student edition. (SE 33.5)

Name _____

33.5

Review

Unit Review

1. Listen to your teacher. Circle the correct answer in each row.

3

5

7

cars

stars

Mars

2. Fill in the circle next to the correct sentence for each picture.



- ☐ She likes boots.
- ☐ She likes books.




- ☐ He has a blue shirt.
- ☐ He has a bird.

See below for examples of **formative assessments** in listening comprehension in the literature guides.
(CH 33 Literature Guide Lesson 1)

- **Listening Comprehension:** Read through the book again, or review portions of the book, and ask the following questions:
 1. **pages 1–2:** Based on the story and the picture, what does it mean that the soda can is crumpled? (*It is crunched up and wrinkled.*)
 2. **pages 3–4:** What does the boy do with the can? (*He picks it up and tosses it into a nearby recycling bin.*)
 3. **pages 5–6:** When something matters, it means that it has important meaning. Why does the boy think his small act does not matter? (*It is such a small thing.*)
 4. **pages 7–8:** What might have happened to the snail if the boy had not moved the can? (*The snail might have had to travel a long way around the can.*)
 5. **pages 15–16:** How does the boy's action save the flowers? (*It keeps a drain from clogging, which stops a garden from flooding.*)
 6. **pages 19–20:** How does the boy's action help the fish in the ocean? (*They will swim in cleaner water.*)
 7. **pages 21–22:** How does the boy's action help create a cleaner beach? (*One less piece of garbage will wash onto the beach.*)
 8. **pages 25–26:** Does the boy's action matter? (*Yes.*)

See below for a portion of Phonics Skills Check **summative assessment**.

Name _____



BLM 29.3C

Phonics Skills Scoresheet

Have students read each word from **BLM 29.3B Phonics Skills Check**. As they read, circle the individual phonics sounds in each word that students miss. If a student self-corrects within three seconds, do not count it as a miss. Use this skills check to determine whether students need additional practice.

me	day	go	my
pray	say	fly	so