**Teacher Directions**

**Phonics**

* **Foundational 2: I can blend and segment words and phonemes with short vowels,**
* **Foundational 3: I can recognize common diagraphs when I read words.**

**Say**: I’m going to read you a word. I want you to circle the word that I say.
Listen to this word: \_\_\_\_\_\_\_\_\_\_. Circle the word \_\_\_\_\_\_\_\_\_\_ in this row.

1. steps
2. need
3. that
4. smooth
5. soil
6. farm
7. paint
8. face
9. long

**Comprehension**

**Say:** You will read this text called Ants. This text will tell you about where ants live and how they work together. You will answer questions about this text when you finish.

Student read story **independently**.

**Say**: Listen to the questions about the story. Circle the answer that best answers the question. *(Read ONLY the questions aloud to the students; students read the answer choices* ***independently****.)*

1. What does the title tell you about this text? (Informational 5: I can use text features to find information in a nonfiction text.)

A.

1. What is the main job of the queen? (Informational 1: I can use details from a nonfiction text to answer questions and make a conclusion.)

C.

1. How are queen ants and other ants the same? (Informational 3: I can describe how two individuals are connected.)

B.

1. Which sentence tells the main idea of this text? (Informational 2: I can identify the main topic of a nonfiction text.)

B.

1. Why did the author write this text? (Informational 8: I can identify the author’s point in a text.)

C.

1. Which caption would best tell about the ants in the nest? (Informational 5: I can use text features to find information in a nonfiction text.)

B.

**Comprehension**

**Say:** You will read this story called What a Kite! Read this story to find out how the Smith children made their own kite to fly in the park. You will answer questions about this story when you finish.

Student read story **independently**.

**Say**: Listen to the questions about the story. Circle the answer that best answers the question. *(Read ONLY the questions aloud to the students; students read the answer choices* ***independently****.)*

1. What is Joy’s problem in the story? (Literature 3: I can use details I found in the story to describe the character.)

A.

1. What happens **AFTER** Carl gets some yarn? (Literature 2: I can retell a story using the key details.)

B.

1. Read this sentence from the story.

Carl tied the yarn to the open end of the bag.

What was Carl trying to make? (Literature 1: I can answer questions about key details in a story and make a conclusion.)

B.

1. What happens **AFTER** Carl gives Joy the bag with the yarn? (Literature 2: I can retell a story using the key details.)

C.

1. Which word tells how Joy feels at the end of the story? (Literature 3: I can use details I found in the story to describe the character.)

A.

**Writing**

* **Writing 3:** I can write about something interesting that has happened. I can tell my reader two or more events in the order they happened, including details that are important to this event. I can use signal words to let my readers know the order that things happened. I can create a conclusion for my writing that lets my reader know it is finished.
* **Language 2:** I can use end punctuation and capitalization.

**Say**: You will write about something interesting that has happened to you. Below is a checklist you should use to make sure your writing is complete. Read it with me:

* write about something interesting that has happened.
* have a beginning, middle, and end.
* have at least 2 details.
* use signal words, such as next, later, and then.
* use the sounds in the words to help you write them.
* begin each sentence with a capital letter.
* use punctuation at the end of each sentence.
* have a conclusion that lets the reader know your story is over.

Score using the rubric below:

|  |  |
| --- | --- |
| **Score** | **Description** |
| 3Strong | * Story is organized with a beginning, middle and end that includes at least 2 details that are important to the story.
* Uses order words first, next, then and last correctly. (3 or more)
* Expands use of letter-sound relationships. Writes recognizable words although a few may be misspelled.
* Each sentence begins with a capital letter and ends with the correct punctuation.
* Story ends with a logical conclusion.
 |
| 2Developing | * Story has a beginning and ending and includes 1 detail that is important to the story.
* Uses 1-2 order word correctly.
* Knowledge of letter-sound relationships is present and most words are formed correctly.
* Capital letters and end punctuation are used correctly most of the time.
* Story conclusion is abrupt. (example – “The End”)
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| 1Emerging | * Ideas are incomplete and a sequence of events cannot be determined.
* No presence of order words.
* Some knowledge of letter-sound relationship exists and some words are formed correctly.
* Capital letters and end punctuation are used correctly some of the time.
* No story conclusion.
 |
| 0Not Evident | * Gives no answer or scribbles
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