**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. bath
2. catch
3. tub
4. white
5. shake
6. splash
7. drip
8. wet

**Comprehension**

**Say:** You will read this text called What Lives in a Pond. This text will tell you about plants and animals that live in a pond. 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. Which sentence tells the main topic of the text? (Informational 2: I identify the main topic of a nonfiction text.)

B.

1. How are fish and frogs alike? (Lit 3: I can identify two individuals that are connected.)

A.

1. What helps a fish swim? (Informational 2: I can identify the key details that connect to the main idea of a nonfiction text.)

B.

1. Which caption best tells about the picture? (Informational 2: I can identify key details that connect to the main idea of a nonfiction text.)

B.

**Comprehension**

**Say:** You will read this story called Jill’s New Cat. This story will tell you about Jill and her new cat. 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. Why does Jill feel glad at the beginning of the story? (Literature 3: I can use details I found in the story to describe the character.)
2. Where did Jill and Dad go? (Literature 3: I can identify the setting of a story.)

B.

1. What makes Jill pick up the cat? (Literature 1: I can answer questions about key details in a story and make a conclusion.)

A.

1. Why does Jill name the cat Puff? (Literature 1: I can answer questions about key details in a story and make a conclusion.)

C.

1. What happens right after Jill says, “I will call her Puff”? (Literature 2: I can identify key details.)

A.

1. Which answer retells the story using KEY DETAILS? (Literature 2: I can retell a story using the key details.)

B.

**Writing**

* **Writing 2:** I can select a topic to inform my readers about. I can supply my readers with facts about the topic I am writing about. 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 choose an animal to inform your reader about. Below is a checklist you should use to make sure your writing is complete. Read it with me:

* begin with a sentence that tells my reader what animal I am writing about
* write 2-3 facts about my animal
* have a conclusion that lets my reader know I am finished
* 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

Score using the rubric below.

|  |  |
| --- | --- |
| **Score** | **Description** |
| 3Strong | * States the topic.
* Includes at least 2 facts.
* 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 | * States the topic.
* Includes only 1 fact.
* 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”)
 |
| 1Emerging | * Ideas are incomplete and a topic cannot be determined.
* Includes no facts.
* 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
 |