Grade 1

Portfolio / Writing Program

Rochester City School District
Rochester, New York

TABLE OF CONTENTS

ROCHESTER CITY SCHOOL DISTRICT

PRIMARY LEVEL
Portfolio/Writing Program

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ROCHESTER CITY SCHOOL DISTRICT
GRADES K-2
WRITING/PORTFOLIO PROGRAM

The Department of Curriculum Development and Support formed a committee to develop a District writing program that would support teachers in their efforts to help students meet the writing expectations of New York State and the Rochester City School District. These expectations have been defined in the NYS *Learning Standards for English Language Arts* (1996) and are assessed by the NYS Grade 4 and Grade 8 ELA examinations.

It became evident that the current portfolio would have to be redesigned in order to align with the writing program. The task soon became twofold—to design a District writing program and to align the District student portfolio.

Portfolio Development

As the writing program and portfolio were being developed, certain guidelines were consistently adhered to in both content and format. The guidelines are as follows.

The writing program and student portfolio should:

- give a clear picture of a student's literacy progress and needs.
- be instructional as students interact with text, write, draw and use new knowledge to solve problems.
- be consistent with classroom instruction.
- prepare students to meet the expectations of the New York State Grade 4 and Grade 8 ELA examinations.
- be teacher-friendly, which to the Committee meant that all materials should either be provided for or readily accessible to teachers.

Portfolio Uses

- to reflect and demonstrate student progress and accomplishments in literacy learning toward a benchmark

- as an assessment tool to provide teachers with information about student achievement and needs in literacy learning

- to drive instruction

- as a basis for flexible skill groups

- as a resource for parent conferences and professional communication

Portfolio Components

- are aligned with the NYS Learning Standards.

- are integrally connected to the RCSD literacy program and the RCSD ELA Aligned Curriculum.

- are scaffolded throughout the grade levels.

- use materials accessible to all RCSD teachers.

- are teacher-friendly.

The Rochester City School District portfolio requirements are aligned with the NYS *Learning Standards for English Language Arts*, the RCSD English Language Arts Curriculum, and the RCSD literacy program. The NYS *Learning Standards for English Language Arts* collectively state that students will read, write, listen and speak for:

- information and understanding

- literary response and expression

- critical analysis and evaluation

- social interaction

Writing* / Portfolio Directions
Grades K-2

- Share expectations with students for writing pieces using the rubric criteria.
- Introduce and model each form of writing <u>before</u> students write their own pieces.
- The <u>portfolio writing pieces</u> should reflect a student's independent work without teacher or peer editing.
- Correct each student's writing piece and assign a rubric score using the grade level rubric included in the teacher materials. Student exemplars are included for portfolio pieces.
- Record rubric score (3, 2, 1, 0) in Writing Performance box on student Cover Sheet for October, February and June.
- Place the corrected, dated writing piece for October, February and June in student portfolio (graphic organizers may also be included in portfolio).

STUDENTS WITH DISABILITIES

Implementation of portfolios for students with disabilities is required for all students who have an I.E.P. and are using general education curriculum.
- Portfolios in conjunction with the I.E.P. and report card will be used for implementation of a student's educational program and assessment of progress
- Portfolio and I.E.P. conferences will be coordinated
- Portfolios are to be used in the development of the I.E.P., long-term plans, thematic units and daily lesson plans.
- Portfolios, along with the I.E.P. and report card, are to be an integral part of any conferences/meetings with parents and CSE process.

Students who have an I.E.P. should have:
- the same outcomes as general education students.
- age-appropriate grade level expectations and materials.
- the same report card and grading system as general education.
- instructional adaptation strategies as specified on their I.E.P.s.

Students who have an I.E.P. may:
- use below-level materials, if indicated on I.E.P.
- have instructional modifications as specified on their I.E.P.s.

Students who have Functional I.E.P.s are not expected to participate in the general education portfolio system.

*It is expected that writing will happen on a daily basis in the classroom.

Disposition of Student Portfolio Components at End of School Year

Kindergarten

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

Send home:
- Completed graphic organizers
- Any remaining items not retained

_____

Grade 1

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

Send home:
- Completed graphic organizers
- Any remaining items not retained

_____

Grade 2

Retain in portfolio (send to next teacher or school):
- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

Send home:
- Completed graphic organizers
- Completed Skills Assessments
- Any remaining items not retained

*For students identified as limited English proficient/English language learners (LEP/ELL), check the appropriate box on the Cover Sheet.

WRITING PROGRAM
GRADE 1

October*   **Sequence**
Retell a familiar story in sequential order using art depiction of two to four events in the story accompanied by writing, scribing or a story map. (see Graphic Organizers)

Be sure to include the:
- title of the story.
- most important events in the order they happened. (HM. Growing & Changing, T274)

December   **Process Composition: Simple Instructions**
List and number the steps you would follow to do one of the following:
- carve a pumpkin.
- make a sandwich.
- brush your teeth.

February*   **Story Elements**
Complete a story map (see Graphic Organizers) of a story read or heard this year with art depiction of story events, characters, setting, etc., accompanied by writing and/or scribing. Write a brief summary of the story based on the story map.

Be sure to include in the summary the:
- title of the story.
- characters, setting, important events and story ending.

April   **Friendly Letter**
Write a letter to a friend or relative about <u>one</u> of these topics: school, sports or a family event.

Be sure to include:
- the five parts of a letter: the date, the greeting, the body, the closing and your name.
- organize the information for your friendly letter. (H.M. Unexpected Guests, T160-163)

Use rubrics attached to score writing pieces.

*Place in student portfolio.

June*   **Narrative: Compare personal experience with that of a story character**

Complete a Venn diagram (see Graphic Organizers) to compare your personal experience or feelings to those of a character in a story read or heard this year. Based on the Venn diagram, write a brief narrative.

Be sure to include:
- the title of the story.
- the name of the character in the story.
- the character's experience or feelings.
- how your personal experience or feelings compare to those of the character.

Use rubrics attached to score writing pieces.

Student exemplars are included for portfolio pieces. (October, February, June)

*Place in student portfolio.

First Grade Writing Rubric

Score	Criteria	Sample Answer
3 Strong	Establishes and maintains a clearly focused response. The written response is fully developed and indicates an excellent understanding. Gives accurate, relevant details and information. Includes title and addresses portfolio task requirements.	① Franklin didt hoor wrat to gat the chiprln. ② So FranKlin dsidit to fine a presin to mroe ③ The nexs dea Franklin frgot to bing a brash. ④ FranKlin Was happy at the ｐｌ/end.
2 Developing	Generally focused. Response is partial and indicates a fairly good understanding. Gives some details and information. May or may not include title. Addresses some portfolio task requirements.	① Midr.Owl put The box out on The Tab ② The sodins came and put out the ③ ④
1 Emerging	Lacks focus. Response is incomplete and indicates a minimal understanding. Some information may be inaccurate or unrelated. May or may not include title. Fails to address portfolio task requirements.	① misk R o w I wr apc u cnt ② ③ ④
0 Not Evident	There is little or no response. May include inaccurate and irrelevant details. Indicates serious misunderstanding.	

PORTFOLIO COVER SHEET
Grade 1

Student: _____   Teacher:_____

School: _____   Date: _____

NYS Learning Standards for English Language Arts:

Students will read, write, listen and speak for:
- information and understanding   (Standard 1)
- literary response and expression   (Standard 2)
- critical analysis and evaluation   (Standard 3)
- social interaction   (Standard 4)

Aligned with these standards, the required portfolio components at the Grade 1 level are:

➢ **Write date when activity is completed.**　　　**Date Completed**

	Beg.	**Mid.**	**End of Year**
• Phonemic Awareness	____	____	____
• Letter/Sound Identification	____	____	____
• Word Recognition	____	____	____
• Sentence Dictation	____	____	____
• Writing Response (October)	_____		
• Writing Response (February)	_____		
• Writing Response (June)	_____		

Writing Performance
(Check one box for each month listed.)

Rubric Score	3	2	1	0
Oct.				
Feb.				
June				

CHECK BELOW IF APPROPRIATE

☐ Material attached reflects the work of a limited English proficient/English language learner (LEP/ELL).

The required portfolio components at the Grade 1 level are:

• **Phonemic Awareness** (3x per year: beg./mid/end)
  Materials: see Emergent Literacy Survey (pp. 9-13)

• **Letter/Sound Identification** (3x per year: beg./mid/end)
  Materials: see Emergent Literacy Survey (pp. 14-16)

• **Word Recognition** (3x per year: beg./mid/end)
  Materials: see Emergent Literacy Survey (pp. 17-19)

• **Sentence Dictation** (3x per year: beg./mid/end)
  Materials: see Emergent Literacy Survey (pp. 20-21)

• **Writing Response** (3x per year)
  The portfolio writing pieces should reflect a student's independent work without teacher or peer editing.

  ➢ **October** (Sequence)

    Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by writing, scribing or a story map (see Graphic Organizers).

    Be sure to include:
    • the title of the story.
    • the most important events in the order they happened. (Houghton Mifflin, Growing and Changing, T274)

  ➢ **February** (Story Elements)

    Complete a story map (see Graphic Organizers) of a story read or heard this year with art depiction of story events, characters, setting, etc., accompanied by writing and/or scribing.
    Write a brief summary of the story based on the story map.

    Be sure to include in the summary:
    • the title of the story.
    • the characters, setting, important events, and story ending.

Teacher Descriptors — Grade 1 —Portfolios Requirements – (cont'd)

- **Writing Response** (3x per year)

  ➢ **June** (Narrative: Compare personal experience with that of a story character)

    Complete a Venn diagram (see Graphic Organizers) to compare your personal experience or feelings to those of a character in a story read or heard this year. Based on the Venn diagram, write a brief narrative.

    Be sure to include in the summary:
    - the title of the story.
    - the character you have chosen.
    - the character's experience or feelings.
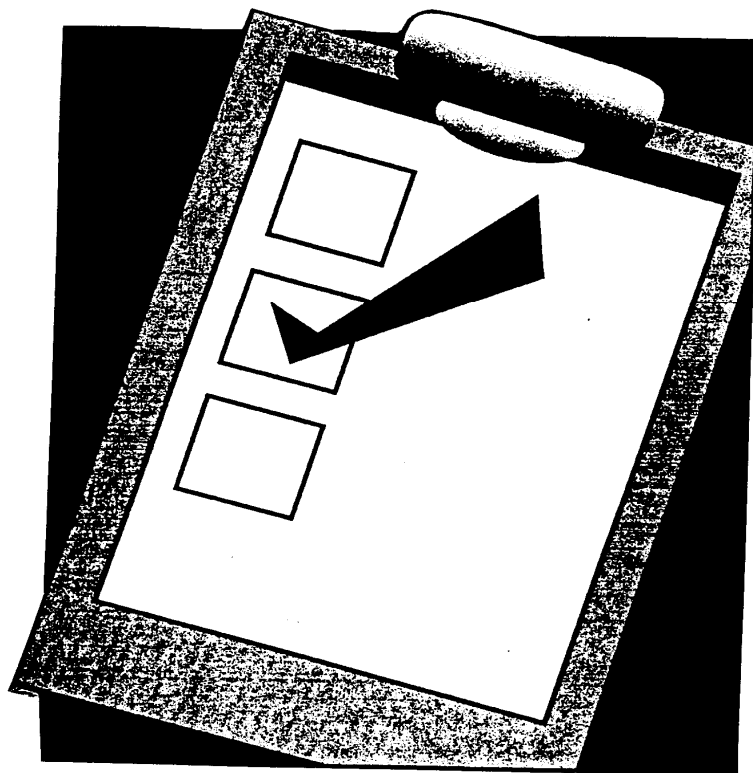   - how your personal experience or feelings compare to those of the character.

    Use rubrics to score writing pieces.

HOUGHTON MIFFLIN

ADAPTED
FROM

EMERGENT LITERACY
SURVEY/K-2

WITH PHONEMIC AWARENESS SCREENING

INVITATIONS
TO LITERACY

K
through
2

Emergent Literacy Survey/K-2

John J. Pikulski

Overview

The Emergent Literacy Survey can be used to assess quickly and efficiently several areas that are highly related to success in beginning reading. It can be used by classroom teachers or reading specialists.

Purposes of the Emergent Literacy Survey

- To obtain baseline data: The Survey can be used to document the emerging literacy skills that children bring with them to kindergarten, to first grade, or to an intervention or remediation program.
- To chart progress: The Survey can be re-administered to assess growth in those areas it measures.
- To identify areas of strength and needs: The Survey can aid in determining children's strengths to be developed and in uncovering areas where children show limited development and might profit from instruction that would build a foundation for reading and writing skills.
- To identify children needing early intervention: Along with teacher observations, the Survey can assist in identifying children who will need the support of an early intervention program.

General Guidelines for Administering the Survey

Individual or Group Administration

The Phonemic Awareness, Letter/Sound Identification and Word Recognition tasks should be administered to one child at a time. The Sentence Dictation task, however, can be administered to groups of children.

Directions should be followed, as given, if the results of the Survey are to be shared with other teachers or professionals. Misinterpretations of the results can occur if a child is given an unusual amount of instruction and support – either more or less than indicated in Directions.

TEACHER DIRECTIONS

PHONEMIC AWARENESS

Beginning Sounds

► **Directions (to individual students)** Words can begin with the same sound. Listen to these words: *boy, ball, and balloon.* All of these words begin with the same sound /b/*— **boy, ball, balloon**, /b/.

► **Recording** On Recording Form 1, indicate correct response with ✓. If a child gives an incorrect word, write that word. If the child gives a sound, write the letter that sound represents between two slash marks, for example, /r/. Write **0** if a child does not respond.

*Note: Whenever a letter appears between two slash marks, as /b/, say the sound for this letter, not the name of the letter.

► **Practice Items**
 ride — **Tell me a word that begins with the same sound as ride, /r/.** (If necessary, give examples, **red, race, rhyme, run, Roger** all begin with /r/.)

 girl — **Tell me a word that begins with the same sound as girl, /g/.** (Examples: **give, get, go, game, Garfield** all begin with /g/.)

► **Assessment Items** (Do not provide any help or examples with these items.)

 ⎯⎯⎯⎯⎯Tell me a word that begins with the same sound as ⎯⎯/⎯/.

1.	*sink* **/**s**/**		4.	*donkey* **/**d**/**
2.	*pie* **/**p**/**		5.	*lion* **/**l**/**
3.	*more* **/**m**/**			

► **Scoring** One point is awarded for each correct response. Expect children to respond correctly to all or nearly all items on this test as an indication they have ability to recognize beginning sounds. Record total on Master 10 Summary Form.

► **Interpretation** The concept of beginning sound is an important one for learning to read. Some researchers suggest that this is a more advanced skill than that of familiarity with rhyme; however, many end-of-kindergarten children perform slightly better on a measure of ability to recognize beginning sounds than on a rhyme recognition task. These results may reflect the fact that some kindergarten teachers concentrate more instruction on the concept of beginning sound than on that of rhyme.

TEACHER DIRECTIONS

<u>**RHYME**</u>

► **Directions** When words rhyme, they sound the same at the end. For example, *fun,* and *sun* rhyme. I'm going to say a word, and I want you to give me a word that rhymes with my word.

► **Recording** On Recording Form 1, indicate correct response with ✓. If a child gives an incorrect word, write that word. Write **0** if a child does not respond.

► **Practice Items Listen to this word—*dig*. Tell me a word that rhymes with *dig*.** (If necessary, give examples: ***big, pig, fig, wig*** all rhyme with *dig*.)

**   *dark*— Tell me a word that rhymes with *dark*.** (Examples: ***bark, park***)

► **Assessment Items** (Do not provide any help with these items or tell a child whether the response is correct.)

   _____Tell me a word that rhymes with_____ .

1.	*bat*	4.	*got*
2.	*head*	5.	*rug*
3.	*fan*		

► **Scoring** The scoring of this subtest is clear and objective. One point is awarded for every correct response.

Some responses are correct if they rhyme, even if they are nonsense words. For example, if a child gave the response *jat* as a rhyming word for *bat*, it would be scored as correct. Record total on Master 10 Summary Form.

► **Interpretation** Rhyme is considered by many to be the most fundamental of the phonemic awareness skills. Expect a perfect or near perfect performance on this test as an indication of a child's knowledge of and ability to use rhyme.

TEACHER DIRECTIONS

BLENDING ONSETS AND RIMES

► **Directions** Sometimes you can add a sound to the beginning of a word and make a new word. If I have the word *at*, and I add the /s/ sound at the beginning of *at*, I make the word *sat*: /s/at, *sat*.

► **Recording**   On Recording Form 1, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, e.g., /r/. Write **0** if a child does not respond.

► **Practice Items What word do I have if I add the /p/ sound at the beginning of ink? /p/ink?** (Give the word *pink*, if needed.)

  What word do I have if I add the /m/ sound at the beginning of *eat*? m/eat? (Give the word *meat*, if needed.)

► **Assessment Items (Provide no additional help with these items.)**

  What word do I have if I add the /__/ sound at the beginning of _____?

  /__/ _____
  1. **/m/an**   4. **/b/ill**
  2. **/f/all**   5. **/r/at**
  3. **/t/able**

► **Scoring**   One point is awarded for each correct response. There is only one correct response for each item. Record total on Master 10 Summary Form.

► **Interpretation** On the surface this looks like an extremely easy task; in reality, it is a very difficult one for young children.

The ability to blend onsets and rimes is a more advanced phonemic awareness skill than that of rhyming or beginning sounds. Performance on this task is highly predictive of a child's success in beginning to learn to read and write. When children receive reading instruction, including instruction in blending sounds and in substituting initial consonants with common rimes (phonograms), the skill of blending onsets and rimes also appears to develop. It might be useful to work with onsets and rimes at the auditory level in kindergarten.

TEACHER DIRECTIONS

PHONEME BLENDING

► **Directions** Words are made by putting sounds together. I am going to say the sounds, and I want you to tell me what word they make. For example, /s/ /a/ /t/ make the word *sat*.

► **Recording** On Recording Form 1, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, e.g., /r/. Write **0** if a child does not respond.

► **Practice Items**

/b/ /ĕ/ /d/ What word would I have if I put together the sounds /b/ /ĕ/ /d/?
(If needed, say /b/ /ĕ/ /d/ makes *bed*.)

/m/ /a/ /p/ What word would I have if I put together the sounds /m/ /ă/ /p/?
(If needed, say /m/ /a/ /p/ makes *map*.)

► **Assessment Items** (Provide no additional help with these items.)
/_/ /_/ /_/ **What word would I have if I put together the sounds** /_/ /_/ /_/?

1.	**/t/ /ă/ /p/** (tap)	4.	**/k /ŭ/ /t/** (cut)
2.	**/m/ /ĕ/ /n/** (men)	5.	**/l/ /ĭ/ /d/** (lid)
3.	**/j/ /ŏ/ /g/** (jog)		

► **Scoring** One point is awarded for every correct response. There is only one correct response which represents the correct blending of these phonemes. For example, if a child says *man* instead of *men* for Item 2, it is not credited. However, by writing down a child's incorrect response, you can gather important clues about a child's ability to do the task. Record total on Master 10 Summary Form.

► **Interpretation** Manipulating phonemes is among the most challenging phonemic awareness skills—even more challenging than blending onsets and rimes—since the units (phonemes) are quite abstract. In a study conducted early in the school year (October) with first grade children that were identified by their teacher as in the lowest 40% to 60% of the class in terms of emergent reading ability, it was found that on average these children responded correctly to three of six phonemic blending items very similar to the items in this task. This task is highly predictive of success in learning to read, but delaying reading instruction until a child can manipulate phonemes would not seem appropriate.

TEACHER DIRECTIONS

PHONEME SEGMENTATION

► **Directions** Now I will say a word and I want you to tell me the sounds that are in the word. For example, if I said *sat*, you would say /s/ /ǎ/ /t/.

► **Recording** On Recording Form 1, indicate correct responses with ✓. If a child gives an incorrect word, write that word. If a child gives a sound, write the letter that sound represents between two slash marks, e.g., /r/. Write **0** if a child does not respond.

► **Practice Items What are the sounds in *mud*? Think about the first sound, the next sound, and the last sound.** (If necessary, say the sounds in *mud* are /m /ǔ/ /d/.)

  What are the sounds in *not*? Think about the first sound, the next sound, and the last sound. (If necessary, say the sounds in *not* are /n /ǒ/ /t/.)

► **Assessment Items** (Provide no additional help with these items.)

What are the sounds in _____?		**4.**	**tub** (/t/ /ǔ/ /b/) _____		
1.	**pat** (/p/ /ǎ/ /t/) _____	**5.**	**rock** (/r/ /ǒ/ /k/) _____		
2.	**leg** (/l/ /ě/ /g/) _____				
3.	**sip** (/s/ /ǐ/ /p/) _____				

► **Scoring** Score one point for each correct response. There is only one correct response for each item and all three phonemes must be given by the child. You will obtain important clues about a child's ability by writing down incorrect responses. Record total on Master 10 Summary Form.

► **Interpretation** This task is even more challenging than the Phoneme Blending task. In a study, first grade children in the lowest 40% to 60% of the class were successful with two and one-half of six Phoneme Segmentation items.

TEACHER DIRECTIONS

Kindergarten, First Grade

Master 3

A	F	K	P
W	Z	B	H
O	J	U	
C	Y	L	Q
M	D	N	S
X	I	E	G
R	V	T	

Master 4

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

LETTER/SOUND IDENTIFICATION

► **Directions** (Show Master 3— Capital Letters attached.) Do not provide any help with these items or tell the child if answers are wrong or right.)

► **Recording** On Recording Form 2, indicate correct responses with ✓. If a child gives an incorrect letter, record the letter the child gave. Write **0** if the child does not respond.

► **Assessment Items**

1. **I'd like you to tell me the names of these letters. What letter is this? What sound does it make?**

   Note: You may point to the letter or use index cards or an index card with a "window" cut in it to show one letter at a time. Move left to right across the rows of letters.

2. (Show Master 4— Lower Case Letters attached.) **Now, I'd like you to tell me names of these letters. What letter is this? What sound does it make?**

► **Scoring** One point is awarded for each correctly identified letter name and each correct sound. Record total on Master 10 Summary Form.

► **Interpretation** A child's ability to learn letter names has long been associated with success in beginning reading. Knowing letter names is necessary in order to follow classroom directions, and many letter names are a clue to learning letter sounds**. Most end-of-kindergarten children are able to name most letter names and some sounds.**

LETTER/ SOUND IDENTIFICATION

Student Copy

A	F	K	P	W	Z
B	H	O	J	U	
C	Y	L	Q	M	
D	N	S	X	I	
E	G	R	V	T	

Master 3 – Letter/Sound Identification (Capital Letters)

LETTER/ SOUND IDENTIFICATION

Student Copy

a   f   k   p   w   z

b   h   o   j   u   a

c   y   l   q   m

d   n   s   x   i

e   g   r   v   t   g

Master 4 – Letter Naming (Lower Case Letters)

TEACHER DIRECTIONS

WORD RECOGNITION*

Master 5

the	that
of	is
and	he
to	are
in	as
you	with
for	his
it	they
was	at
on	this

Master 6

from
have
by
one
had
bat
ten
pig
hop
mud

► **Directions** (Show Master 5 – Word Recognition 1 student copy. Do not provide any help with these items or tell the child if answers are wrong or right.)

► **Recording** On Recording Form 3, indicate correct responses with✓. If a child gives an incorrect word, record the word given. Write **0** if a child does not respond.

► **Assessment Items**

1. **Try to read these words for me. What is this word?**
   Note: *Move down the columns of words. If a child cannot read most of the words, you may wish to ask for the sound the word begins with. Do this only for words beginning with consonants.*

2. (Show Master 6 – Word Recognition 2. Student Copy) **Now, try to read these words. What is this word?**

► **Scoring** One point is awarded for each word that is correctly identified. Record total on Master 10 Summary Form.

► **Interpretation** On average, **end-of-kindergarten children will recognize only about three of the first fifteen words on the Word Recognition 1 Master.** The first ten words on the list are among the most frequently used words in the English language; the last five words represent phonetically regular words following consonant-vowel-consonant patterns and containing short vowel sounds. Fifteen additional high-frequency words are included on the list (items 11-25). Thus, the list offers an opportunity to assess both high-frequency vocabulary and phonetically regular vocabulary.
   Note: *This is not a timed task; however, if after approximately ten seconds, a child makes no response, say "Please make a try. What do you think this word might be?" If there is still no response, move to the next item.*

*The Word Recognition list represents a minimum number of words students should know. Attention and ongoing assessment should also be given to the attached list of Houghton Mifflin High Frequency Words.

WORD RECOGNITION 1

STUDENT COPY

the	that
of	is
and	he
to	are
in	as
you	with
for	his
it	they
was	at
on	this

Master 5 – Word Recognition 1

from

have

by

one

had

bat

ten

pig

hop

mud

Master 6 – Word Recognition 2

TEACHER DIRECTIONS

SENTENCE DICTATION

► **Directions** (For Sentence Dictation, use the unmarked side of an unlined paper.)

► **Recording** The child will, in effect, record the responses; however, it is very important, when a child makes very incomplete or variable responses, that you note what the child is trying to write.

► **Assessment Items I want you to try to write a sentence for me. I will tell you the sentence and then repeat it one word at a time. If you are not sure about how to write a word, write any letters that you know for the sounds you hear in the word. Try to write this sentence.** (Say the complete sentence and then say each of the words of the sentence slowly, but do not artificially stretch out the pronunciation of individual words.)

1.   **The cat is on Jill's bed.**

Note: If needed, the following prompt may be used up to two times per sentence. "Think about the sounds in the word _____. Write the letters for any sounds you hear in _____."

2.   **Pam can't find her sock.**

Note: Use the second sentence for all children unless a child fails to write any correct letters for sentence one.

3.   **My sister and her best friend went to lunch today.**

Note: Use the third sentence only for children who can represent most of the sounds in sentences one and two.

► **Scoring** A child may score up to 67 points on this measure. Some phonemic boundaries are difficult to determine and somewhat arbitrary, therefore, for sake of reliability and consistency, the number of phonemes in the sentences are as follows:

/Th/e/ /c/a/t/ i/s/ /o/n/ /J/i/ll/'s/ /b/e/d/. (Total = 16)
/P/a/m/ /c/a/n/'t/ /f/i/n/d/ /h/er/ /s/o/ck/. (Total = 16)
/M/y/ /s/i/s/t/er/ /a/n/d/ /h/er/ /b/e/s/t/ /f/r/ie/n/d/ /w/e/n/t/ /t/o/ /l/u/n/ch/ /t/o/d/ay/. (Total = 35)

Record Total (out of 67) on Master 10 Summary Form – Criterion score: <u>54</u> out of <u>67</u> correct.

SENTENCE DICTATION (cont'd)

A child receives one point for each phoneme that is represented. It is often necessary for the examiner to make some notes on the page to indicate which phonemes from the dictated words are being represented. It would be impossible to score the productions of children who are just beginning to write without such notes.

Credit as correct any letter that could represent the sounds heard in these words, for example, *k* for *c* in *cat*; *z* for *s* in *is*; or *u* for *a* in *was*, *G* for *J* in *Jill's*. Credit a child for representing the *er* in *her* or *sister* if the child writes *er* or just *r*.

► **Interpretation** This is an excellent way of measuring children's growing awareness of sounds, ability to write letters, and ability to associate letters and sounds. An average score for end-of-kindergarten children on the first two sentences has been found to be 8 out of the 32 points. Some first grade children may achieve perfect or near-perfect scores on the first two sentences.

HIGH FREQUENCY WORDS

LEVEL 1.1

Theme – Off We Go, See What We Know

Annie, Bea, Chi Chi Delores
all	I
jump	run
the	time

One Red Rooster
and	cat
dog	fast
one	two
three	went

My Five Senses
a	baby
have	my
our	see
we	with

THEME – GROWING & CHANGING

When This Box is Full
but	for
is	it
hot	you
will	

The Chick & Duckling
am	came
he	me
said	too

Pumpkin, Pumpkin
in	out
plant	put
six	then

LEVEL 1.2

Theme – The World Outside My Door

My River
do	here
its	need
so	this
was	where

City Book
go	long
many	of
on	people
walk	

Listen to the Desert
call	eat
fish	say
to	

THEME – GET THE GIGGLES

On Top of Spaghetti
as	be
big	could
tree	under
when	your

The Foot Book
at	back
her	house
how	more
over	

The Lady with the Alligator Purse
down	had
him	his
if	she

HIGH FREQUENCY WORDS

LEVEL 1.3

THEME – SHARING TIME

The Doorbell Rang
before	can
each	from
good	like
made	they

The Little Red Hen
day	did
help	little
make	there
were	who

Flower Garden
get	great
look	them
us	

THEME – CREEPY CRAWLIES

Itsy Bitsy Spider
again	no
off	some
sun	try
very	

The Very Hungry Caterpillar
any	much
how	than
that	way

A Color of His Own
after	side
are	thought
by	other
why	

LEVEL 1.4

THEME – UNEXPECTED GUESTS

Eek! There's a Mouse in the House
about	always
build	new
read	take
work	

There's An Alligator Under My Bed
even	just
never	or
saw	sleep
thing	

If You Give a Moose a Muffin
ask	give
mother	old
show	

THEME – BIG AND LITTLE

If the Dinosaurs Came Back
about	always
build	new
read	take
work	

George Shrinks
brother	father
found	home
play	room
water	

The Tug of War
because	bring
find	friend
morning	start

HIGH FREQUENCY WORDS

LEVEL 1.5

THEME – FAMILY TREASURES

A Mother for Choco

children	first
gave	lived
next	together
would	

Something for Nothing

afraid	every
heard	right
school	throw
turn	

One of Three

hand	keep
kind	sister
want	

THEME – SOMETHING FISHY

Fishy Facts

air	hard
only	same
tell	until
which	

Enzo the Wonderfish

around	took
know	must
surprise	wait
what	
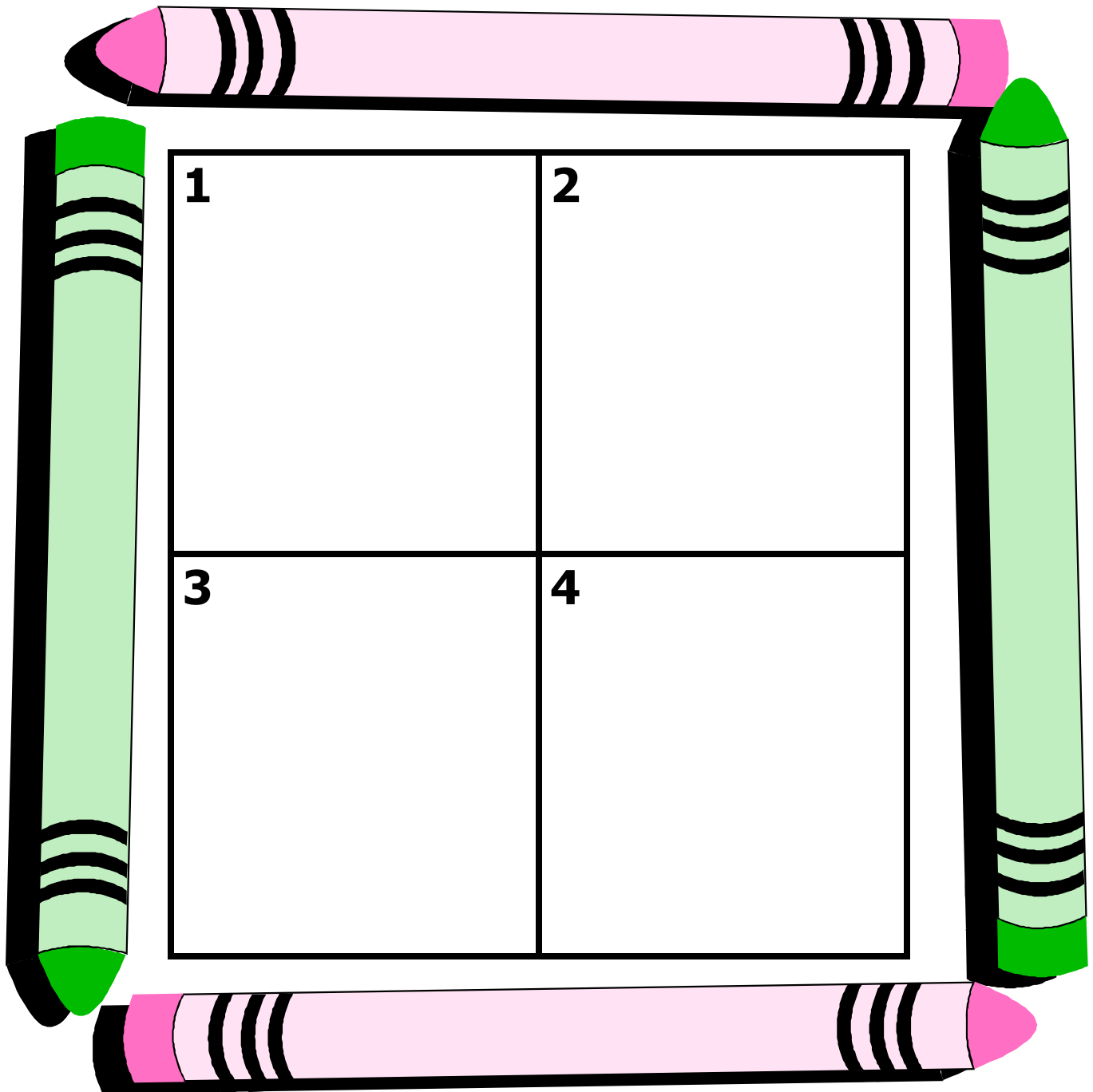
Swimmy

away	happy
own	place
think	

GRAPHIC ORGANIZERS

FOR

GRADE 1
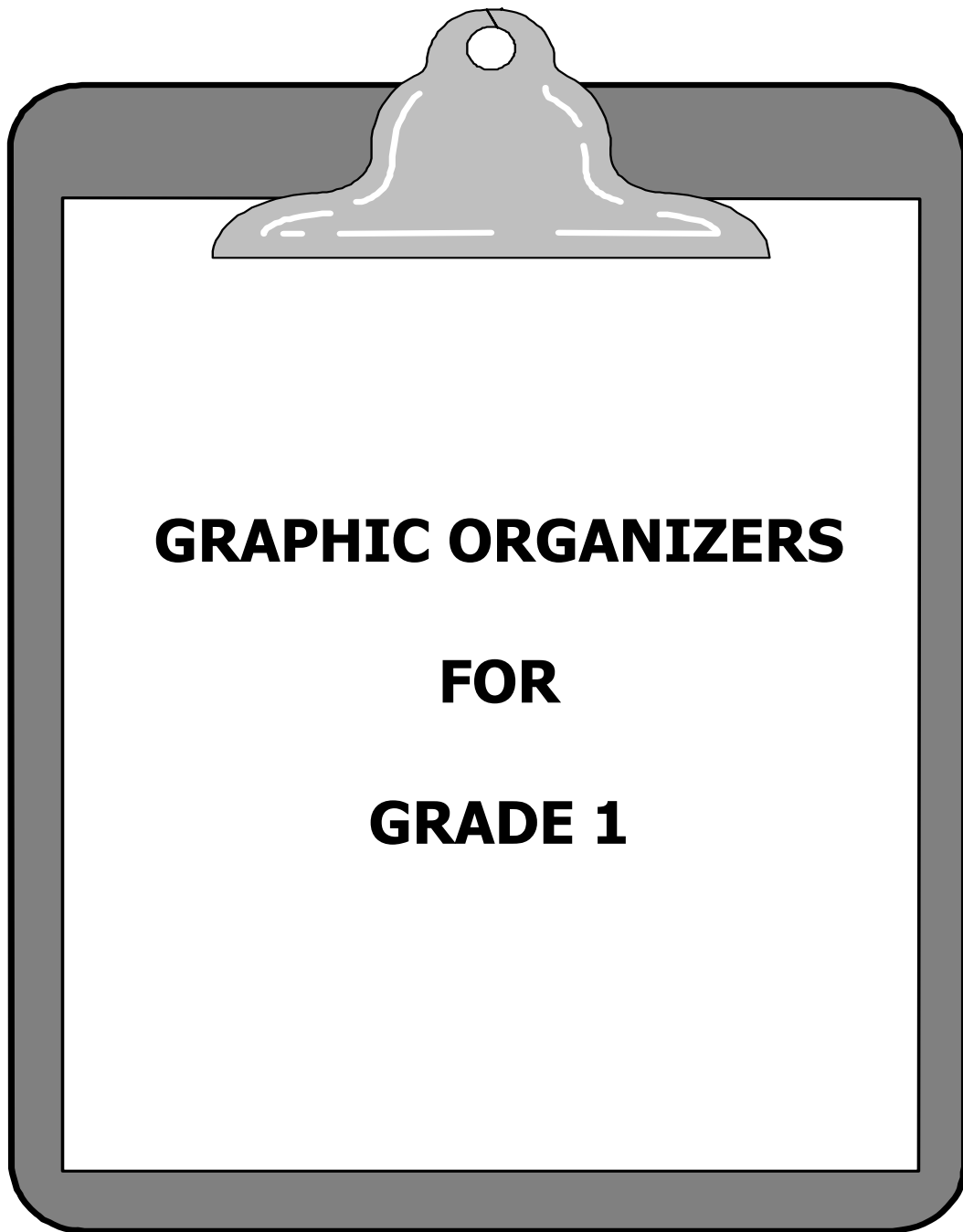
Name:

Story Summary/Sequence

1	**2**
3	**4**

Name: _____

CIRCULAR STORY
Story Title _____

Write or draw the story events in the order that they happened.

FINISH   **START**

CIRCLE STORY MAP
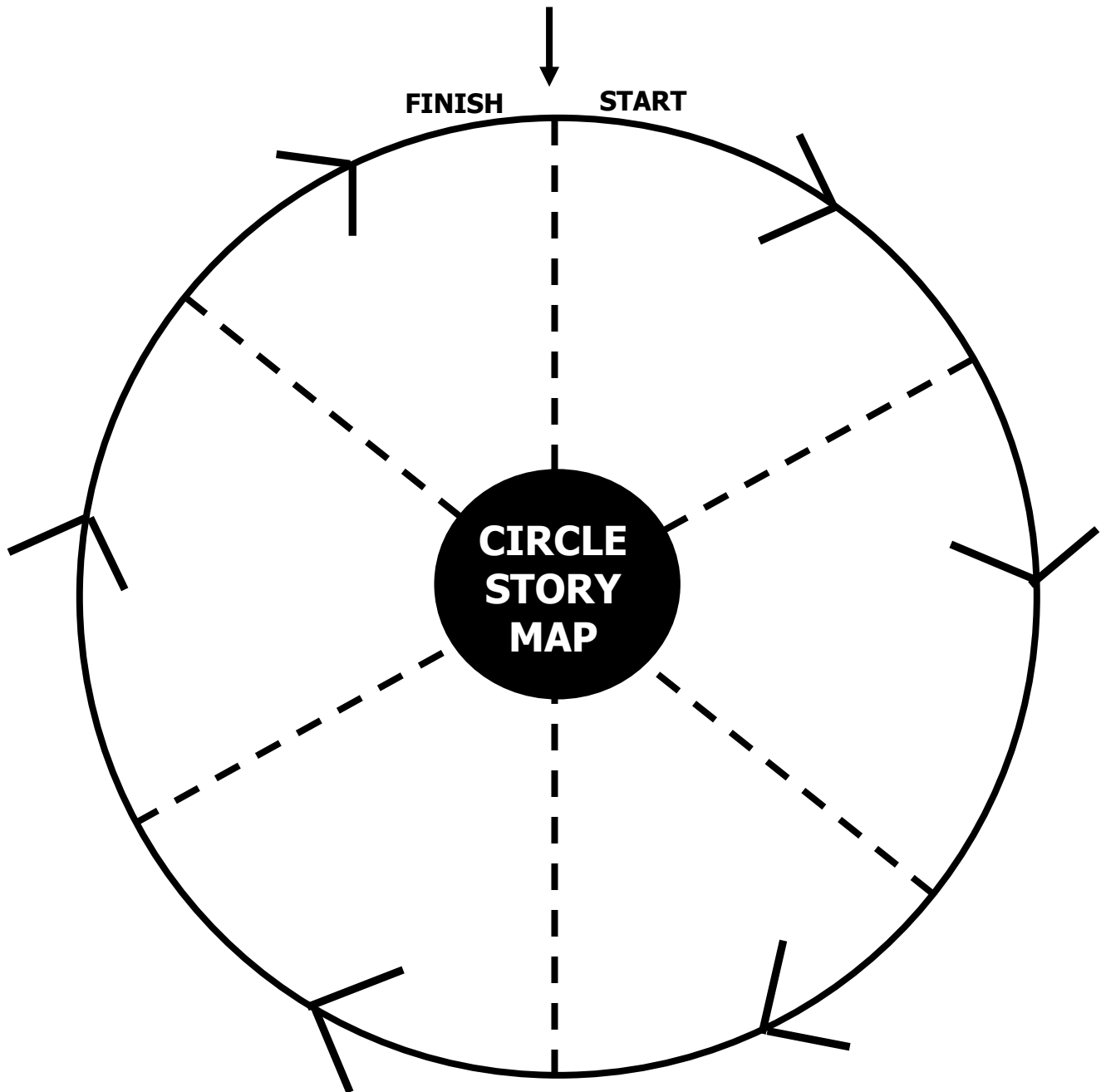
Name: _____

STORY MAP

Author/Title: _____

Character(s)	
Setting	
Problem/Goal	
Solution/End	

Venn Diagram

_____

BOTH

RECORDING

AND

SUMMARY FORMS
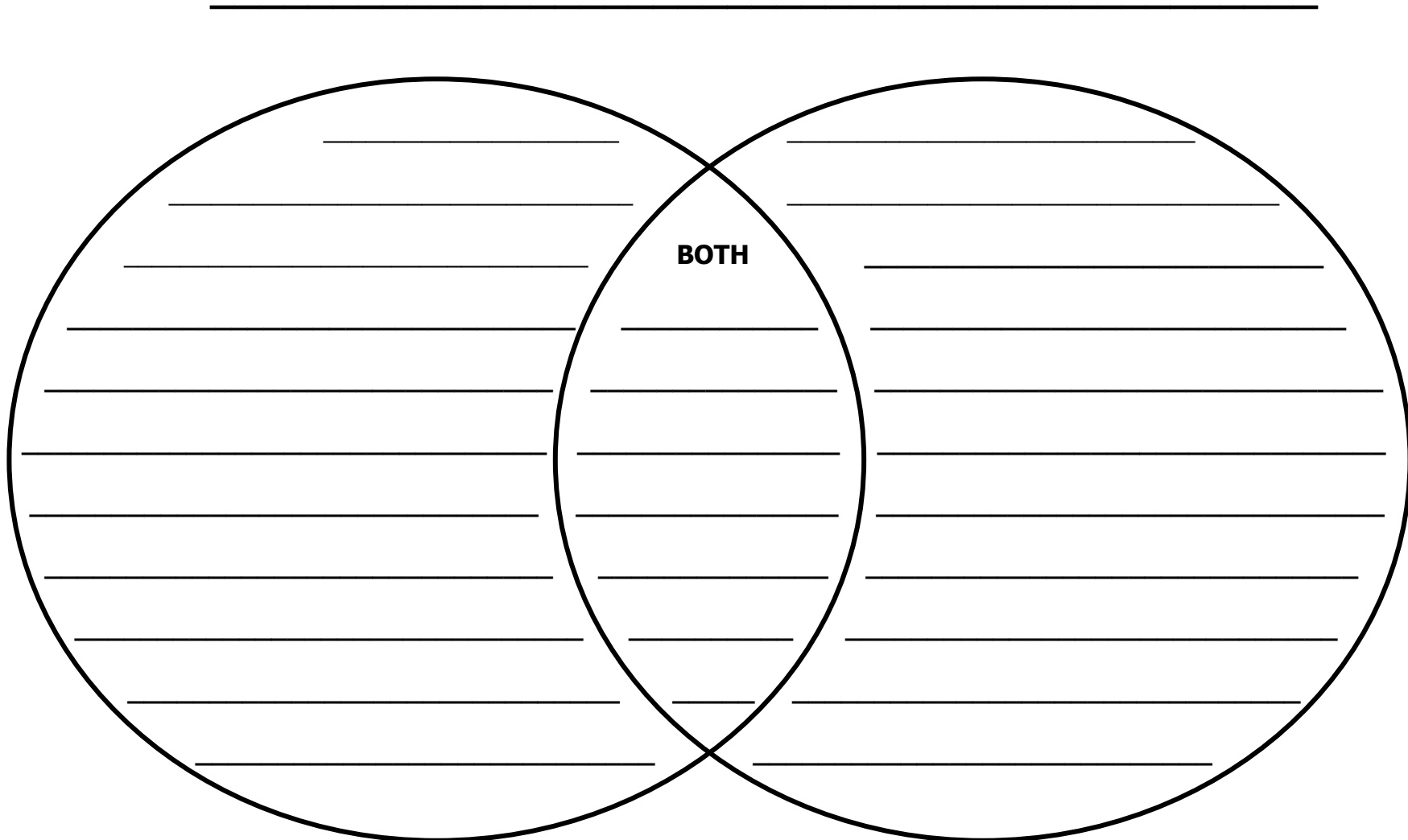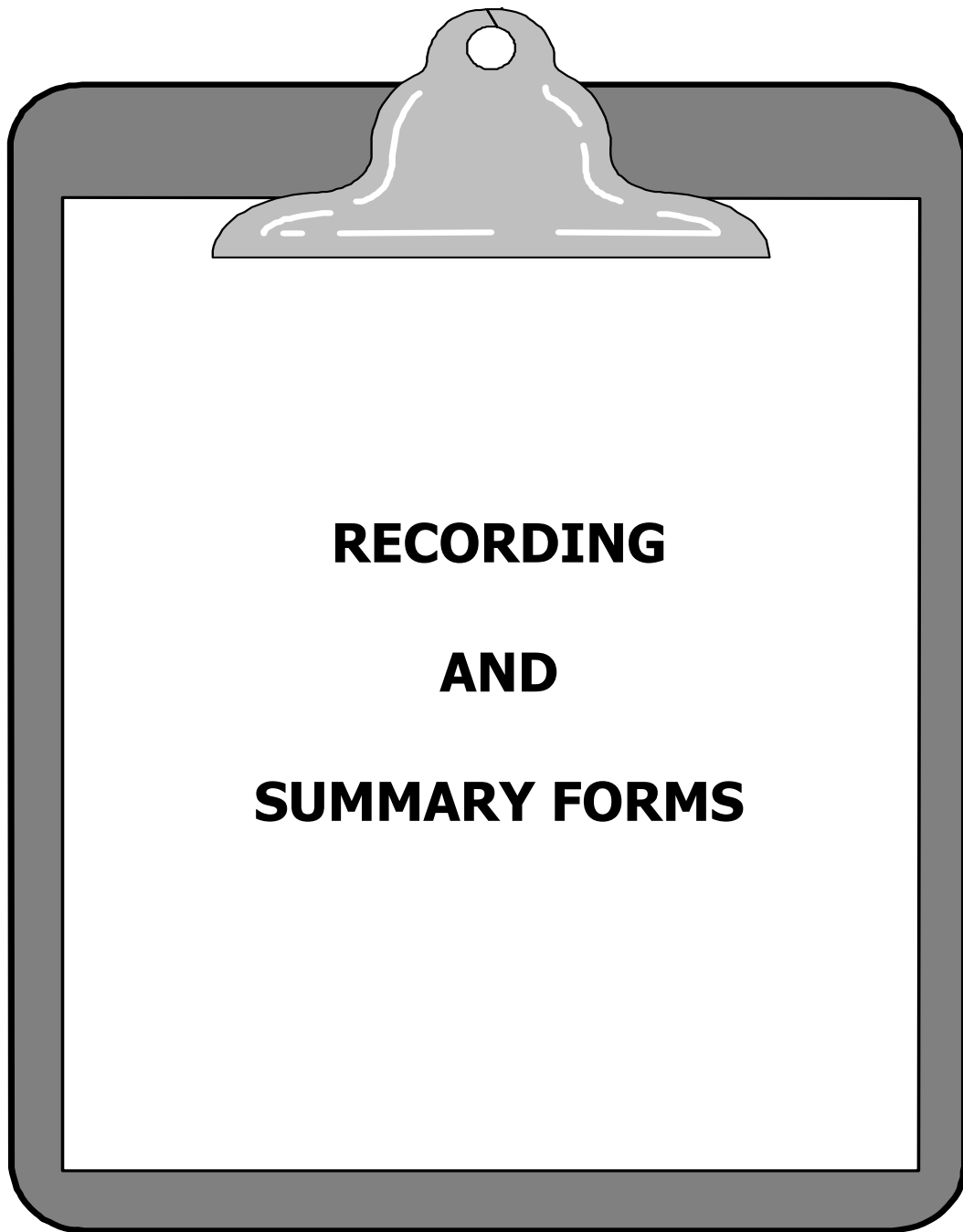
EMERGENT LITERACY SURVEY
Phonemic Awareness (ELS)

Child's Name _____ **Grade** _____

Examiner _____ **Date** _____

See Directions (pages 8-13)

Beginning Sounds

1.   /s/ ink _____
2.   /p/ ie _____
3.   /m/ ore _____
4.   /d/ onkey _____
5.   /l/ ion _____

Total Correct: /5

Blending Onsets and Rimes

1.   /m/ an — man _____
2.   /f/ all — fall _____
3.   /t/ able — table _____
4.   /b/ ill — bill _____
5.   /r/ at — rat _____

Total Correct: /5

Phoneme Segmentation

1.   pat /p/ /ă/ /t/ _____
2.   leg /l/ /ĕ/ /g/ _____
3.   sip /s/ /ĭ/ /p/ _____
4.   tub /t/ /ŭ/ /b/ _____
5.   rock /r/ /ŏ/ /k/ _____

Total Correct: /5

Rhyme

1.   bat _____
2.   head _____
3.   fan _____
4.   got _____
5.   rug _____

Total Correct: /5

Phoneme Blending

1.   /t/ /ă/ /p/ (tap) _____
2.   /m/ /ĕ/ /n/ (men) _____
3.   /j/ /ŏ/ /g/ (jog) _____
4.   /k/ /ŭ/ /t/ (cut) _____
5.   /l/ /ĭ/ /d/ (lid) _____

Total Correct: /5

**Record Totals
On Master 10 Summary Form**

Criterion score: 4 out of 5 correct.

Recording Form 1

LETTER/SOUND IDENTIFICATION SCORE SHEET

✓ Check each box if the student knows letter and sound of letter.

Name: _____   Date: _____

Recorder: _____   Date of Birth: _____

	*L / S Beg Year		L / S Mid Year		L / S End Year			L / S Beg Year		L / S Mid Year		L / S End Year		
DATE																**Letters Unknown:**
A							a								**Consonants**
F							f								
K							k								
P							p								**Long Vowels**
W							w								
Z							z								
B							b								**Short Vowels**
H							h								
O							o								
J							j								
U							u								**Comments:**
							a								
C							c								
Y							y								
L							l								**TOTAL/ Beg. Of Year SCORE 52 + 56 =**
Q							q								
M							m								**/108**
D							d								
N							n								**TOTAL/ Mid Year SCORE 52 + 56 =**
S							s								
X							x								**/108**
I							i								
E							e								
G							g								**TOTAL/ End of Year SCORE 52 + 56 =**
R							r								
V							v								**/108**
T							t								
							g								**Record Totals on Master 10 Summary Form**
Total	/26 + /26		/26 + /26		/26 + /26		**Total**	/28 + /28		/28 + /28		/28 + /28			
	/52		/52		/52			/56		/56		/56			

Criterion Score: 86 out of 108 correct.

*Letter/Sound   **Recording Form 2**

Child's Name: _____   **Child's Date of Birth:** _____

Examiner: _____   **Grade:** _____

WORD RECOGNITION

↓ **Scoring** One point is awarded for each word that is correctly identified.

	Beg. of Year	Mid Year	End of Year			Beg. of Year	Mid Year	End of Year
Date				Date				
1. the				16. with				
2. of				17. his				
3. and				18. they				
4. to				19. at				
5. in				20. this				
6. you				21. from				
7. for				22. have				
8. it				23. by				
9. was				24. one				
10. on				25. had				
11. that				26. bat				
12. is				27. ten				
13. he				28. pig				
14. are				29. hop				
15. as				30. mud				
				Score:	/30	/30	/30

Criterion Score: __24__ out of __30__ correct.

Record Totals on Master 10 Summary Form.

Recording Form 3

EMERGENT LITERACY SURVEY
Summary Form
Grade 1

Child's Name _____ **Child's Date of Birth**_____

Examiner _____

Phonemic Awareness	Area Assessed	Beg. Year Date _____	Midyear Date _____	End of Year Date _____
	Beginning Sounds	_____/5	_____/5	_____/5
	Rhyme	_____/5	_____/5	_____/5
	Blending Onsets and Rimes	_____/5	_____/5	_____/5
	Phoneme Blending	_____/5	_____/5	_____/5
	Phoneme Segmentation	_____/5	_____/5	_____/5
Criterion Score: 4/5				
Familiarity With Print	Letter/Sound Identification	_____/108	_____/108	_____/108
Criterion Score: 86/108				
Beginning Reading & Writing	Word Recognition	_____/30	_____/30	_____/30
Criterion Score: 24/30				
	Sentence Dictation	_____/67	_____/67	_____/67
Criterion Score: 54/67				
	Comments			

Master 10 Summary Form