

Lesson 19

Assessment

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Answer questions in writing about the story “The Fox and the Crane,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text in “The Fox and the Crane” of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and choose one-syllable words that include the letter-sound correspondences taught thus far (RF.1.3b)
- ✓ Read and understand decodable text in the story “The Fox and the Crane” that incorporates the letter-sound correspondences taught with purpose and understanding (RF.1.4a)

At a Glance	Exercise	Materials	Minutes
Assessment	Word Recognition	Worksheet 19.1	25
Break	Wiggle Cards	Wiggle Cards of your choice	15
Assessment	Story Comprehension: “The Fox and the Crane”	Fables; Worksheet 19.2	20

Note to Teacher and Advance Preparation

Today you will administer the Unit 3 assessment. The first assessment is a word recognition exercise that targets the sound-spelling correspondences taught in Unit 3. The second part assesses students’ ability to read a story independently and answer comprehension questions. Please note that if students appear too tired or unable to concentrate after the first assessment, you may choose to do Pausing Point activities the remainder of the lesson, and complete the story reading assessment the next day.

Please gather Wiggle Cards from previous lessons to use in today’s break. If you need additional Wiggle Cards, you may use the following phrases.

1. count to five
2. look at a pal
3. point to me
4. smell the fresh blooms
5. make a “hoot hoot” sound
6. jump from foot to foot

Please refer to the class scoring sheet at the end of this lesson for the assessment, with guidelines for interpretation: if a student makes more than one error for any single sound spelling, their mastery of this spelling should be called into question.

Assessment

25 minutes

10 Word Recognition



Worksheet 19.1

Some students may find it helpful to use an index card or blank piece of paper to track each row so that they can better focus on the choices in each row.

- Have students turn to Worksheet 19.1.
- Tell students that for this activity, they must listen very carefully to you. For each number, you will say one word. They must find that word in that row and circle it.
- Say to students, “Find the first row of words. Listen carefully to this word: *point*. I will say the word again: *point*. Now find the word that you heard and circle it.” You may repeat the word up to three times.
- Proceed with the rest of the words listed below, repeating the word at least twice for each item.

Word Recognition Assessment

- | | | |
|----------|----------|------------|
| 1. point | 6. moist | 11. smooth |
| 2. wood | 7. shout | 12. mouth |
| 3. food | 8. look | 13. shook |
| 4. cloud | 9. couch | 14. boot |
| 5. foil | 10. join | 15. stood |

- Collect the worksheets.
- If you have students who score below 12 out of 15 on this assessment, they may need more practice to master the sound-spelling correspondences taught in this unit. Refer to the Pausing Point and/or the *Assessment and Remediation Guide*.

Break

15 minutes

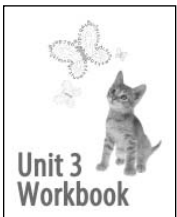
Wiggle Cards

- Show students the Wiggles Cards you have chosen. Have them stand and act out the action.

10 Story Comprehension: “The Fox and the Crane”



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Worksheet 19.2

- Distribute Worksheet 19.2.
- Tell students they will read a story from *Fables* called “The Fox and the Crane.” After they read the story, they will answer questions. Remind students to look back at the story if they need help remembering details.

Assessment Analysis

Analysis of Student Errors: Word Recognition

Directions

Write students’ names in the column provided. The words on the Word Recognition Assessment are grouped on the analysis chart according to the featured sound-spelling correspondence. Place an X in the column of any word that the student did not correctly identify. Examine errors for patterns using the information provided. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student’s confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today’s spelling words, as well as the *Assessment and Remediation Guide*.

Column 1

What an error in this column means: The spelling ‘oi’ for the /oi/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 2

What an error in this column means: The spelling ‘oo’ for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 3

What an error in this column means: The spelling ‘oo’ for the /oo/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to review with the Tricky Spelling discussion in Lesson 7. You may also wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 4

What an error in this column means: The spelling ‘ou’ for the /ou/ sound is a vowel digraph, where two letters work together to stand for a single sound. This concept can be difficult for some students.

What you should do: You may wish to do Minimal Pairs activities to help students distinguish between this and other similar sounds. Please refer to the Pausing Point for additional activities.

Column 5

In this column, specifically note any other confusion evidenced by individual student errors. For example, students may have had difficulty with consonant clusters or consonant digraphs. Please also consider the influence of students’ home language on encoding. For example, students who identified the /oo/ sound with the ‘u’ spelling may be using the Spanish system of sound-spelling correspondences. You should acknowledge this as one of the spellings for the /oo/ sound that students will learn in later grades and guide students to use the ‘oo’ spelling for now. Analyze any patterns and provide targeted remediation using previous Pausing Points and the *Assessment and Remediation Guide*.

Analysis of Student Errors: Story Comprehension

Directions

The questions on the Story Comprehension Assessment are grouped on the analysis chart according to whether the question is literal or evaluative. Place an X in the column of any question that the student did not correctly identify. For the Literal column, please mark the number of the question answered incorrectly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student’s confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today’s spelling words, as well as the *Assessment and Remediation Guide*.

Literal

What an error in this column means: Literal questions assess students' recall of key details from the story; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided.

What you should do: Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

Evaluative

What an error in this column means: Evaluative questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the story that substantiate the argument they are making or the opinion they are offering.

What you should do: Evaluative questions ask students to take what they have read and make a judgment or come to a conclusion about it. This evaluative question asks students to determine the lesson we learn from this fable. In prompting students to answer this question correctly, first make sure students understand the story at a literal level. Then, discuss with students what it means to play a trick on someone. What lesson could we use in our own lives from this story? That is what the tale tells us.

General Guidelines

- Students scoring 5 out of 6 or above are doing well. However, if you have students who score below 4 out of 6 on the assessment, look for opportunities during the remainder of the unit to have these students read “The Fox and the Crane” to you. Try to determine whether the comprehension errors are a function of poor decoding skills.
- If a student performs poorly on both the Word Recognition and Comprehension Assessments, assess and practice reading words with specific digraphs.
- If, however, a student does well on the Word Recognition Assessment, but poorly on the Comprehension Assessment, she may need more opportunities rereading stories to build fluency and automaticity, as well as summarizing the story as she reads. Consider having this student practice reading the remaining stories in *Fables* several times before completing the related Pausing Point worksheets.

Record Sheet for Unit 3 Assessment

[illegible]