springboard COLLABORATIVE

Curriculum Level

Teacher's Resource Book:

-Supporting Resources
-Teacher and Family Resources

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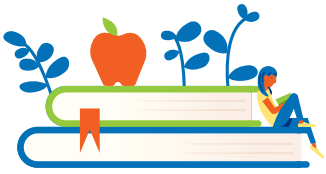

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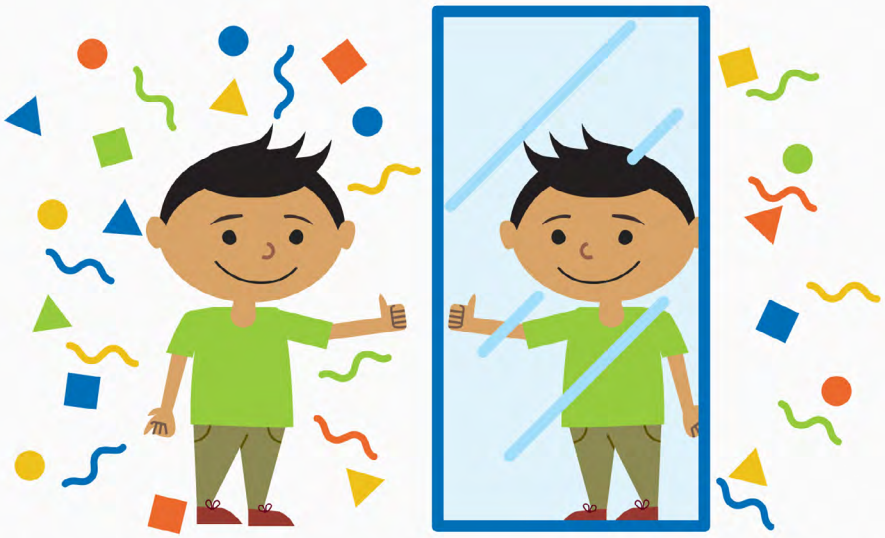
Welcome Song

Welcome,
Welcome,
Welcome to you.
We are beginning.
We are so happy to see you!

(Sing with the Good Morning Song tune)

Self-Awareness



I can understand my own feelings and thoughts, and how they influence my behavior in different situations.

Self-Management

I can control my own feelings and behaviors in different situations to help achieve my goals.

Social-Awareness

I can understand the ideas and feelings of others, including those from different backgrounds.

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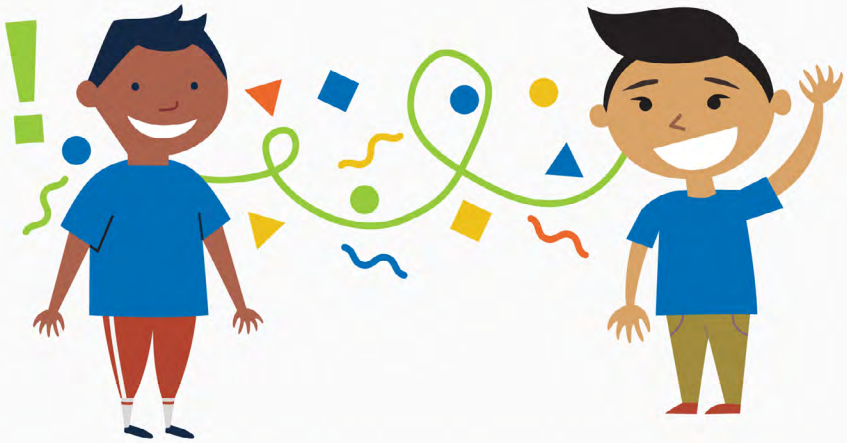
Relationship Skills



I can make healthy relationships and figure out different situations with others.

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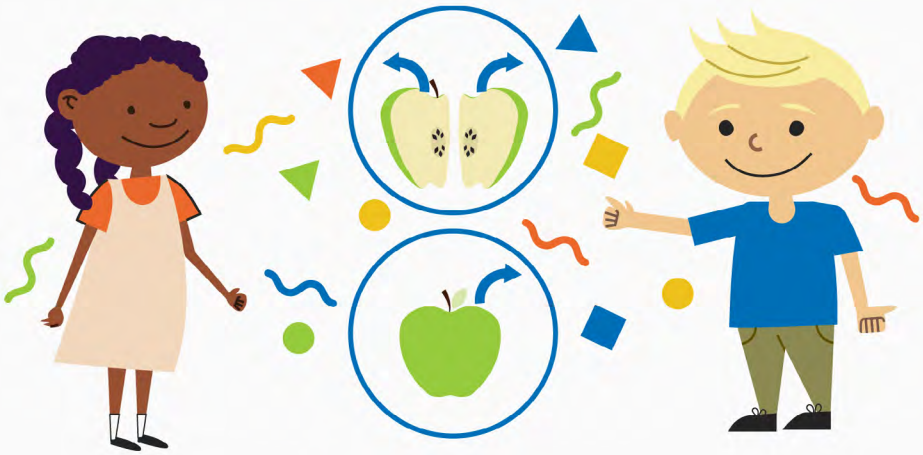
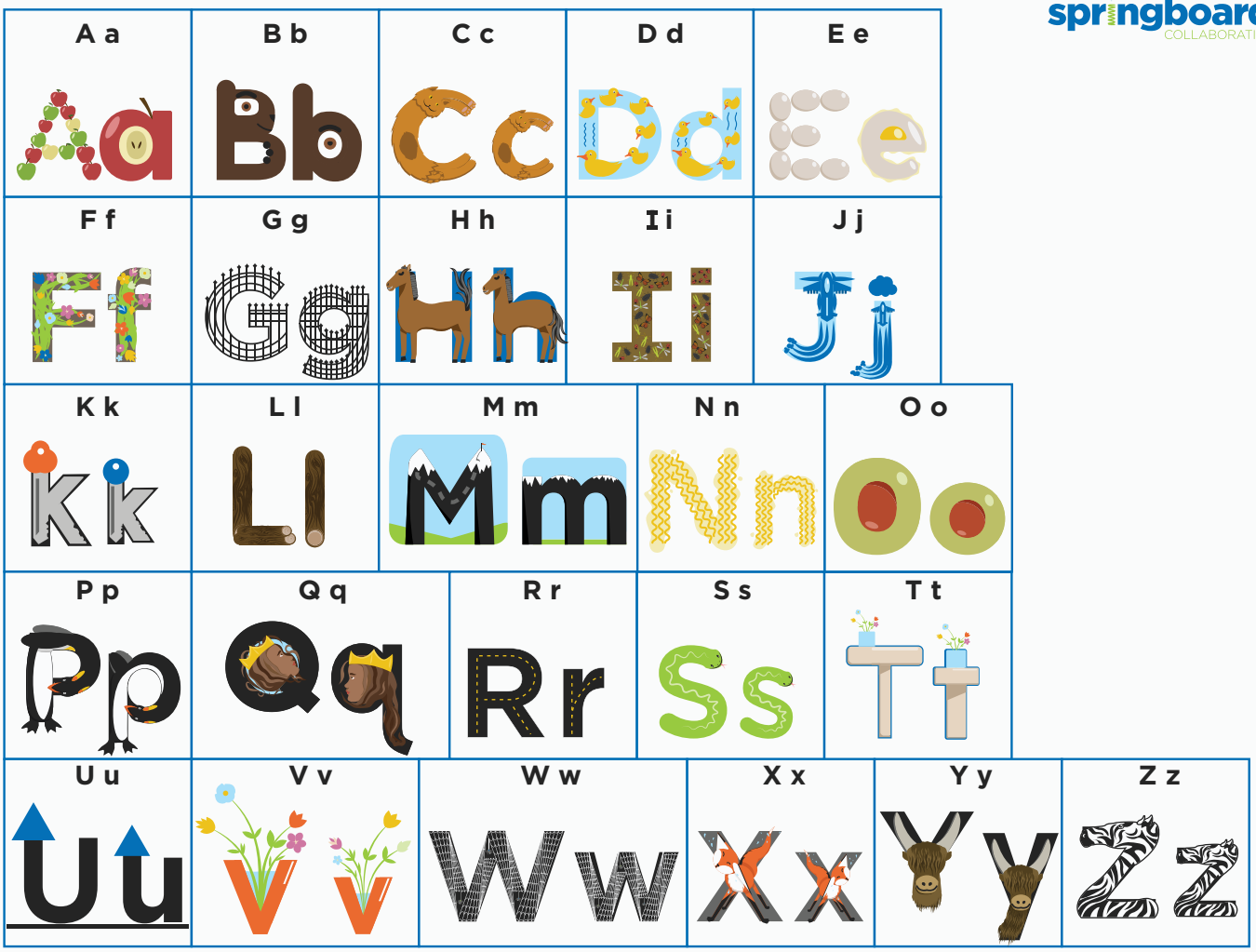
Responsible decision-making



I can make caring choices about my behavior in different situations.

SBC Level PR Letter Mat

Letter Mat



SBC Letter Mat Plain

Letter Mat

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy	Zz

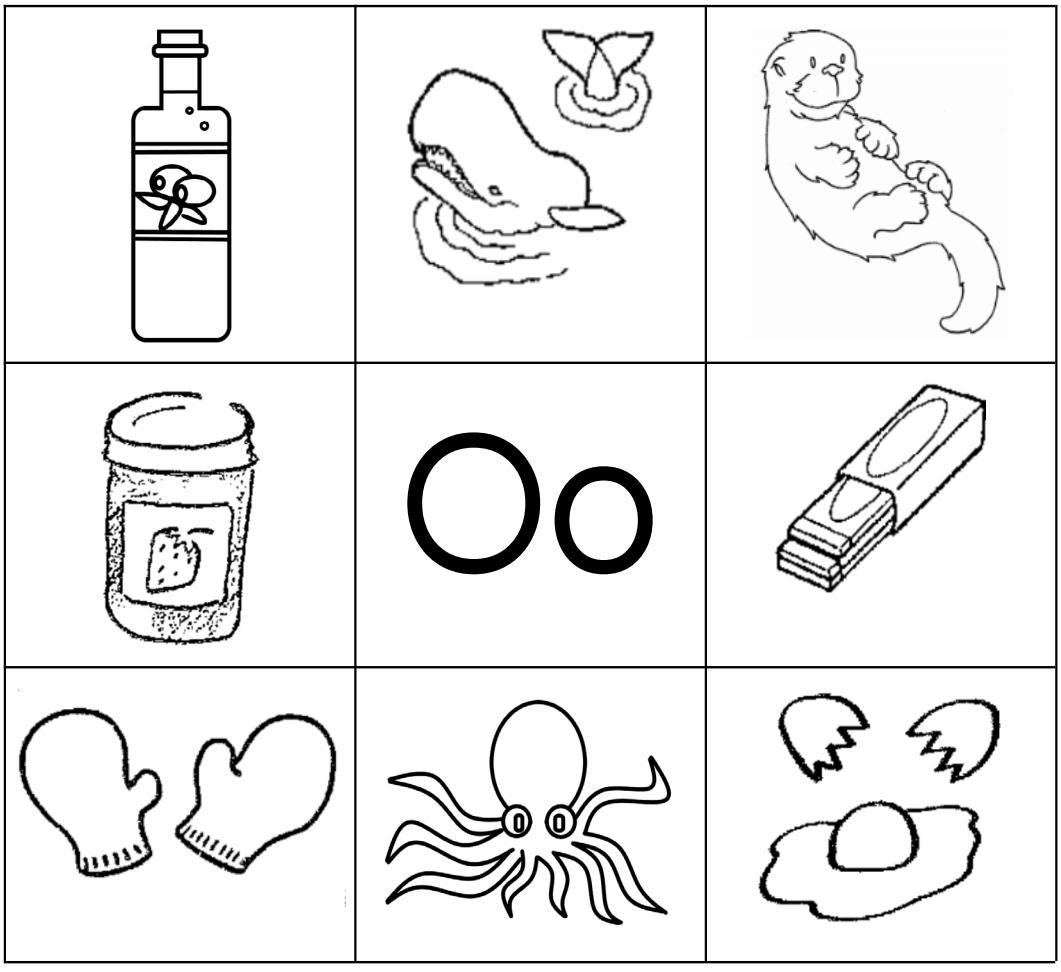
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Oo** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Oo** sound.

Remember Oo "o" Olive Oo.



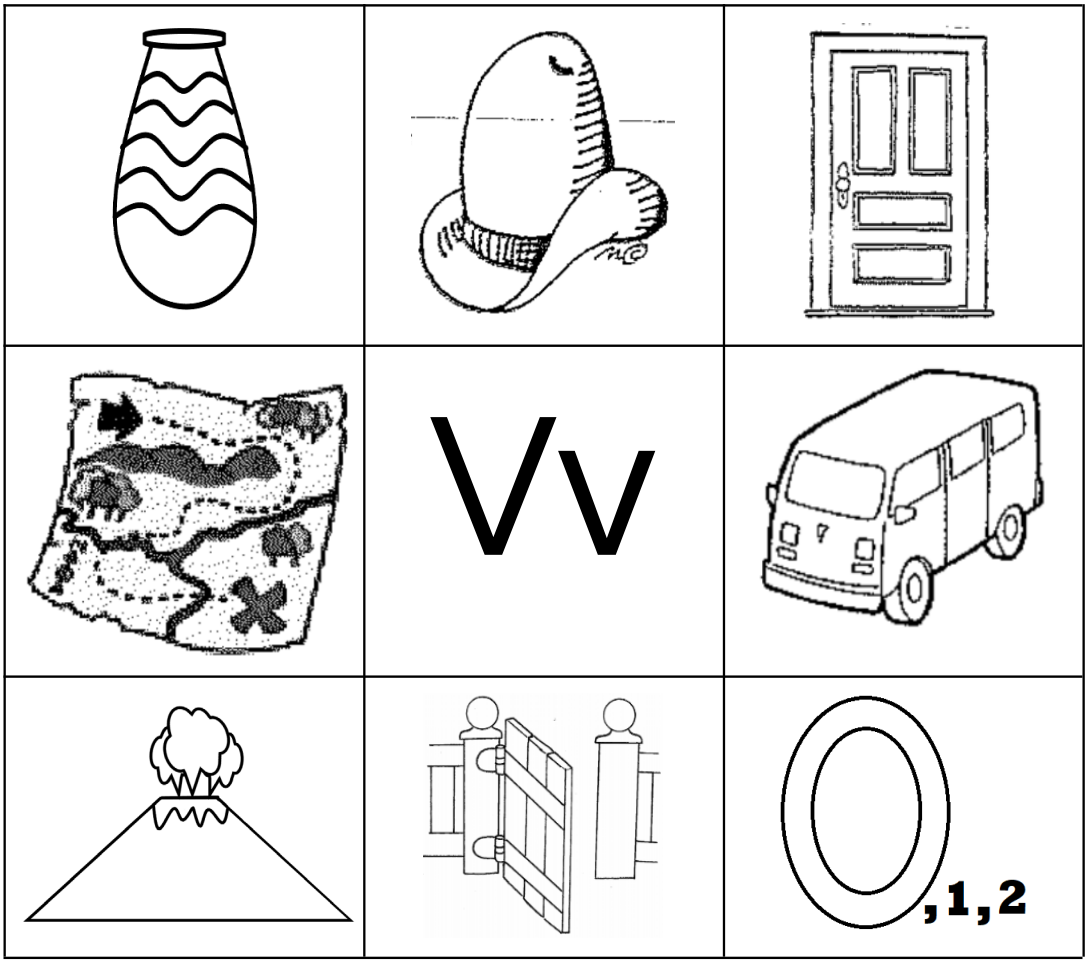
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Vv** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Vv** sound.

Remember Vv "v" Vase Vv.



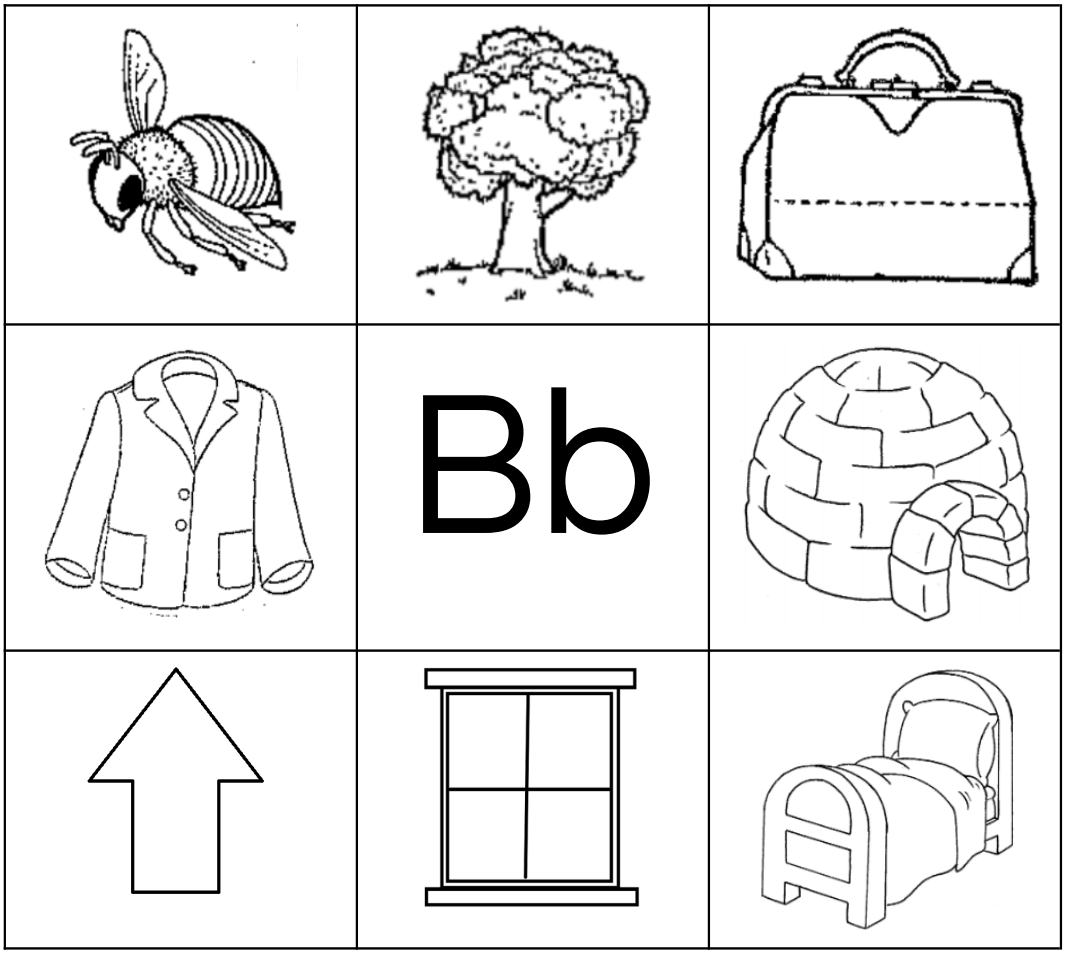
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Bb** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Bb** sound.

Remember Bb "b" Bear Bb.



Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Uu** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Uu** sound.

Remember Uu "u" Up Uu.

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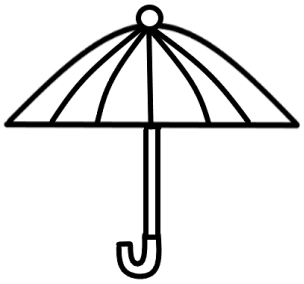
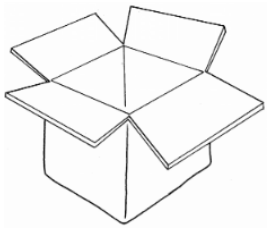
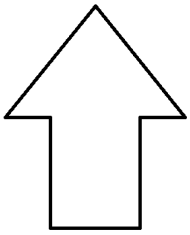
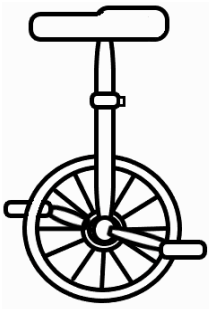
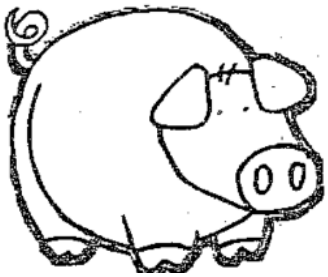
<tr><td> </td><td>  </td><td> </td></tr>
<tr><td>  </td><td>Uu</td><td>  </td></tr>
<tr><td>  </td><td> </td><td>  </td></tr>
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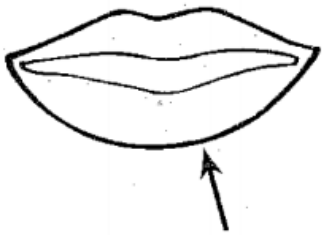
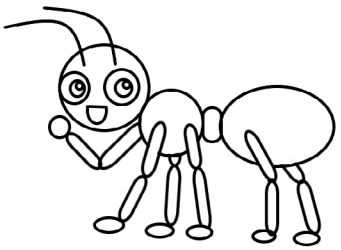
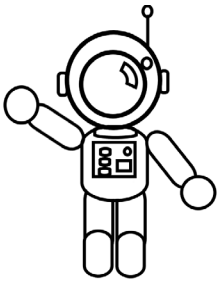
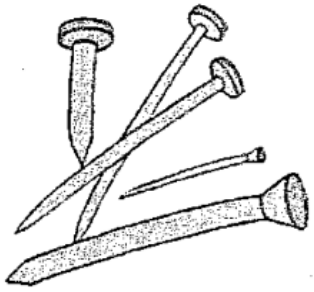
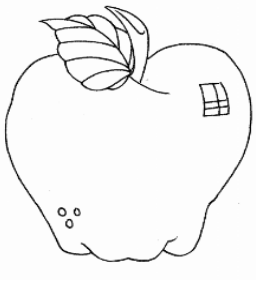
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Aa** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Aa** sound.

Remember Aa "a" Apple Aa.

		
	Aa	
		

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Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Qq** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Qq** sound.

Remember Qq "q" Queen Qq.

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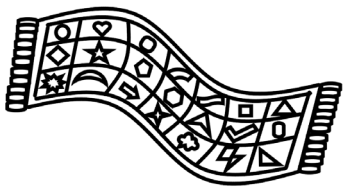
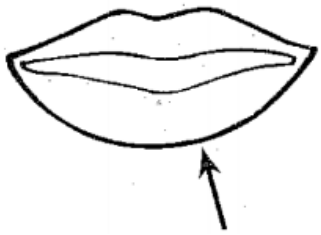
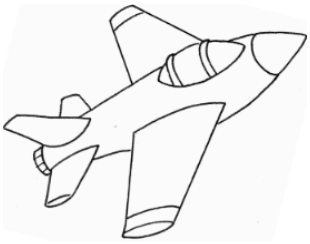
<tr><td>  </td><td>  </td><td>  </td></tr>
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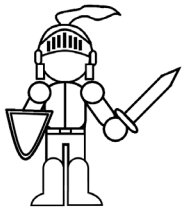
<tr><td> </td><td> </td><td>  </td></tr>
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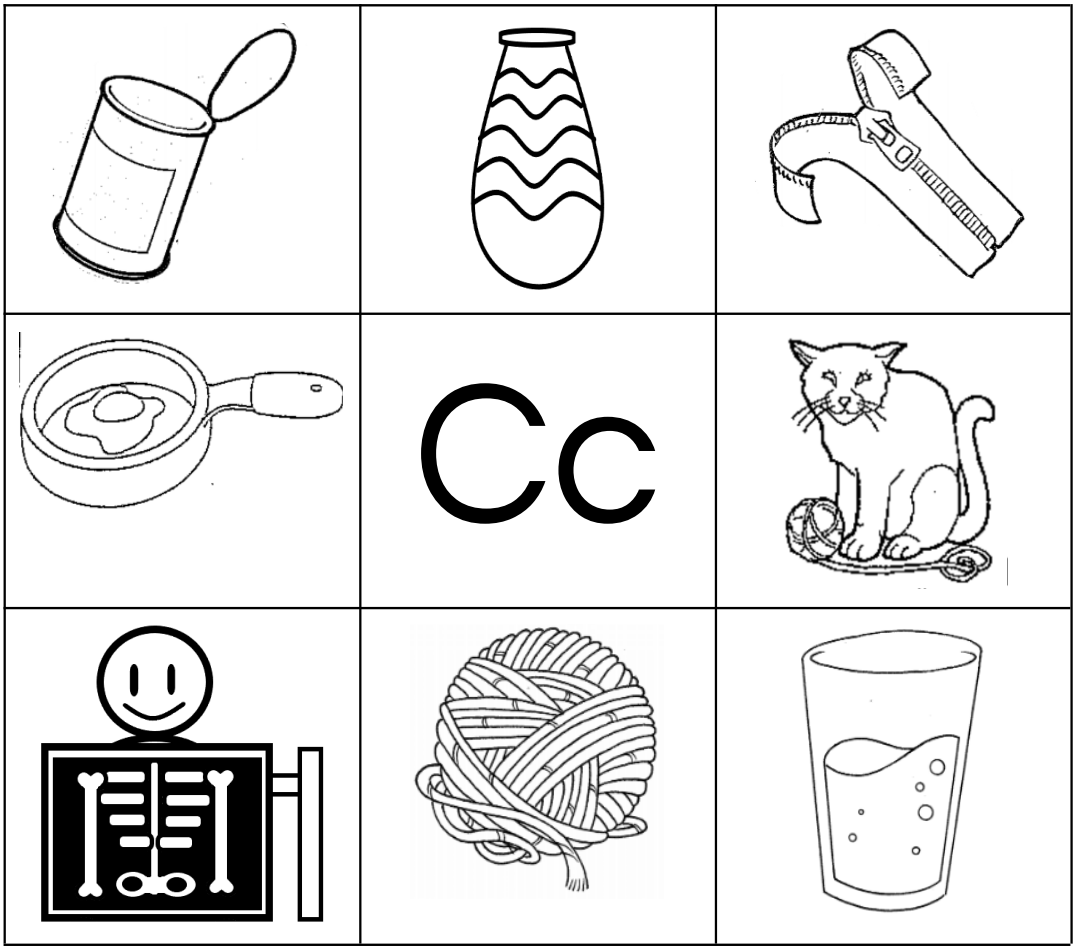
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Cc** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Cc** sound.

Remember Cc "c" Cat Cc.



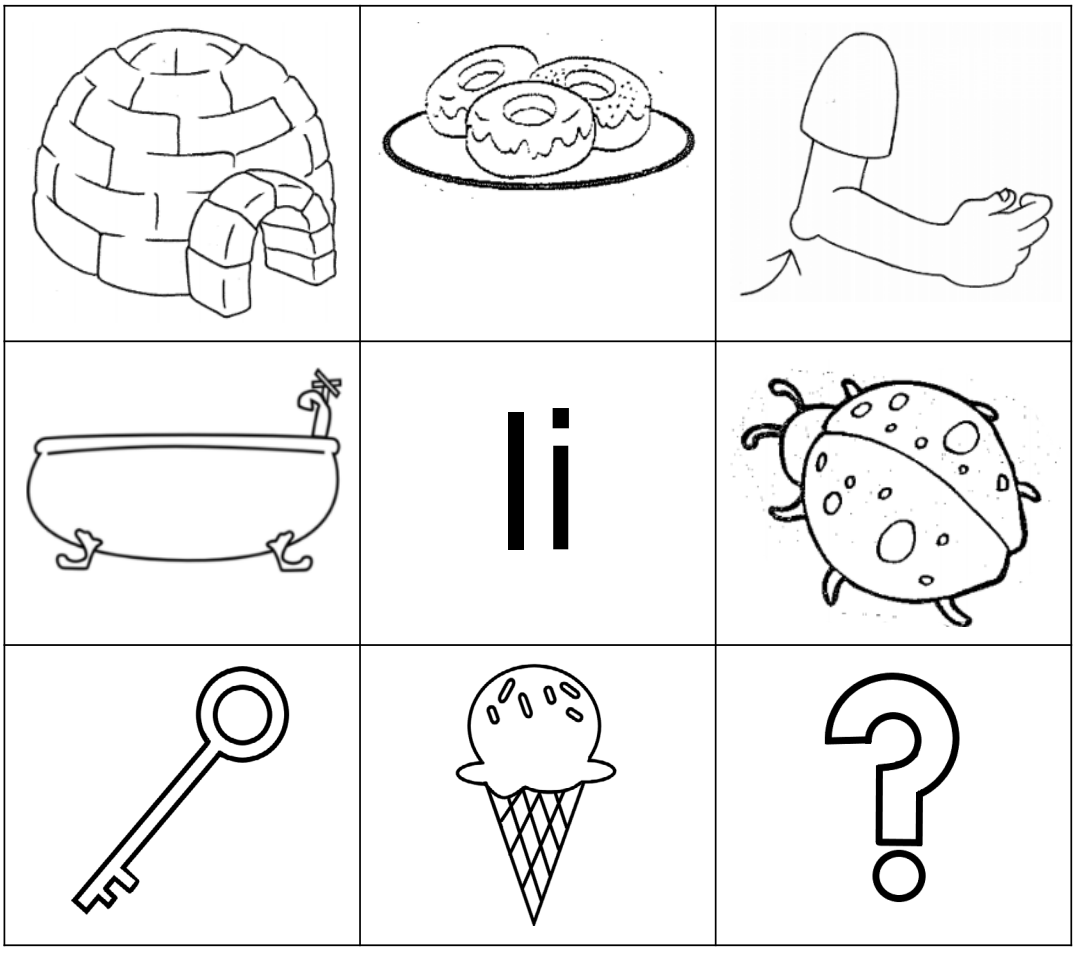
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Ii sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Ii sound.

Remember Ii "i" Insect Ii.



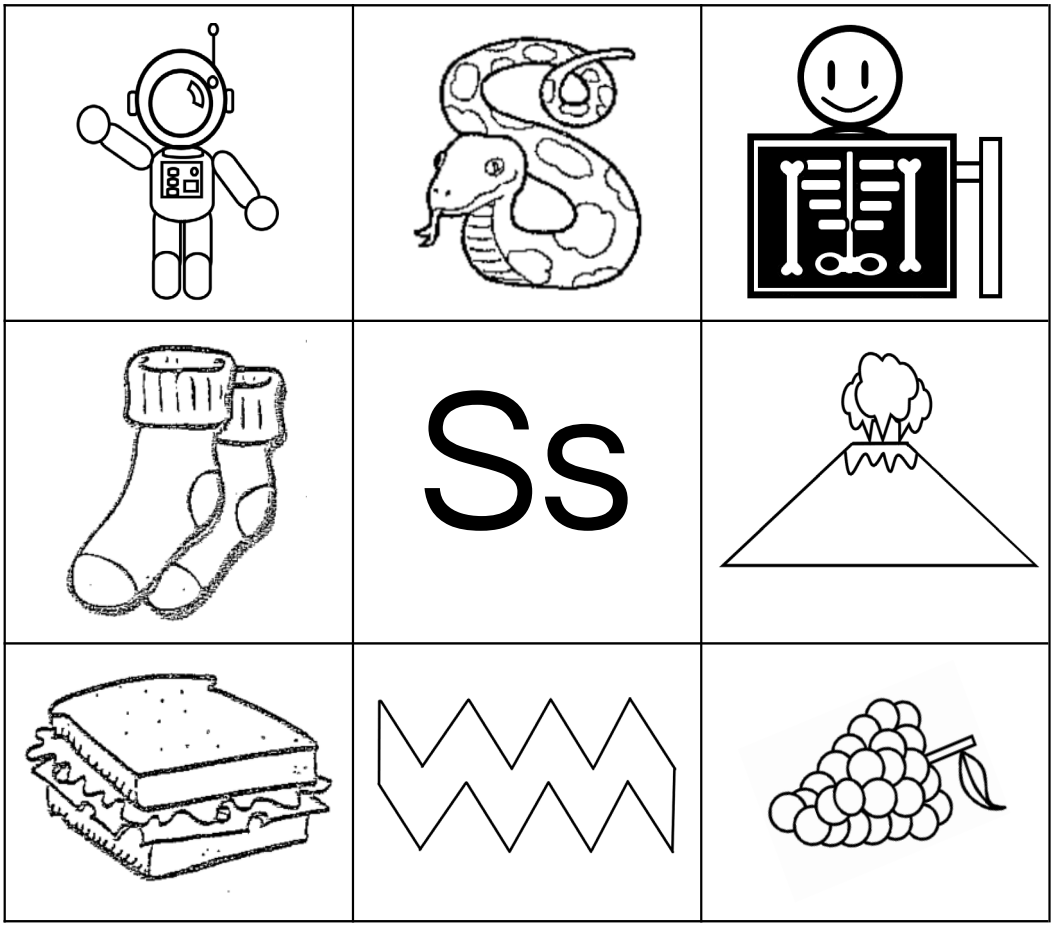
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Ss** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Ss** sound.

Remember Ss "s" Snake Ss.



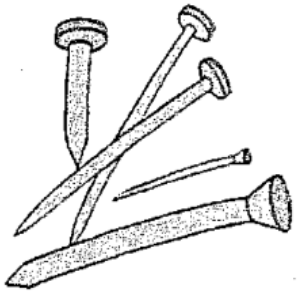
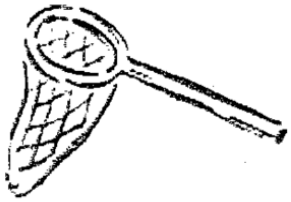
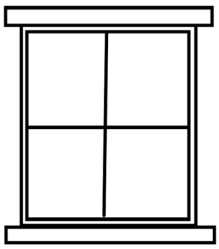
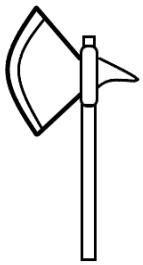
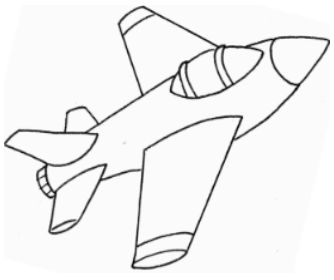
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Nn sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Nn sound.

Remember Nn "n" Noodle Nn.

		
	Nn	
		

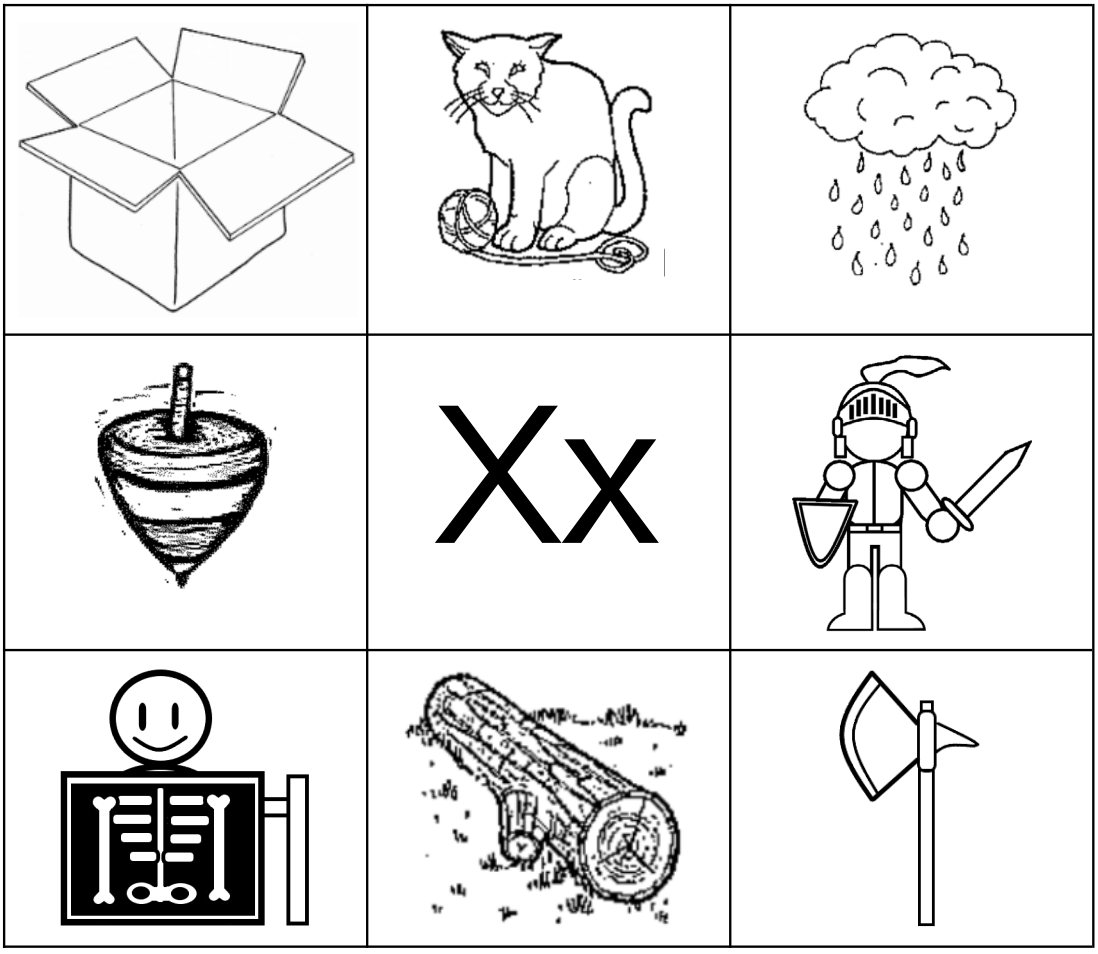
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Xx** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Xx** sound.

Remember Xx "x" Fox Xx.



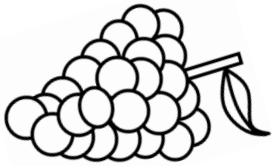
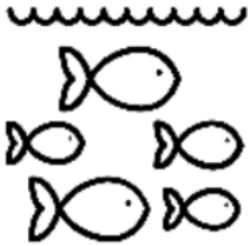
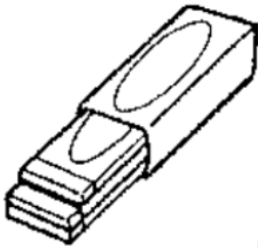
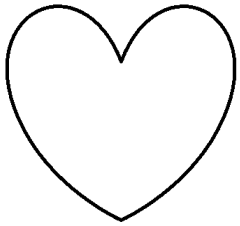
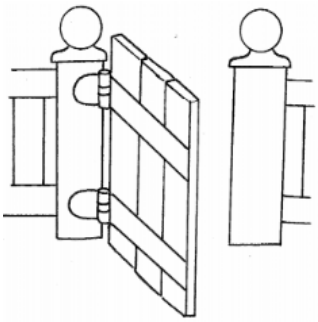
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Gg** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Gg** sound.

Remember Gg "g" Gate Gg.

		
	Gg	
		

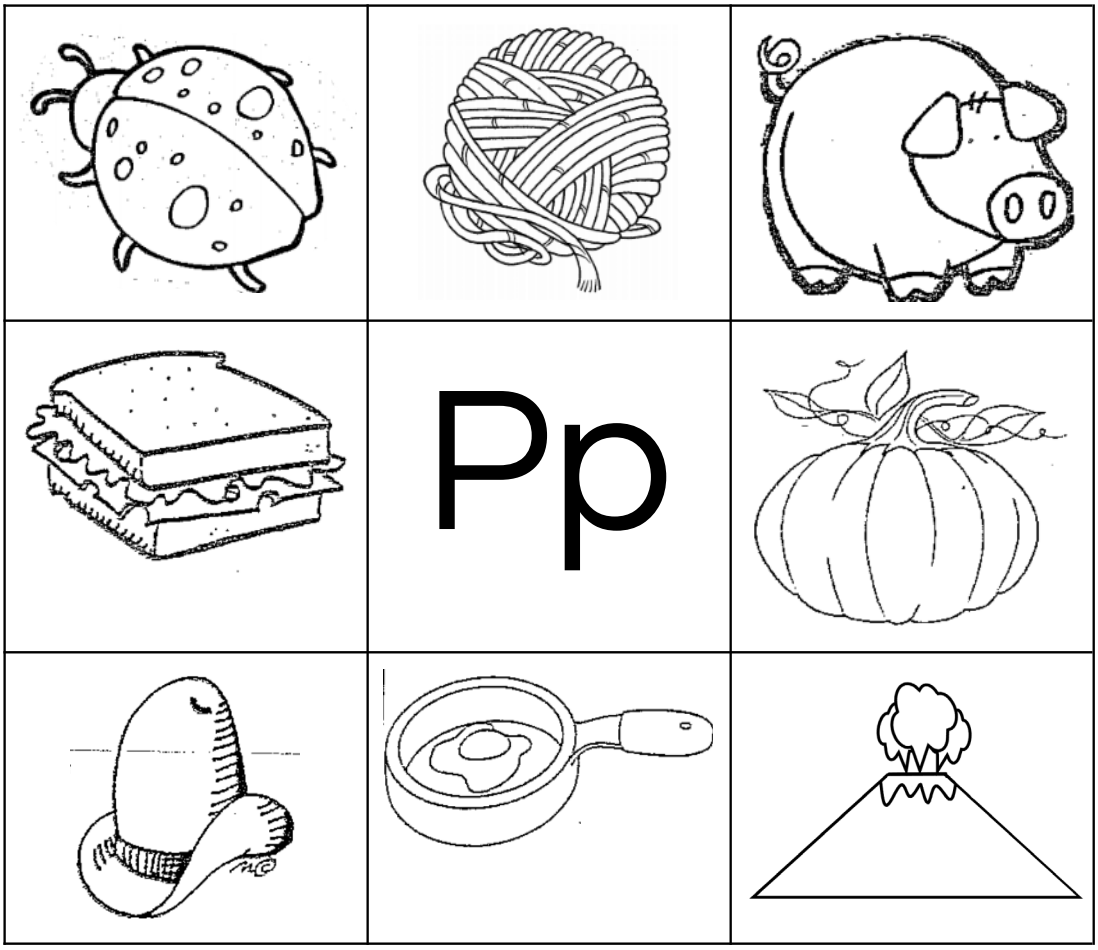
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Pp** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Pp** sound.

Remember Pp "p" Penguin Pp.



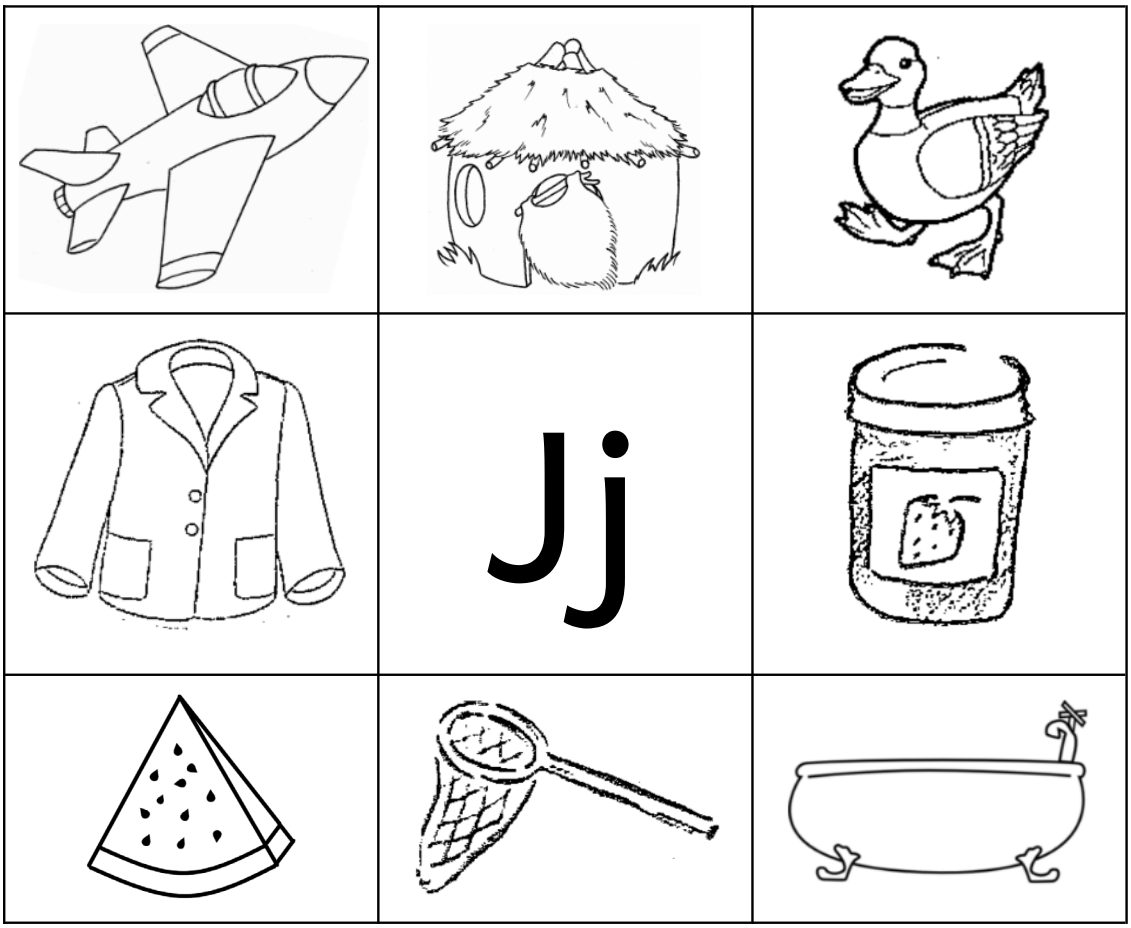
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Jj** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Jj** sound.

Remember Jj "j" Jet Jj.



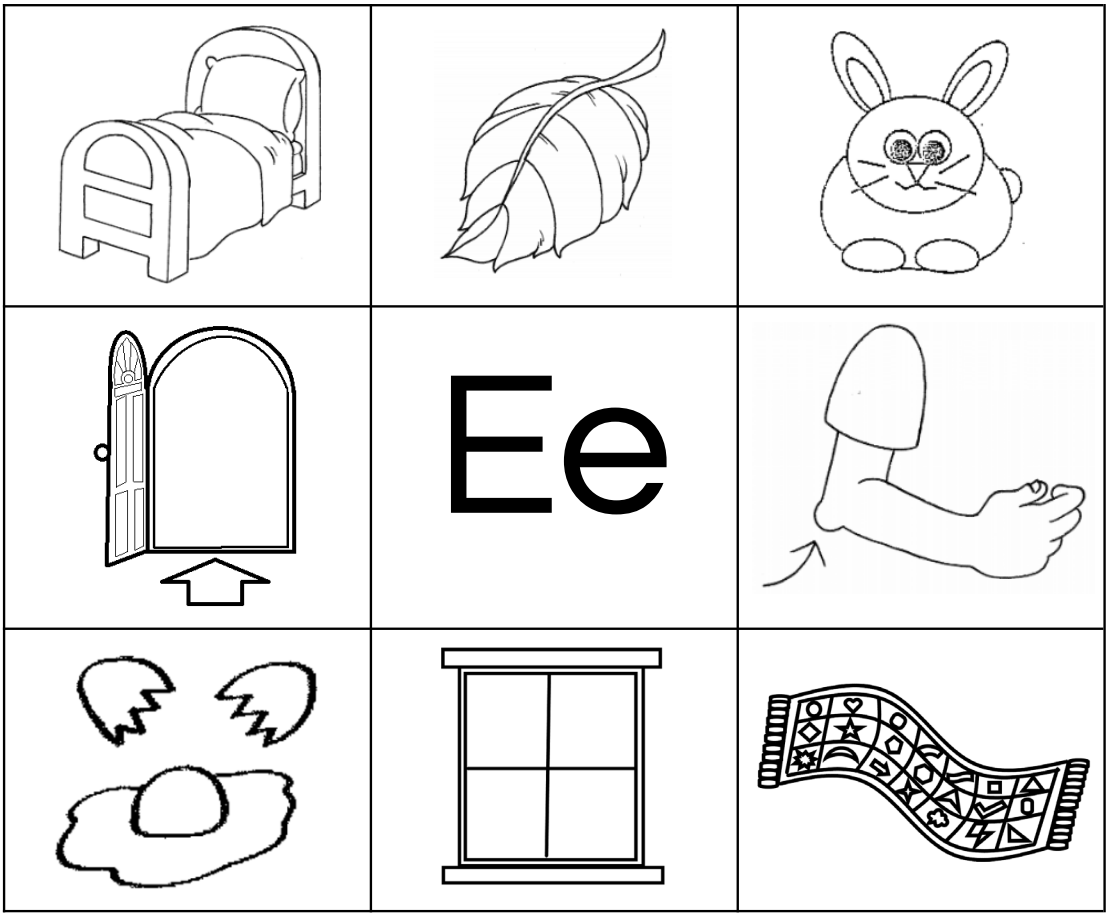
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Ee** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Ee** sound.

Remember Ee "e" Egg Ee.



Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Yy sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Yy sound.

Remember Yy "y" Yak Yy.

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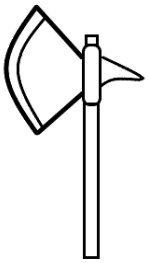
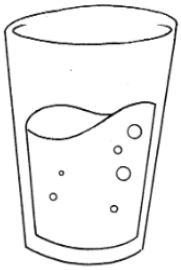
<tr><td>  </td><td> </td><td>  </td></tr>
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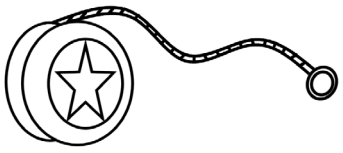
<tr><td> </td><td> </td><td>  </td></tr>
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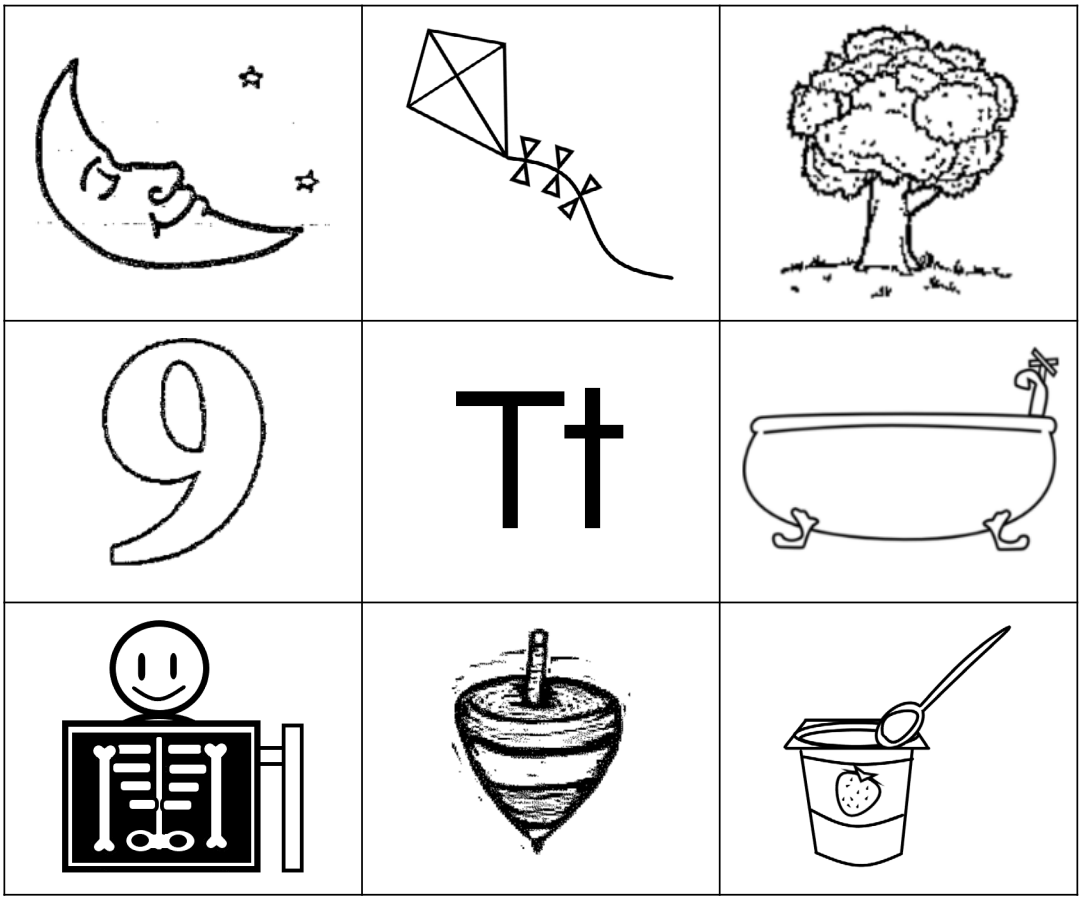
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Tt sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Tt sound.

Remember Tt "t" Table Tt.



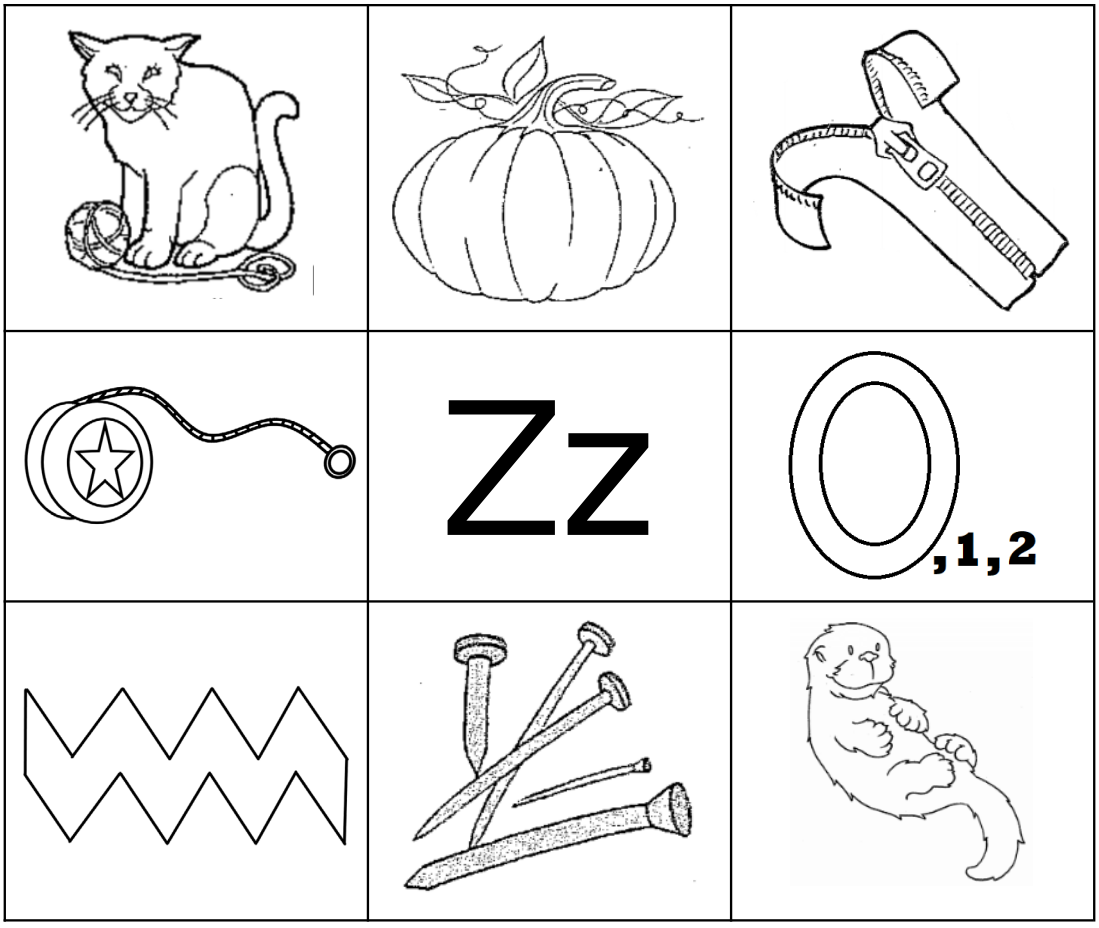
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Zz** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Zz** sound.

Remember Zz "z" Zebra Zz.



Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Hh** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Hh** sound.

Remember Hh "h" Horse Hh.

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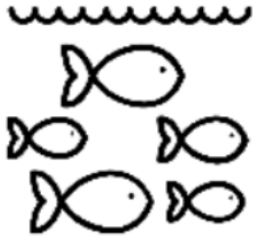
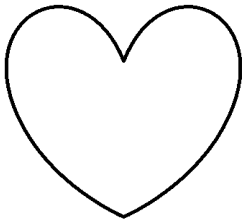
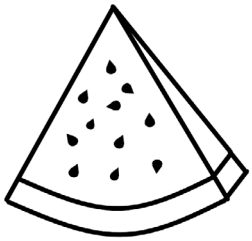
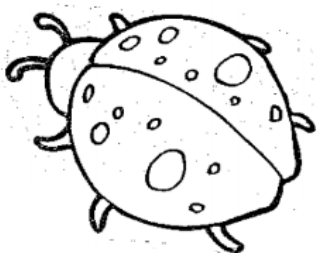
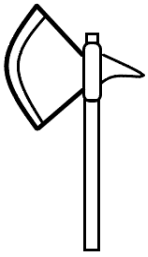
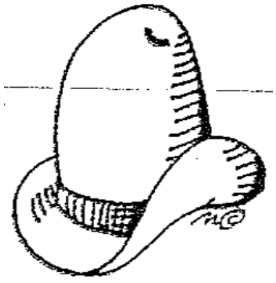
<tr><td>  </td><td>  </td><td>  </td></tr>
<tr><td> </td><td>Hh</td><td>  </td></tr>
<tr><td>  </td><td>  </td><td> </td></tr>
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Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Ff sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Ff sound.

Remember Ff "f" Flower Ff.

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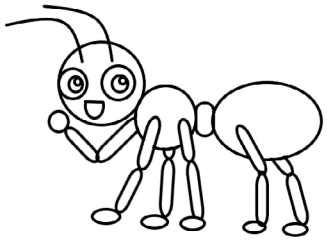
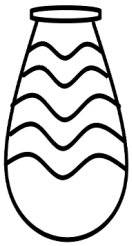
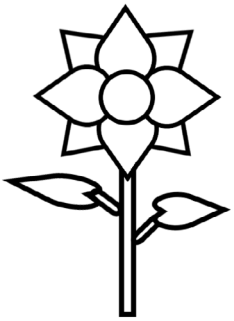
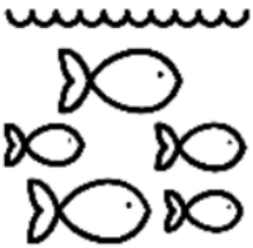
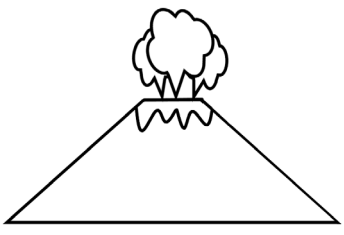
<tr><td>  </td><td> </td><td>  </td></tr>
<tr><td> </td><td>Ff</td><td>  </td></tr>
<tr><td>  </td><td> </td><td>  </td></tr>
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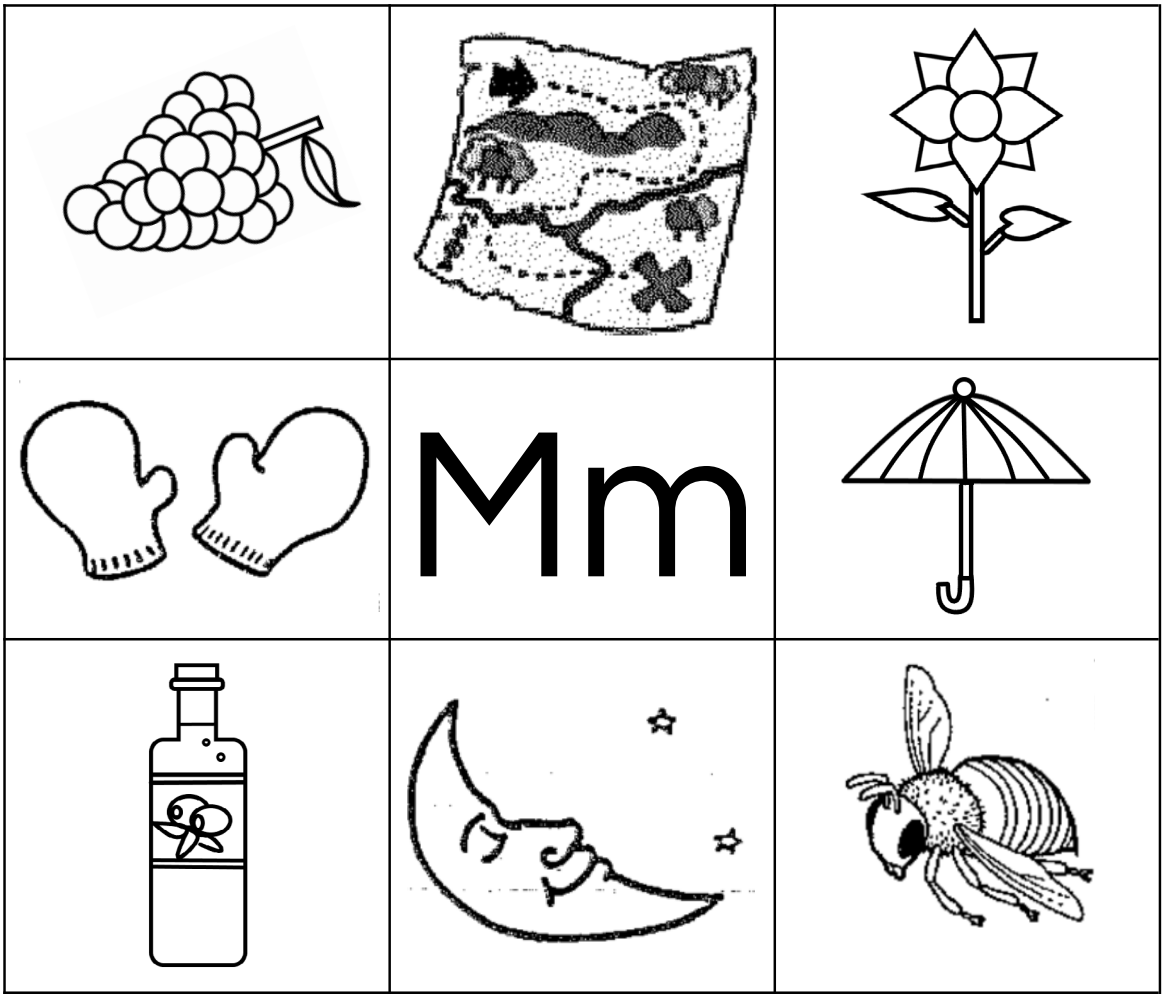
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Mm** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Mm** sound.

Remember Mm "m" Mountain Mm.



Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Ll** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Ll** sound.

Remember Ll "l" Log Ll.

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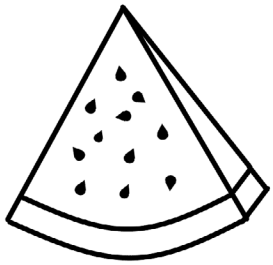
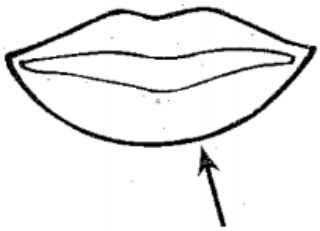
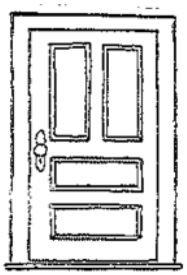
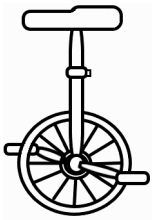
<tr><td>  </td><td>  </td><td> </td></tr>
<tr><td> </td><td>Ll</td><td>  </td></tr>
<tr><td>  </td><td> </td><td> </td></tr>
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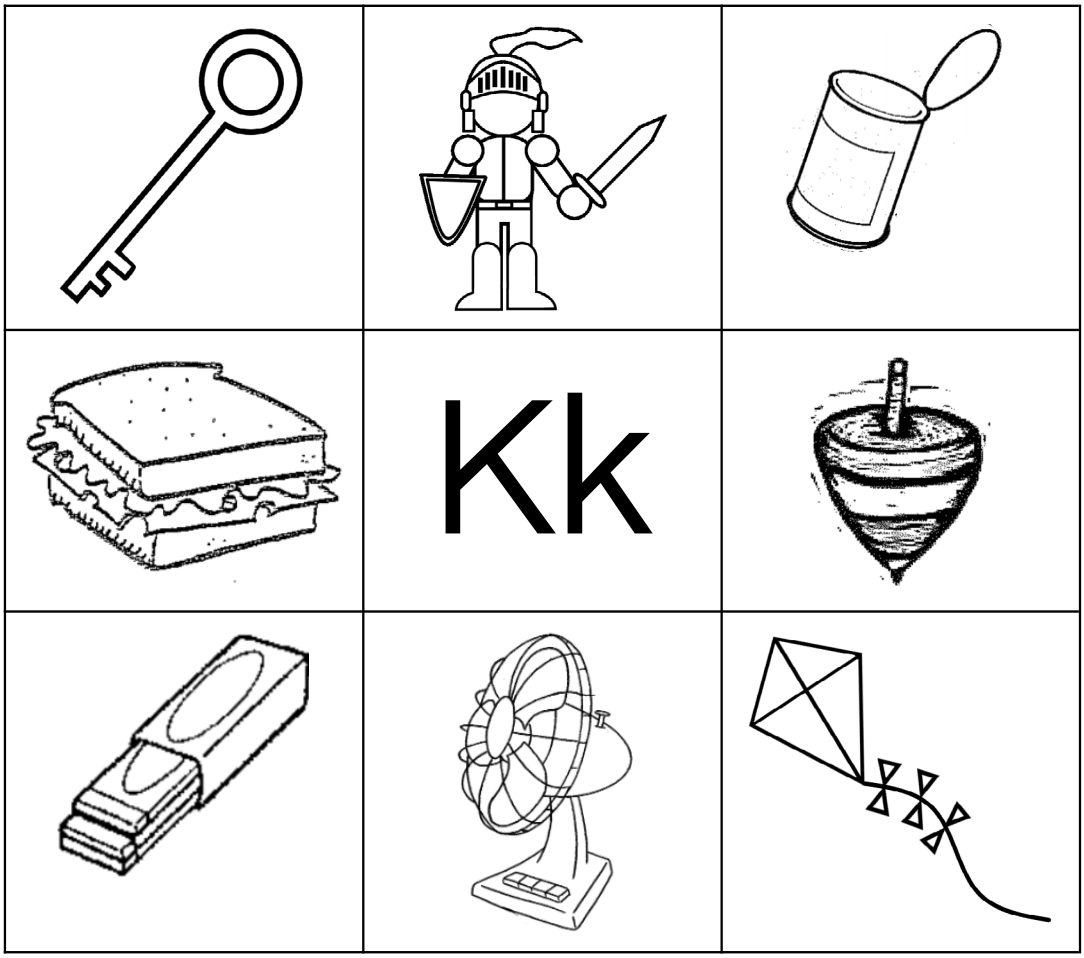
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Kk** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Kk** sound.

Remember Kk "k" Key Kk.



Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Dd** sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter **Dd** sound.

Remember Dd "d" Duck Dd.

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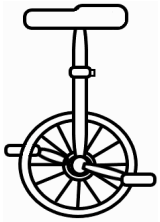
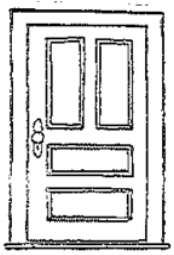
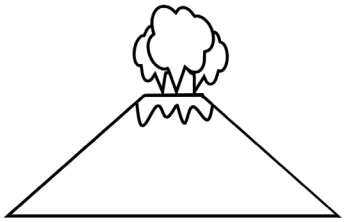
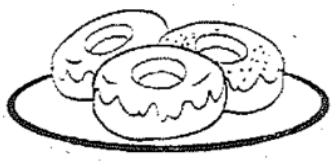
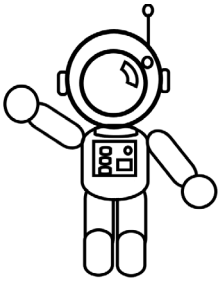
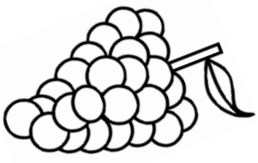
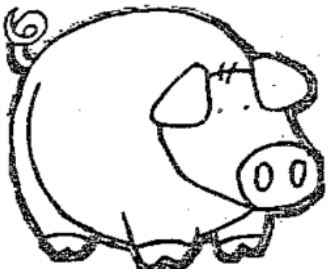
<tr><td>  </td><td>  </td><td>  </td></tr>
<tr><td>  </td><td>Dd</td><td>  </td></tr>
<tr><td> </td><td>  </td><td>  </td></tr>
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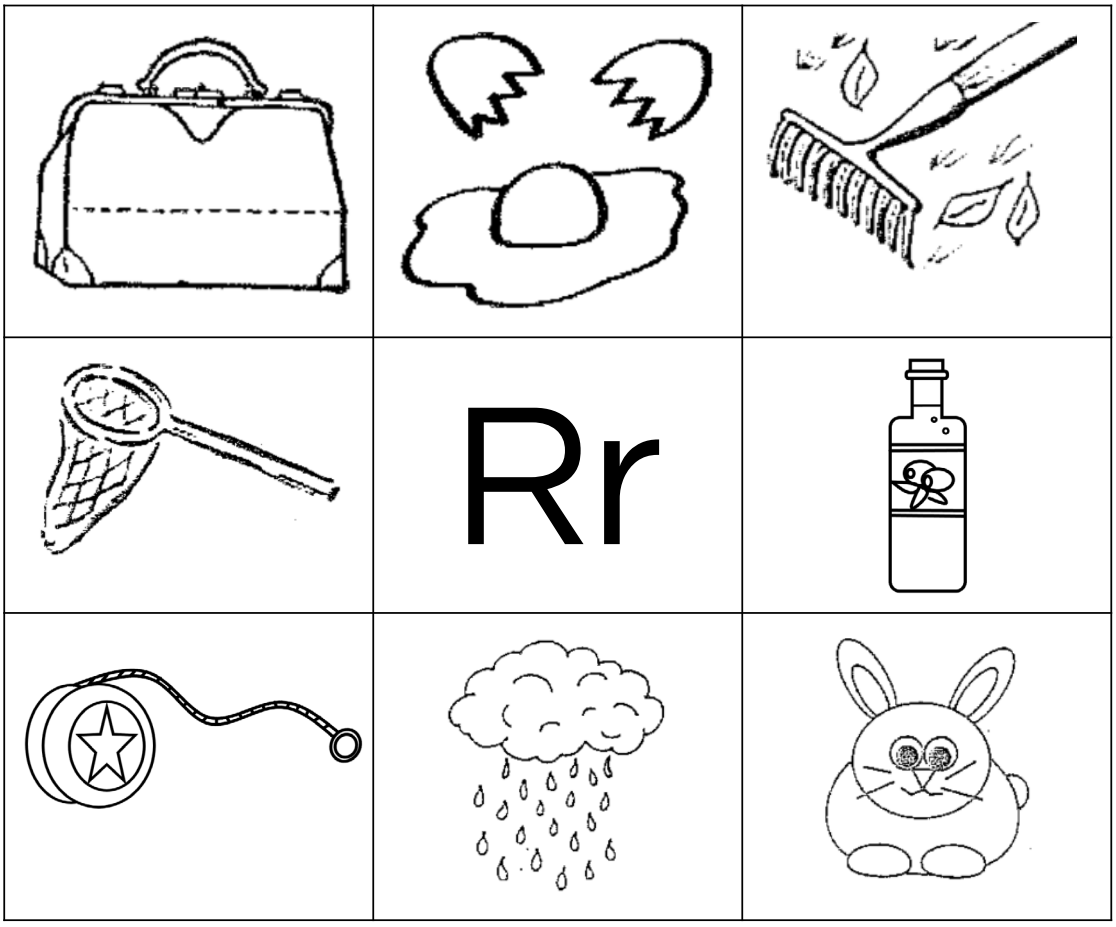
Name :_____

Letter Sound Matching

Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter Rr sound.
3. Draw an X over the pictures that do not.
4. Go back and color the pictures that begin with the letter Rr sound.

Remember Rr "r" Road Rr.



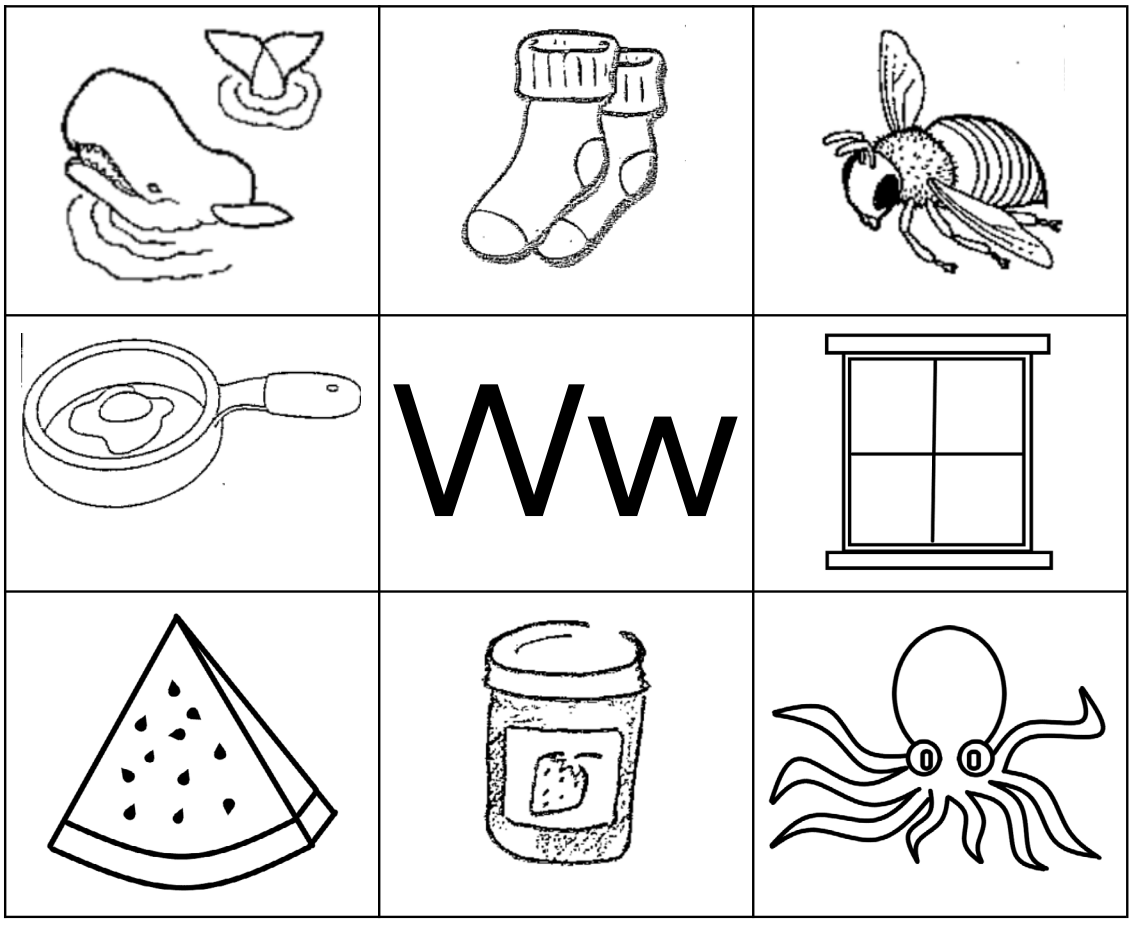
Name :_____

Letter Sound Matching

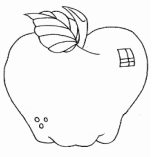
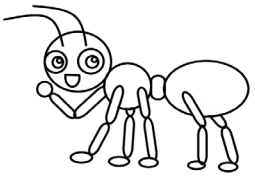
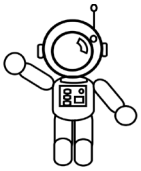
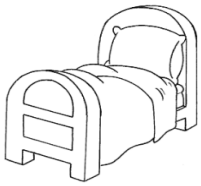
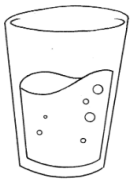
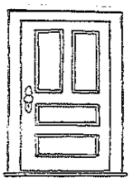
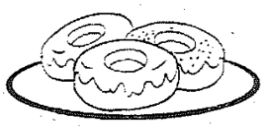
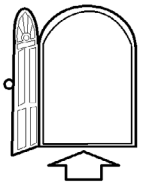
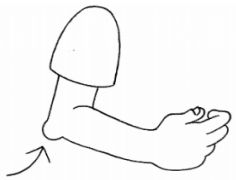
Directions:

1. Say the name of each picture.
2. Circle the 3 pictures that begin with the letter **Ww** sound.
3. Draw an X over the pictures that do not.
1. Go back and color the pictures that begin with the letter **Ww** sound.

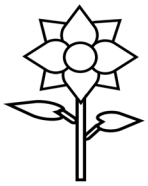
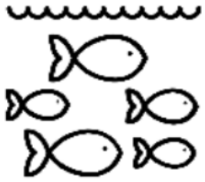
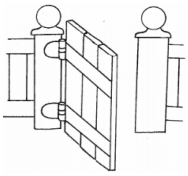
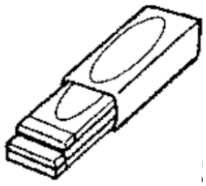
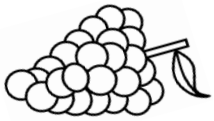
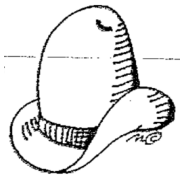
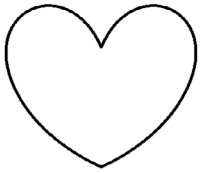
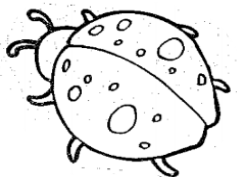
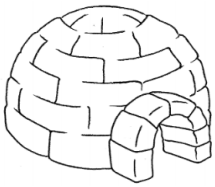
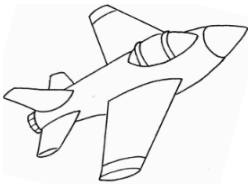
Remember Ww "w" Web Ww.



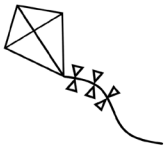
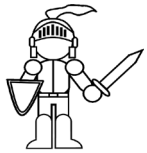
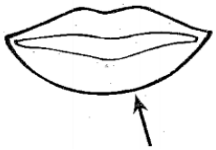
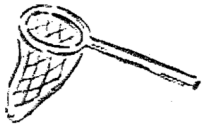
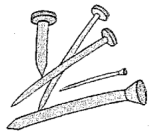
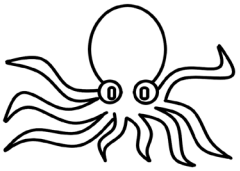
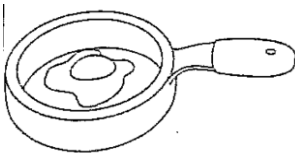
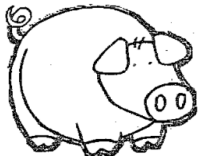
Letter Sound Matching - Answer Key Part 1

Letter	Word 1	Word 2	Word 3
A	Apple 	Ant 	Astronaut 
B	Bee	Bed 	Bag
C	Cat	Can	Cup 
D	Duck	Door 	Donut 
E	Egg	Enter 	Elbow 

Letter Sound Matching - Answer Key Part 2

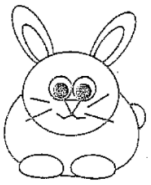
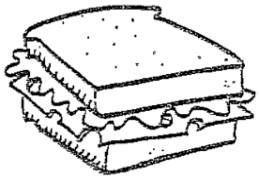
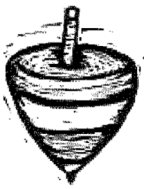
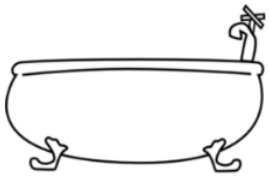
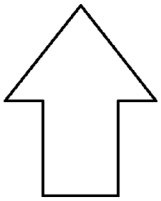
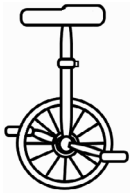
Letter	Word 1	Word 2	Word 3
F	Flower 	Fan	Fish 
G	Gate 	Gum 	Grapes 
H	Hat 	Heart 	Hut
I	Insect 	Igloo 	Ice Cream
J	Jet 	Jacket	Jam

Letter Sound Matching - Answer Key Part 3

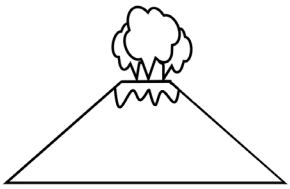
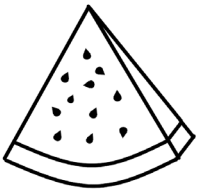
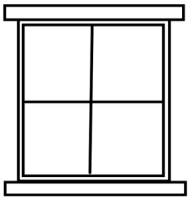
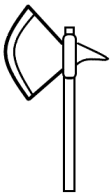
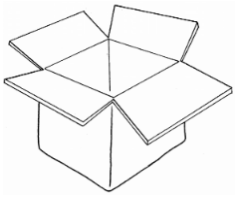
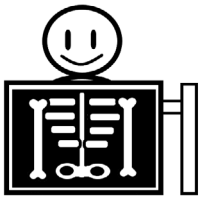
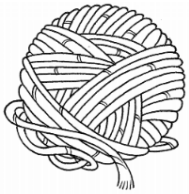
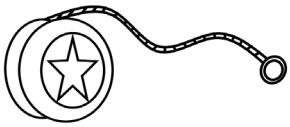
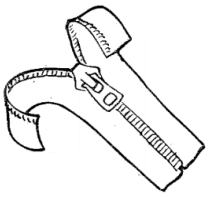
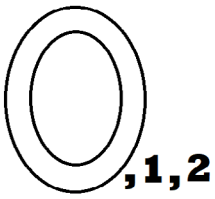
Letter	Word 1	Word 2	Word 3
K	Kite 	Key	Knight 
L	Log	Leaf	Lip 
M	Map	Mitten	Moon
N	Net 	Nine	Nail 
O	Octopus 	Otter	Olive Oil
P	Pan 	Pig 	Pumpkin

Click to go to Table of Contents

Letter Sound Matching - Answer Key Part 4

Letter	Word 1	Word 2	Word 3
Q	Queen	Quilt	Question Mark
R	Rabbit 	Rake	Rain
S	Snake	Sock	Sandwich 
T	Tree	Top 	Tub 
U	Up 	Umbrella	Unicycle 

Letter Sound Matching - Answer Key Part 5

Letter	Word 1	Word 2	Word 3
V	Vase	Van	Volcano 
W	Watermelon 	Window 	Whale
X	Axe 	Box 	X-ray 
Y	Yarn 	Yogurt	Yo-yo 
Z	Zipper 	Zero 	Zig-zag

Handwriting paper

Letter Oo Handwriting Practice

Directions:

1. Practice **tracing** the **letter Oo**.
2. Practice **writing** the **letter Oo**.

Letter Vv Handwriting Practice

Directions:

1. Practice **tracing** the **letter Vv**.
2. Practice **writing** the **letter Vv**.

V V V V V

V V V V V V V V

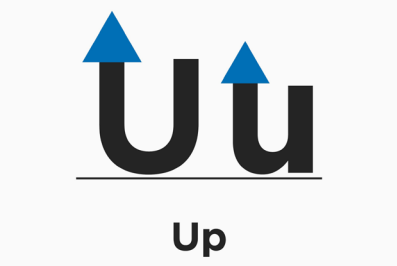
Letter Bb Handwriting Practice

Directions:

1. Practice **tracing** the **letter Bb**.
2. Practice **writing** the **letter Bb**.

B B B B B

b b b b b b b b



Letter Uu Handwriting Practice

Directions:

1. Practice **tracing** the **letter Uu**.
2. Practice **writing** the **letter Uu**.

U U U U U

u u u u u u u u

Letter Aa Handwriting Practice

Directions:

1. Practice **tracing** the **letter Aa**.
2. Practice **writing** the **letter Aa**.

A A A A A

a a a a a a a a

Letter Qq Handwriting Practice

Directions:

1. Practice **tracing** the **letter Qq**.
2. Practice **writing** the **letter Qq**.

Q Q Q Q Q

q q q q q q q q

Letter Cc Handwriting Practice

Directions:

1. Practice **tracing** the **letter Cc**.
2. Practice **writing** the **letter Cc**.

C C C C C

C C C C C C C C

Letter Ii Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ii**.
2. Practice **writing** the **letter Ii**.

Letter Ss Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ss**.
2. Practice **writing** the **letter Ss**.

S S S S S

s s s s s s s s s s

Letter Nn Handwriting Practice

Directions:

1. Practice **tracing** the **letter Nn**.
2. Practice **writing** the **letter Nn**.

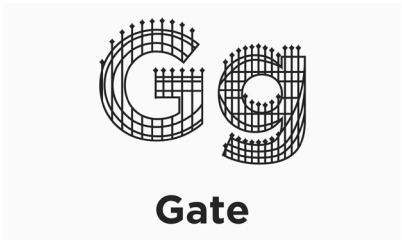
N N N N N

n n n n n n n n

Letter Xx Handwriting Practice

Directions:

1. Practice **tracing** the **letter Xx**.
2. Practice **writing** the **letter Xx**.



Letter Gg Handwriting Practice

Directions:

1. Practice **tracing** the **letter Gg**.
2. Practice **writing** the **letter Gg**.

G G G G G

g g g g g g g g

springboard COLLABORATIVE

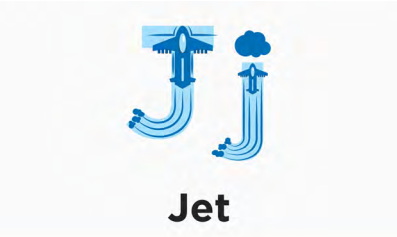
Letter Pp Handwriting Practice

Directions:

1. Practice **tracing** the **letter Pp**.
2. Practice **writing** the **letter Pp**.

P P P P P

p p p p p p p p



Letter Jj Handwriting Practice

Directions:

1. Practice **tracing** the **letter Jj**.
2. Practice **writing** the **letter Jj**.

Letter Ee Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ee**.
2. Practice **writing** the **letter Ee**.

E E E E E

e e e e e e e e e

Letter Yy Handwriting Practice

Directions:

1. Practice **tracing** the **letter Yy**.
2. Practice **writing** the **letter Yy**.

Letter Tt Handwriting Practice

Directions:

1. Practice **tracing** the **letter Tt**.
2. Practice **writing** the **letter Tt**.

Zebra

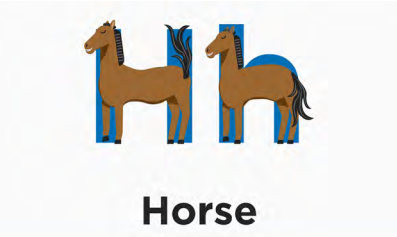
Letter Zz Handwriting Practice

Directions:

1. Practice **tracing** the **letter Zz**.
2. Practice **writing** the **letter Zz**.

Z Z Z Z Z

Z Z Z Z Z Z Z Z Z



springboard COLLABORATIVE

Letter Hh Handwriting Practice

Directions:

1. Practice **tracing** the **letter Hh**.
2. Practice **writing** the **letter Hh**.

H H H H H

h h h h h h h h

Letter Ff Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ff**.
2. Practice **writing** the **letter Ff**.

F F F F F

f f f f f f f

springboard COLLABORATIVE

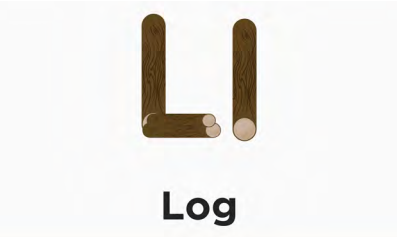
Letter Mm Handwriting Practice

Directions:

1. Practice **tracing** the **letter Mm**.
2. Practice **writing** the **letter Mm**.

M M M M

m m m m m m



Letter Ll Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ll**.
2. Practice **writing** the **letter Ll**.

Key

springboard COLLABORATIVE

Letter Kk Handwriting Practice

Directions:

1. Practice **tracing** the **letter Kk**.
2. Practice **writing** the **letter Kk**.

K K K K K

k k k k k k k k k

Letter Dd Handwriting Practice

Directions:

1. Practice **tracing** the **letter Dd**.
2. Practice **writing** the **letter Dd**.

D D D D D

d d d d d d d d

Letter Rr Handwriting Practice

Directions:

1. Practice **tracing** the **letter Rr**.
2. Practice **writing** the **letter Rr**.

R R R R R

r r r r r r r r

Letter Ww Handwriting Practice

Directions:

1. Practice **tracing** the **letter Ww**.
2. Practice **writing** the **letter Ww**.

W W W W

w w w w w w

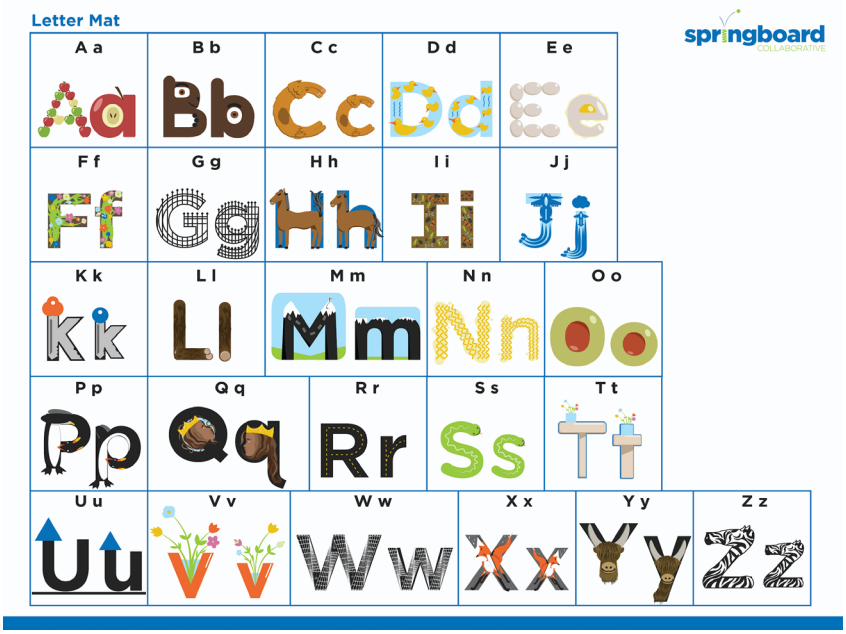
Learning My ABCs Book

Student Name:

_____

When you learn a letter's name, sound, and how to write the letter we will add the letter to your

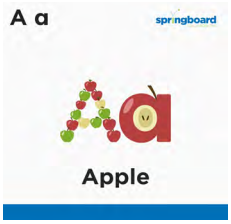
Learning My ABCs Book!



Directions:

1. Say the letter's name.
2. Find the letter's page.
3. Write the uppercase and lowercase letters on the line.
4. Say the letter sound.
5. Write the letters really big in the open space.
6. Decorate the letter!
7. Add more letters until you know them all!

Learning My ABCs Book: Aa



Learning My ABCs Book: Bb

Learning My ABCs Book: Cc

Learning My ABCs Book: Dd

Learning My ABCs Book: Ee

Learning My ABCs Book: Ff

Learning My ABCs Book: Gg

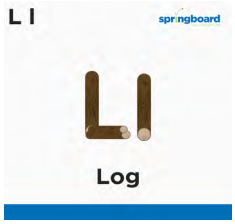
Learning My ABCs Book: Hh

Learning My ABCs Book: Ii

Learning My ABCs Book: Jj

Learning My ABCs Book: Kk

Learning My ABCs Book: Ll



Learning My ABCs Book: Mm

Learning My ABCs Book: Nn

Learning My ABCs Book: Oo

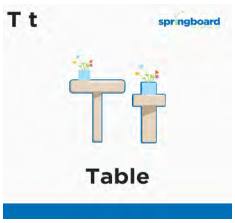
Learning My ABCs Book: Pp

Learning My ABCs Book: Qq

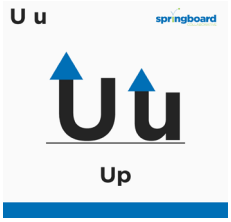
Learning My ABCs Book: Rr

Learning My ABCs Book: Ss

Learning My ABCs Book: Tt



Learning My ABCs Book: Uu



Learning My ABCs Book: Vv

Learning My ABCs Book: Ww

Learning My ABCs Book: Xx

Learning My ABCs Book: Yy

Learning My ABCs Book: Zz

Students participating in Level Pre-Reader (PR) programming learn letter names, letter sounds, and letter formation of uppercase and lowercase letters.

The guidance provided below helps explain the intended use and purpose of the *Pre-letter learning formative assessment.*

This *Pre-letter learning formative assessment* is given at the start of Unit 1 and is used to assess students' prior knowledge. Students participating in the *Pre-letter learning formative assessment* may not have any prior knowledge on letter names, sounds, or formation, or other prerequisite skills: knowing how to hold a writing utensil, understanding directions given orally, or the student's ability to complete the rigor of the task with just a few examples.

The administration directions offer guidance on how to support students without prior knowledge. The resulting student assessment data allows the teacher to anticipate how students' strengths and areas of growth may impact the teacher's lessons.

The teacher will administer a *Post-letter learning formative assessment* near the end of instruction (Unit 4). The purpose of the *Post-letter learning formative assessment* is to quantify growth and learning accomplished over the duration of teaching. The resulting student assessment data will inform what instructional priorities the teacher sets in the classroom for the last unit of instruction.

Read this document in its entirety before administering the assessment. Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

1. Preparing to administer the formative assessment
2. Administering the formative assessment
3. Scoring the formative assessment
4. Analyzing student data
5. Planning for instruction

After the step-by-step directions and the sample student scored and analyzed assessment, the teacher will find all the referenced assessment documents.

1. Preparing to administer the formative assessment

Read this document in its entirety.

Uppercase letters: names and sounds and Lowercase letters: names and sounds - student prep

- The formative assessments for uppercase letter names and sounds, and lowercase letter names and sounds are administered one on one.
- The student will read from the "Uppercase letters: student version" and "Lowercase letters: student version" pages.
- Locate the "Uppercase letters: student version" and "Lowercase letters: student version". Print one copy of the two pages.
- Gather one solid color piece of construction paper.

Note: The directions call for the teacher to provide a solid color piece of construction paper that will be used to cover parts of the assessment and help the student focus only on what is being read. Any solid, letter-sized paper item that is easy to maneuver will work. A file folder or pocket folder are possible substitutions.

Letter formation writing assessment - student prep

- The letter formation writing assessment is administered to the whole class at the same time. Each student will need a "Letter formation writing assessment" sheet and a pencil.
- Locate the "Letter formation writing assessment". Print one copy for each student.

Formative assessment - teacher prep

- When administering and scoring the formative assessment, the teacher uses one "Level PR formative assessment scoring worksheet" per student.
- Locate the "Level PR formative assessment scoring worksheet". The teacher needs one scoring worksheet per student.
- Review the scoring guidance in step 3, "Scoring the formative assessment", before administering the assessment.

Class analysis - teacher prep

- Locate and use one "Class data analysis worksheet" to document the class data trends and action steps.

2. Administering the formative assessment

Some students may not have prior knowledge on letter names or sounds. The teacher wants to ensure all students have a positive experience during this assessment and have an opportunity to demonstrate what they know. **If the teacher notices a student is struggling to provide any responses to letter names or letter sounds, the teacher will use the following protocol.**

- Determine if the student does not know or is fatigued with testing.
  - If the student doesn't know, skip to the next main bullet.
  - If the student is fatigued, release the student and pull them again later to finish. The teacher may say, *"Great effort! Let's finish the rest later."*

- Give the student up to 5 seconds to provide a name and sound for each letter.
  - If after 5 seconds, the student does not attempt an answer, the teacher can prompt, *"Do you know the sound this letter makes?"*
  - Wait up to another 5 seconds. If the student does not provide a sound, do not tell the student the answer, but reply, *"Nice thinking. Let's go to the next letter."*

- If the student experiences these long pauses more than twice in one row without being able to produce a reply, it is time to switch how the teacher is administering the assessment.
  - Reveal the entire row and ask the student, *"Do you know any of the names or sounds of the letters in this row?"* Mark their response on the scoring worksheet accordingly.
  - Continue to the next row. Reveal the entire next row and ask the student, *"Do you know any of the names or sounds of the letters in this row?"* Continue row by row until the assessment is complete.

As the teacher administers this formative assessment and collects data on letter name, sound, and formation knowledge, the teacher will also pay attention to the student's nonverbal reading readiness behaviors. Taking observational notes on these behaviors will provide insight on the student's emotional readiness for reading instruction.

- **Interest.** Does the student show excitement and focus with the task?
- **Motivation.** Is the student independently engaged without constant prompting from the teacher? Is the student trying?
- **Temperament.** How would the teacher categorize the student's mood? Are they happy, sad?
- **Disposition.** What does the student's body language tell the teacher? Are they slouching or sitting up straight?

Note: Reference the "Exploring ways young children learn best" section of the *Implementation Guide* for more information on this topic.

Follow the script in the table to administer the formative assessment. Directions are designated with "Say" and "Do" for the teacher actions alongside a description of the student actions.

Uppercase letters: names and sounds
(Administer to one student at a time)

Teacher	Student
Do: Place the "Uppercase letters: student version" in front of the student, with a solid color piece of construction paper on top of it. **Say:** *"We are going to work together to learn letter names and letter sounds, and how to write uppercase and lowercase letters. Before we start this learning, I want to see what you already know so we can focus our class time on learning new things. Right now you have the opportunity to show me what you already know. Just try your best."* **Say:** *"I am going to ask you to tell me the name and sound of these uppercase letters. Look at this example."* **Do:** Pull down the piece of construction paper so that only the first row is showing. Point to the sample letter (A). **Say**: *"I am going to say the name and sound for this letter. A, /ă/. Now it's your turn."* **Do:** Pull the construction paper down to reveal the second row. **Say:** *"I want you to start at the first letter and move across. Can you put your finger under this first letter?"* **Do:** Point to the first letter (O), but do not name the letter. **Say:** *"Ok, we are ready to begin. Are you ready?* [Wait for recognition from the student.] *Ok, you can start saying the letter name and the sound it makes!"* **Do:** Listen as the student identifies the letter name and sound for uppercase letters. The teacher may need to prompt the student to the next letter and help them move their finger along. In the "Level PR formative assessment scoring worksheet", use the uppercase letter name and sound columns to take notes on the student's answers. • If the student is struggling to name the letter or sound, use the protocol described above. • If the student uses the long vowel sound (i.e. /ā/, /ē/, /ī/, /ō/, /ū/) or the soft sound of c or g (i.e. /s/ and /j/), prompt the student to name another sound. *"Do you know another sound this letter can make?"*	Student has "Uppercase letters: student version" in front of them, with a solid color piece of construction paper on top.

Uppercase letters: names and sounds (cont.)
(Administer to one student at a time)

Teacher	Student
After the student finishes, document any observations on the student's reading behaviors (i.e. interest, motivation, temperament, disposition). **Say:** *"Excellent effort! You read this whole page! Now we're going to look at the lowercase letters and do the same thing."*	Student has "Uppercase letters: student version" in front of them, with a solid color piece of construction paper on top.

Lowercase letters: names and sounds
(Administer to one student at a time)

Teacher	Student
Do: Place the "Lowercase letters: student version" in front of the student, with a solid color piece of construction paper on top of it.	Student has "Lowercase letters: student version" in front of them, with a solid color piece of construction paper on top.
Say: *"I am going to ask you to tell me the name and sound of these lowercase letters. Look at this example."*	
Do: Pull down the piece of construction paper so that only the first row is showing. Point to the sample letter (ɑ).	
Say: *"I am going to say the name and sound for this letter. ɑ, /ă/. Now it's your turn."*	
Do: Pull the construction paper down to reveal the second row.	
Say: *"I want you to start at the first letter and move across. Can you put your finger under this first letter?"*	
Do: Point to the first letter (o), but do not name the letter.	
Say: *"Ok, we are ready to begin. Are you ready?* [Wait for recognition from the student.] *Ok, you can start saying the letter name and the sound it makes!"*	
Do: Listen as the student identifies the letter name and sound for lowercase letters. The teacher may need to prompt the student to the next letter and help them move their finger along. In the "Level PR formative assessment scoring worksheet", use the lowercase letter name and sound columns to take notes on the student's answers. • If the student is struggling to name the letter or sound, use the protocol described above. • If the student uses the long vowel sound (i.e. /ā/, /ē/, /ī/, /ō/, /ū/) or the soft sound of c or g (i.e. /s/ and /j/), prompt the student to name another sound. *"Do you know another sound this letter can make?"* After the student finishes, document any observations on the student's reading behaviors (i.e. interest, motivation, temperament, disposition).	
Say: *"Excellent effort! You read this whole page! Wow! Now we're going to write the uppercase and lowercase letters."*	

Letter formation writing assessment
(Administer to the whole class together)

Teacher	Student
Do: Place the "Letter formation writing assessment" sheet and a pencil in front of each student.	Students have a blank "Letter formation writing assessment" sheet and a pencil in front of them.
Say: *"I am going to ask you to write both uppercase and lowercase letters. Listen as I say the letter. When I say the letter, you are going to write both the uppercase and lowercase forms of the letter on this line."*	
Do: Hold up a blank "Letter formation writing assessment" and point to where the students should begin.	
Say: *"Point to the same spot as me. That's where you write your first uppercase and lowercase letters. Let me show you what I mean. I'm going to use a shape. When you write, you're going to write the letter I say. Let's pretend that a heart shape is a letter. When I write the uppercase heart, I'll put it right here. And then the lowercase heart goes next to it."*	
Do: Model writing an uppercase heart and lowercase heart.	
Say: *"Now it's your turn. Remember, you're going to write the uppercase and lowercase letter I say. Let's start."*	
Do: Read each letter in the order listed in the "Level PR formative assessment scoring worksheet". Observe students as they write the uppercase and lowercase letters.	
Say: *"Excellent effort showing me what you already know! I can't wait to look at the letters you've written. This information will help me plan fun and engaging lessons for us!"*	
Do: Collect students' "Letter formation writing assessment" sheets.	

3. Scoring the formative assessment

Letter name and sound formative assessment (uppercase letters and lowercase letters)

- Use one "Level PR formative assessment scoring worksheet" per student.
- The teacher will be marking the answer key as the student reads to the teacher.

Did the student correctly say the letter name and/or sound?

1. If yes, place a check mark next to the letter and/or the sound. Correct sounds include:
    a. The hard c, /k/, and hard g, /g/, sounds.
    b. The short vowel sounds (i.e. /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/).
2. If no, circle the letter and/or the sound and record what the student said. Errors include:
    a. Omissions (e.g. The student does not say a letter name or sound.)
    b. Insertions (e.g. The student says "M-O" for "M".)
    c. Substitutions (e.g. The student says "P" for "Q".)

Letter formation writing assessment

- Use the "Letter formation answer key" for reference and comparison for each student's "Letter formation writing assessment".
- Use the columns for uppercase and lowercase letter formation to record the student's "score".

When determining if the letter is correct or incorrect, the teacher considers, *Does the symbol that the student wrote mimic the correct letter formation as shown on the "Letter formation answer key"?*

1. If yes, place a check mark next to the letter(s). Examples of correct formation would include:
    a. The teacher can tell what the student was trying to make.
    b. The symbol the student wrote has the correct general shape (e.g. a circular shape, a line shape, a circular shape with a stick, etc.)
2. If no, circle the letter(s). Incorrect formation includes:
    a. The teacher cannot tell what letter the student was attempting to write.
    b. The symbol the student wrote shares no common characteristics with the intended letter.

Notes:

- This "Letter formation writing assessment" is an artifact that will be used to assess growth over the program.
- The teacher will notice there is no criteria for letter size or placement of the letter on the solid or dotted lines that disqualifies a letter symbol from being considered correct. However, the student's line placement of the symbol will help the teacher determine where the student is in their writing development and plan for ways to support them during instruction.

4. Analyzing student data

After the teacher has finished scoring the student's work, the teacher will step back and think about what information the teacher has gained about the student and how the teacher can use it to inform instructional decisions. Write down reflections on the bottom of the "Level PR formative assessment scoring worksheet".

A. What did the teacher notice while working with the student?
   a. How did the student hold their pencil?
   b. Did the teacher have to do much prompting?
   c. Did the student follow oral directions?

B. How would the teacher assess the student's emotional reading readiness?
   a. **Interest.** Does the student show excitement and focus?
   b. **Motivation.** Is the student independently engaged and trying?
   c. **Temperament.** How would the teacher categorize the student's mood?
   d. **Disposition.** What does the student's body language tell the teacher?

C. What are the student's strengths and the student's areas of growth?
   a. Did the student tend to recognize more uppercase or lowercase letters?
   b. Could the student articulate the sounds for more consonants or vowels?
   c. Did the student have an easier time writing straight lined letters, curved line letters, letters that use diagonal lines?

Repeat the scoring and analysis steps for each student's *Pre-letter learning formative assessment.*

Once the teacher has scored and analyzed each student's assessment, the teacher will look for trends or other noticings that will help the teacher plan effective instruction.

D. What are the class strengths and the class areas of growth? Record the analysis and class responsive teaching plan on the "Class data analysis worksheet".
   Do any trends stand out in the following categories?
   a. Reading readiness behaviors (interest, motivation, temperament, disposition)
   b. Prerequisite skills (following oral directions, pencil grip, completing the task with minimal examples)
   c. Uppercase and lowercase letters
   d. Consonants and vowels
   e. Straight lined, curved lined, and diagonal lined letters

5. Planning for instruction

How does student data impact instruction? This data can help the teacher anticipate the class's emotional readiness for reading, as well as their strengths and areas for growth. The Reading Readiness and Phonics lesson plans are thoughtfully designed to offer age-appropriate and highest-quality instruction to students. Based on the class student data, the teacher may want to anticipate where in the lessons the teacher could experience challenges.

The chart lists examples of a few trends the teacher may notice in the students' data, what inferences the teacher may make, and a responsive teaching plan teachers can complete to support the students.

Sample Class Analysis and Responsive Teaching Plan Chart

Class data	Inference	Responsive teaching plan
Students demonstrated few indicators of emotional reading readiness.	Students haven't had the opportunity to learn and practice reading readiness behaviors.	• Be ready to explicitly name participation expectations and support students' growth with frequent positive reinforcement and modeling. • Consider ways to bring in more music and movement to encourage participation.
Students demonstrated low proficiency with letter sounds.	This is an area of growth.	• The teacher will need to explicitly model correct mouth formations for sounds. • The teacher will reference articulatory gesture guidance and use that during instruction.
Students demonstrated high proficiency of letter names.	This is a strength of the class.	Explore resources on Raz-Plus for extended learning opportunities. Letter books would offer opportunities for students to practice their letter fluency.
Students did not hold the pencil correctly when writing.	Students' ability to form letters correctly will be impacted by their ability to correctly hold a writing utensil.	The teacher needs to build correct pencil holding technique into instructional time and be prepared to provide feedback to students on pencil grip.

Sample student work scoring and analysis: Level PR Pre-letter learning

Level PR Formative Assessment Scoring Worksheet

Student Name Oliver ☑ Pre Assessment Date _____

Level PR Formative Assessment Scoring

	Uppercase Letter Name	Uppercase Letter Sound	Uppercase Letter Formation	Lowercase Letter Name	Lowercase Letter Sound	Lowercase Letter Formation
1.	O ✓	/ŏ/	O ✓	o ✓ "Now we're doing lowercase!"	/ŏ/ /ō/	o ✓
2.	V A	/v/	V ✓	v C	/v/	v ✓
3.	B ✓	/b/	B	b ✓	/b/	b
4.	U ✓	/ŭ/ /ū/	U	u ✓	/ŭ/	u
5.	A E	/ā/	A ✓	a d	/ă/	a A
6.	Q ✓	/kw/ /s/	Q	q C	/kw/	q
7.	C ✓	/k/ /b/	C	c Y	/k/	c
8.	I D	/ī/ /d/	I	i "That's in my name! It's after the line down."	/ī/	i
9.	S Y	/s/ /d/	S	s V	/s/	s
10.	N Y	/n/ /d/	N	n u	/n/	n
11.	X ✓	/ks/ /o/	X ✓	x ✓	/ks/	x ✓
12.	G	/g/	G	g C	/g/	g
13.	P R	/p/	P	p b	/p/	p
14.	J R	/j/	J	j d	/j/	j
15.	E "It's in Elliot's name!"	/ĕ/	E	e d	/ĕ/	e

16.	Y ✓	/y/	Y ✓	y ✓	/y/	y ✓
17.	T B	/t/	T	t "It kind of looks like a X."	/t/	t
18.	Z B	/z/	Z	z Y	/z/	z
19.	H U	/h/	H	h U	/h/	h
20.	F C	/f/	F	f d	/f/	f
21.	M W	/m/	M ✓	m W	/m/	m ✓
22.	L C	/l/	L	l "That's in my name!"	/l/	l
23.	K Y	/k/	K	k d	/k/	k
24.	D W	/d/	D	d C	/d/	d
25.	R ✓ "That's in my name!"	/r/	R ✓	r ✓	/r/	r R
26.	W C	/w/	W	w ✓	/w/	w
Score	8 /26	0 /26	7 /26	7 /26	0 /26	5 /26

Notices:
- Could identify the difference between uppercase and lowercase.
- "It kind of looks like an X."
- "It's in Elliot's name."
- "I don't know."
- "It's in my name!"
- more familiar with the letters in his name.

Reading Readiness Behaviors:
- **Interest.** Does the student show excitement and focus? Yes!
- **Motivation.** Is the student independently engaged and trying? Yes! Tried all letters.
- **Temperament.** How would you categorize the student's mood? Happy · Smiling!
- **Disposition.** What does the student's body language tell you? sitting up, eye contact, finger Painting, at letter.

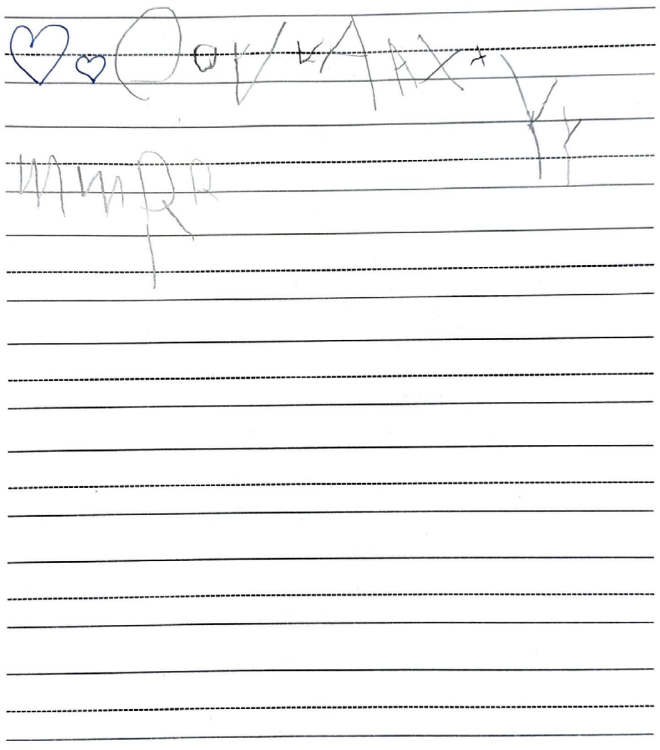
Strength(s):
letter identification: O B U Q C X Y R o b k y r w
formation: Oo Vv A Xx Yy Mm R

Area(s) of growth:
- letter sounds.
- letters in his name or family names
- excitement and effort!

COLLABORATIVE

Name: Oliv Date: _____

Letter Formation Writing Assessment



Sample student summary analysis:

Oliver can identify 8 uppercase letters and 7 lowercase letters. He formed 7 uppercase letters and 5 lowercase letters during the assessment (although he also wrote "l" and "i" correctly in his name). He is eager to try. He said things like, "It's in Elliot's name!" and "That's in my name!" when looking at letters. He held his pencil correctly. Oliver used the baseline on the letter formation sheet to position his letters! Oliver did not correctly make any letter sounds during the assessment.

I notice that this student's strengths are reading readiness and letter identification of the letters in his name. This student's areas of focus during instruction are on letter sounds.

Sample class data analysis worksheet

Class data trends	
Letter names	9 out of 15 students were able to identify 5-10 uppercase and lowercase letters. 6 out of 15 students were able to identify less than 5 uppercase and lowercase letters.
Letter sounds	4 out of 15 students were able to identify 5-10 uppercase and lowercase letter sounds. 11 out of 15 students were able to identify less than 5 uppercase and lowercase letter sounds.
Letter formation	5 out of 15 students were able to produce 5-10 uppercase and lowercase letter formation. 9 out of 15 students were able to produce less than 5 uppercase and lowercase letter formation.
Reading readiness indicators	**Interest:** • 12 out of 15 students demonstrated excitement and focus. **Motivation:** • 12 out of 15 students were independently engaged and motivated to complete assessment. **Temperament:** • 12 out of 15 students seemed happy during the assessment. • 3 out of 15 students seemed sad or tired during the assessment. **Disposition:** • 12 out of 15 students sat up and focused on the assessment. • 3 out of 15 students needed frequent reminders to not slouch down and focus on the assessment.
Class data analysis statement	
Targeted instructional areas	Data summary: My students are able to show knowledge of some uppercase and lowercase letter identification, letter sound, and letter formation. However, this knowledge did not always match. Students were able to show letter identification and then not the accurate corresponding letter sound. Students at times wrote the letter symbols in the air instead of correct placement on the solid and dotted lines. When I teach Unit 1, I am going to give extra attention on the part of the lesson that gives my students opportunities to explore areas of growth listed below: • Connection of letter identification and letter sound. • Use of solid and dotted lines to support students with letter formation. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use the Letter Wall Cards to model accurate letter identification and corresponding letter sound articulation during each unit lesson using the movement, visuals, and articulation guidance in the lessons.

Uppercase Letters

Student Version

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

Lowercase Letters

Student Version

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

Name: _____ Date: _____

Letter Formation Writing Assessment

Level PR Formative Assessment Scoring Worksheet

Pre-Letter Learning

Student name: _____

Date: _____

Level PR Formative Assessment Scoring						
	Uppercase Letter **Name**	Uppercase Letter **Sound**	Uppercase Letter **Formation**	Lowercase Letter **Name**	Lowercase Letter **Sound**	Lowercase Letter **Formation**
1	O	/ŏ/	O	o	/ŏ/	o
2	V	/v/	V	v	/v/	v
3	B	/b/	B	b	/b/	b
4	U	/ŭ/	U	u	/ŭ/	u
5	A	/ă/	A	a	/ă/	a
6	Q	/kw/	Q	q	/kw/	q
7	C	/k/	C	c	/k/	c
8	I	/ĭ/	I	i	/ĭ/	i
9	S	/s/	S	s	/s/	s
10	N	/n/	N	n	/n/	n
11	X	/ks/	X	x	/ks/	x
12	G	/g/	G	g	/g/	g
13	P	/p/	P	p	/p/	p
14	J	/j/	J	j	/j/	j
15	E	/ĕ/	E	e	/ĕ/	e

Level PR Formative Assessment Scoring Worksheet

Pre-Letter Learning (cont.)

Student name: _____

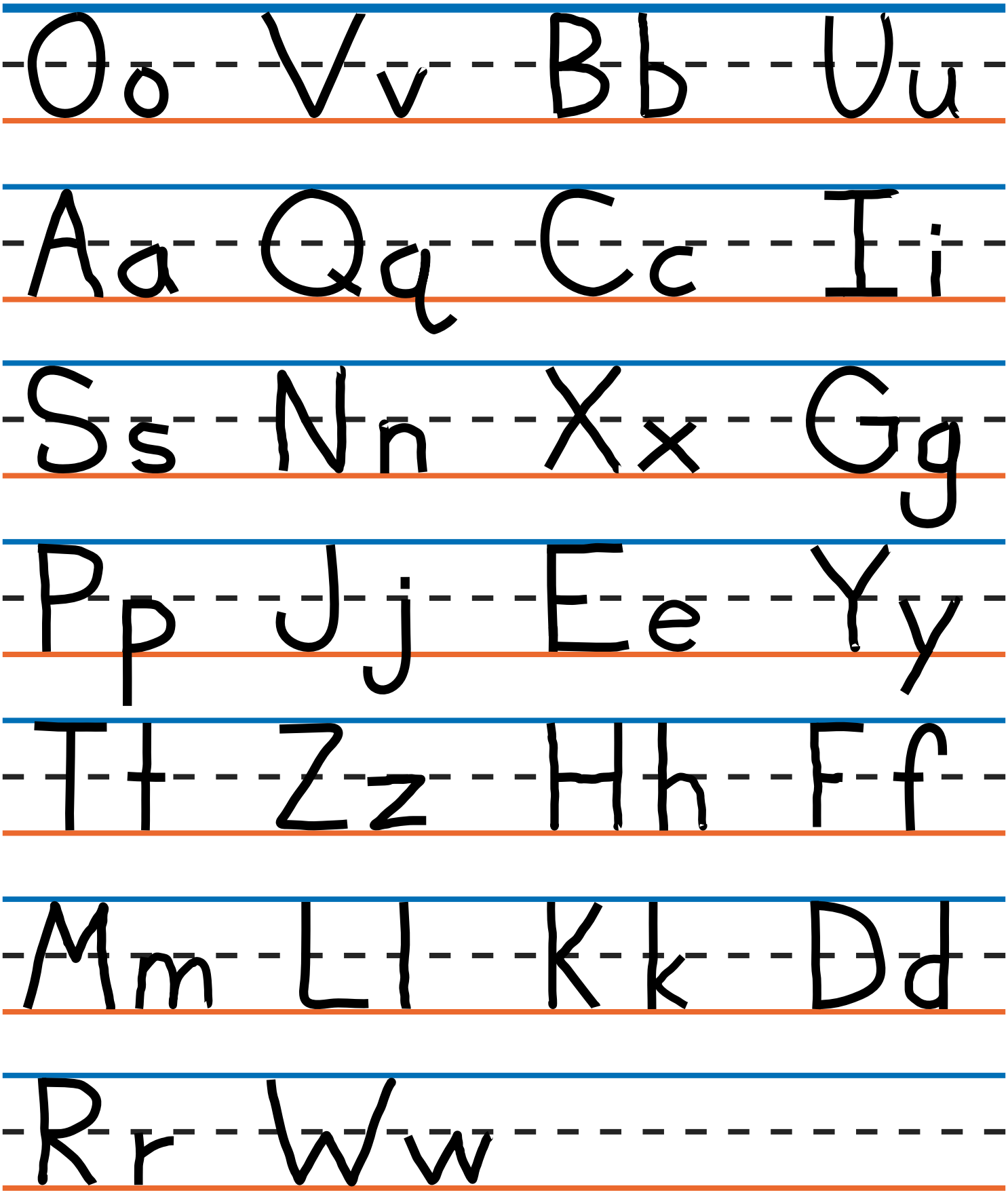
Date: _____

Level PR Formative Assessment Scoring						
	Uppercase Letter **Name**	Uppercase Letter **Sound**	Uppercase Letter **Formation**	Lowercase Letter **Name**	Lowercase Letter **Sound**	Lowercase Letter **Formation**
16	Y	/y/	Y	y	/y/	y
17	T	/t/	T	t	/t/	t
18	Z	/z/	Z	z	/z/	z
19	H	/h/	H	h	/h/	h
20	F	/f/	F	f	/f/	f
21	M	/m/	M	m	/m/	m
22	L	/l/	L	l	/l/	l
23	K	/k/	K	k	/k/	k
24	D	/d/	D	d	/d/	d
25	R	/r/	R	r	/r/	r
26	W	/w/	W	w	/w/	w
Score	___/26	___/26	___/26	___/26	___/26	___/26

Notices:	**Reading Readiness Behaviors:** • **Interest.** Does the student show excitement and focus? • **Motivation.** Is the student independently engaged and trying? • **Temperament**. How would the teacher categorize the student's mood? • **Disposition.** What does the student's body language tell the teacher?
Strength(s):	**Area(s) of growth:**

Name: _____ Date: _____

Letter Formation Answer Key



Class data analysis worksheet

Class data trends	
Letter names	
Letter sounds	
Letter formation	
Reading readiness indicators	

Class data analysis statement	
Targeted instructional areas	Data summary: Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what).

Students participating in Level Pre-Reader (PR) programming learn letter names, letter sounds, and letter formation of uppercase and lowercase letters.

The guidance provided below helps explain the intended use and purpose of the *Post-letter learning formative assessment.*

This *Post-letter learning formative assessment* is given near the end of instruction (Unit 4). The purpose of the *Post-letter learning formative assessment* is to quantify growth and learning accomplished over the duration of teaching. The resulting student assessment data will inform what instructional priorities the teacher sets in the classroom for the last unit of instruction.

Read this document in its entirety before administering the assessment. Throughout this document, different files are referenced. Files referenced outside of this document are italicized, while sections or pages referenced within this document are in quotation marks.

This document is organized in the same order of the steps in the assessment and analysis process.

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5. Planning for instruction

After the step-by-step directions and the sample student scored and analyzed assessment, the teacher will find all the referenced assessment documents.

1. Preparing to administer the formative assessment

Read this document in its entirety.

Uppercase letters: names and sounds and Lowercase letters: names and sounds - student prep

- The formative assessments for uppercase letter names and sounds, and lowercase letter names and sounds are administered one on one.
- The student will read from the "Uppercase letters: student version" and "Lowercase letters: student version" pages.
- Locate the "Uppercase letters: student version" and "Lowercase letters: student version". Print one copy of the two pages.
- Gather one solid color piece of construction paper.

Note: The directions call for the teacher to provide a solid color piece of construction paper that will be used to cover parts of the assessment and help the student focus only on what is being read. Any solid, letter-sized paper item that is easy to maneuver will work. A file folder or pocket folder are possible substitutions.

Letter formation writing assessment - student prep

- The letter formation writing assessment is administered to the whole class at the same time. Each student will need a "Letter formation writing assessment" sheet and a pencil.
- Locate the "Letter formation writing assessment". Print one copy for each student.

Formative assessment - teacher prep

- When administering and scoring the formative assessment, the teacher uses one "Level PR formative assessment scoring worksheet" per student.
- Locate the "Level PR formative assessment scoring worksheet". The teacher needs one scoring worksheet per student.
- Review the scoring guidance in step 3, "Scoring the formative assessment", before administering the assessment.

Class analysis - teacher prep

- Locate and use one "Class data analysis worksheet" to document the class data trends and action steps.

2. Administering the formative assessment

The teacher wants to ensure all students have a positive experience during this assessment and have an opportunity to demonstrate what they know. **If the teacher notices a student is struggling to provide any responses to letter names or letter sounds, the teacher will use the following protocol.**

- Determine if the student does not know or is fatigued with testing.
  - If the student doesn't know, skip to the next main bullet.
  - If the student is fatigued, release the student and pull them again later to finish. The teacher may say, *"Great effort! Let's finish the rest later."*

- Give the student up to 5 seconds to provide a name and sound for each letter.
  - If after 5 seconds, the student does not attempt an answer, the teacher can prompt, *"Do you know the sound this letter makes?"*
  - Wait up to another 5 seconds. If the student does not provide a sound, do not tell the student the answer, but reply, *"Nice thinking. Let's go to the next letter."*

- If the student experiences these long pauses more than twice in one row without being able to produce a reply, it is time to switch how the teacher is administering the assessment.
  - Reveal the entire row and ask the student, *"Do you know any of the names or sounds of the letters in this row?"* Mark their response on the scoring worksheet accordingly.
  - Continue to the next row. Reveal the entire next row and ask the student, *"Do you know any of the names or sounds of the letters in this row?"* Continue row by row until the assessment is complete.

As the teacher administers this formative assessment and collects data on letter name, sound, and formation knowledge, the teacher will also pay attention to the student's nonverbal reading readiness behaviors. Taking observational notes on these behaviors will provide insight on the student's emotional readiness for reading instruction.

- **Interest.** Does the student show excitement and focus with the task?
- **Motivation.** Is the student independently engaged without constant prompting from the teacher? Is the student trying?
- **Temperament.** How would the teacher categorize the student's mood? Are they happy, sad?
- **Disposition.** What does the student's body language tell the teacher? Are they slouching or sitting up straight?

Note: Reference the "Exploring ways young children learn best" section of the *Implementation Guide* for more information on this topic.

Follow the script in the table to administer the formative assessment. Directions are designated with "Say" and "Do" for the teacher actions alongside a description of the student actions.

Uppercase letters: names and sounds
(Administer to one student at a time)

Teacher	Student
Do: Place the "Uppercase letters: student version" in front of the student, with a solid color piece of construction paper on top of it. **Say:** *"We are going to work together to learn letter names and letter sounds, and how to write uppercase and lowercase letters. I want to see how much you've learned and what you still need to learn so we can focus our class time. Just try your best."* **Say:** *"I am going to ask you to tell me the name and sound of these uppercase letters. Look at this example."* **Do:** Pull down the piece of construction paper so that only the first row is showing. Point to the sample letter (A). **Say**: *"I am going to say the name and sound for this letter. A, /ă/. Now it's your turn."* **Do:** Pull the construction paper down to reveal the second row. **Say:** *"I want you to start at the first letter and move across. Can you put your finger under this first letter?"* **Do:** Point to the first letter (B), but do not name the letter. **Say:** *"Ok, we are ready to begin. Are you ready?* [Wait for recognition from the student.] *Ok, you can start saying the letter name and the sound it makes!"* **Do:** Listen as the student identifies the letter name and sound for uppercase letters. The teacher may need to prompt the student to the next letter and help them move their finger along. In the "Level PR formative assessment scoring worksheet", use the uppercase letter name and sound columns to take notes on the student's answers. • If the student is struggling to name the letter or sound, use the protocol described above. • If the student uses the long vowel sound (i.e. /ā/, /ē/, /ī/, /ō/, /ū/) or the soft sound of c or g (i.e. /s/ and /j/), prompt the student to name another sound. *"Do you know another sound this letter can make?"*	Student has "Uppercase letters: student version" in front of them, with a solid color piece of construction paper on top.

Uppercase letters: names and sounds (cont.)
(Administer to one student at a time)

Teacher	Student
After the student finishes, document any observations on the student's reading behaviors (i.e. interest, motivation, temperament, disposition). **Say:** *"Excellent effort! You read this whole page! Now we're going to look at the lowercase letters and do the same thing."*	Student has "Uppercase letters: student version" in front of them, with a solid color piece of construction paper on top.

Lowercase letters: names and sounds
(Administer to one student at a time)

Teacher	Student
Do: Place the "Lowercase letters: student version" in front of the student, with a solid color piece of construction paper on top of it.	Student has "Lowercase letters: student version" in front of them, with a solid color piece of construction paper on top.
Say: *"I am going to ask you to tell me the name and sound of these lowercase letters. Look at this example."*	
Do: Pull down the piece of construction paper so that only the first row is showing. Point to the sample letter (ɑ).	
Say: *"I am going to say the name and sound for this letter. ɑ, /ă/. Now it's your turn."*	
Do: Pull the construction paper down to reveal the second row.	
Say: *"I want you to start at the first letter and move across. Can you put your finger under this first letter?"*	
Do: Point to the first letter (b), but do not name the letter.	
Say: *"Ok, we are ready to begin. Are you ready?* [Wait for recognition from the student.] *Ok, you can start saying the letter name and the sound it makes!"*	
Do: Listen as the student identifies the letter name and sound for lowercase letters. The teacher may need to prompt the student to the next letter and help them move their finger along. In the "Level PR formative assessment scoring worksheet", use the lowercase letter name and sound columns to take notes on the student's answers. • If the student is struggling to name the letter or sound, use the protocol described above. • If the student uses the long vowel sound (i.e. /ā/, /ē/, /ī/, /ō/, /ū/) or the soft sound of c or g (i.e. /s/ and /j/), prompt the student to name another sound. *"Do you know another sound this letter can make?"* After the student finishes, document any observations on the student's reading behaviors (i.e. interest, motivation, temperament, disposition).	
Say: *"Excellent effort! You read this whole page! Wow! Now we're going to write the uppercase and lowercase letters."*	

Letter formation writing assessment
(Administer to the whole class together)

Teacher	Student
Do: Place the "Letter formation writing assessment" sheet and a pencil in front of each student.	Students have a blank "Letter formation writing assessment" sheet and a pencil in front of them.
Say: *"I am going to ask you to write both uppercase and lowercase letters. Listen as I say the letter. When I say the letter, you are going to write both the uppercase and lowercase forms of the letter on this line."*	
Do: Hold up a blank "Letter formation writing assessment" and point to where the students should begin.	
Say: *"Point to the same spot as me. That's where you write your first uppercase and lowercase letters. Let me show you what I mean. I'm going to use a shape. When you write, you're going to write the letter I say. Let's pretend that a heart shape is a letter. When I write the uppercase heart, I'll put it right here. And then the lowercase heart goes next to it."*	
Do: Model writing an uppercase heart and lowercase heart.	
Say: *"Now it's your turn. Remember, you're going to write the uppercase and lowercase letter I say. Let's start."*	
Do: Read each letter in the order listed in the "Level PR formative assessment scoring worksheet". Observe students as they write the uppercase and lowercase letters.	
Say: *"Excellent effort showing me what you already know! I can't wait to look at the letters you've written. This information will help me plan fun and engaging lessons for us!"*	
Do: Collect students' "Letter formation writing assessment" sheets.	

3. Scoring the formative assessment

Letter name and sound formative assessment (uppercase letters and lowercase letters)

- Use one "Level PR formative assessment scoring worksheet" per student.
- The teacher will be marking the answer key as the student reads to the teacher.

Did the student correctly say the letter name and/or sound?

1. If yes, place a check mark next to the letter and/or the sound. Correct sounds include:
    a. The hard c, /k/, and hard g, /g/, sounds.
    b. The short vowel sounds (i.e. /ă/, /ĕ/, /ĭ/, /ŏ/, and /ŭ/).
2. If no, circle the letter and/or the sound and record what the student said. Errors include:
    a. Omissions (e.g. The student does not say a letter name or sound.)
    b. Insertions (e.g. The student says "M-O" for "M".)
    c. Substitutions (e.g. The student says "P" for "Q".)

Letter formation writing assessment

- Use the "Letter formation answer key" for reference and comparison for each student's "Letter formation writing assessment".
- Use the columns for uppercase and lowercase letter formation to record the student's "score".

When determining if the letter is correct or incorrect, the teacher considers, *Does the symbol that the student wrote mimic the correct letter formation as shown on the "Letter formation answer key"?*

1. If yes, place a check mark next to the letter(s). Examples of correct formation would include:
    a. The teacher can tell what the student was trying to make.
    b. The symbol the student wrote has the correct general shape (e.g. a circular shape, a line shape, a circular shape with a stick, etc.)
2. If no, circle the letter(s). Incorrect formation includes:
    a. The teacher cannot tell what letter the student was attempting to write.
    b. The symbol the student wrote shares no common characteristics with the intended letter.

Notes:

- This "Letter formation writing assessment" is an artifact that will be used to assess growth over the program.
- The teacher will notice there is no criteria for letter size or placement of the letter on the solid or dotted lines that disqualifies a letter symbol from being considered correct. However, the student's line placement of the symbol will help the teacher determine where the student is in their writing development and plan for ways to support them during instruction.

4. Analyzing student data

After the teacher has finished scoring the student's work, the teacher will step back and think about what information the teacher has gained about the student and how the teacher can use it to inform instructional decisions. Write down reflections on the bottom of the "Level PR formative assessment scoring worksheet".

A. What did the teacher notice while working with the student?
   a. How did the student hold their pencil?
   b. Did the teacher have to do much prompting?
   c. Did the student follow oral directions?

B. How would the teacher assess the student's emotional reading readiness?
   a. **Interest.** Does the student show excitement and focus?
   b. **Motivation.** Is the student independently engaged and trying?
   c. **Temperament.** How would the teacher categorize the student's mood?
   d. **Disposition.** What does the student's body language tell the teacher?

C. What are the student's strengths and the student's areas of growth?
   a. Did the student tend to recognize more uppercase or lowercase letters?
   b. Could the student articulate the sounds for more consonants or vowels?
   c. Did the student have an easier time writing straight lined letters, curved line letters, letters that use diagonal lines?

Repeat the scoring and analysis steps for each student's *Post-letter learning formative assessment.*

Once the teacher has scored and analyzed each student's assessment, the teacher will look for trends or other noticings that will help the teacher plan effective instruction.

D. What are the class strengths and the class areas of growth? Record the analysis and class responsive teaching plan on the "Class data analysis worksheet".
   Do any trends stand out in the following categories?
   a. Reading readiness behaviors (interest, motivation, temperament, disposition)
   b. Prerequisite skills (following oral directions, pencil grip, completing the task with minimal examples)
   c. Uppercase and lowercase letters
   d. Consonants and vowels
   e. Straight lined, curved lined, and diagonal lined letters

5. Planning for instruction

How does student data impact instruction? This data will impact what letter names, sounds, and formations are prioritized during Unit 5 instruction. The Reading Readiness and Phonics lesson plans are thoughtfully designed to offer age-appropriate and highest-quality instruction to students. Based on the class student data, the teacher will make strategic decisions about how to spend class times.

The chart lists examples of a few trends the teacher may notice in the students' data, what inferences the teacher may make, and a responsive teaching plan teachers can complete to support the students.

Sample Class Analysis and Responsive Teaching Plan Chart

Class data	Inference	Responsive teaching plan
Students demonstrated few indicators of emotional reading readiness.	Students haven't had the opportunity to learn and practice reading readiness behaviors.	• Be ready to explicitly name participation expectations and support students' growth with frequent positive reinforcement and modeling. • Consider ways to bring in more music and movement to encourage participation.
Students demonstrated low proficiency with letter sounds.	This is an area of growth.	• The teacher will need to explicitly model correct mouth formations for sounds. • The teacher will reference articulatory gesture guidance and use that during instruction.
Students demonstrated high proficiency of letter names.	This is a strength of the class.	Explore resources on Raz-Plus for extended learning opportunities. Letter books would offer opportunities for students to practice their letter fluency.
Students did not hold the pencil correctly when writing.	Students' ability to form letters correctly will be impacted by their ability to correctly hold a writing utensil.	The teacher needs to build correct pencil holding technique into instructional time and be prepared to provide feedback to students on pencil grip.

Sample student work scoring and analysis: Level PR Post-letter learning

Level PR formative assessment scoring worksheet

Student Name Theo ☑ Post Assessment Date _____

Level PR Formative Assessment Scoring

	Uppercase Letter Name	Uppercase Letter Sound	Uppercase Letter Formation	Lowercase Letter Name	Lowercase Letter Sound	Lowercase Letter Formation
1.	B ✓	/b/ ✓	B ✓	b ✓	/b/ /d/	b d
2.	V ✓	/v/ ✓	V ✓	v ✓	/v/ ✓	v ✓
3.	O ✓	/ŏ/ ✓	O ✓	o ✓	/ŏ/ ✓	o ✓
4.	A ✓	/ă/ /ā/	A ✓	a ✓	/ă/ ✓	a ✓
5.	U ✓	/ŭ/ /ŏ/	U ✓	u ✓	/ŭ/ /ŏ/	u ✓
6.	I ✓	/i/ ✓	I ✓	i ✓	/i/ ✓	i ✓
7.	S ✓	/s/ ✓	S "2"	s ✓	/s/ ✓	s ✓
8.	C ✓	/k/ "see"	C ✓	c ✓	/k/ "see"	c ✓
9.	N ✓	/n/ ✓	N n	n ✓	/n/ ✓	n ✓
10.	Q ✓	/kw/ "Q"	Q ✓	q ✓	/kw/ ✓	q ✓
11.	P ✓	/p/ ✓	P ✓	p ✓	/p/ ✓	p ✓
12.	X ✓	/ks/ "X"	X ✓	x ✓	/ks/ "X"	x ✓
13.	G ✓	/g/ ✓	G ✓	g ✓	/g/ ✓	g ✓
14.	E ✓	/ĕ/ ✓	E ✓	e ✓	/ĕ/ ✓	e E
15.	J ✓	/j/ /g/	J ✓	j ✓	/j/ /g/	j i
16.	H N	/h/ /n/	H ✓	h ✓	/h/ ✓	h ✓
17.	T ✓	/t/ ✓	T ✓	t ✓	/t/ ✓	t ✓
18.	Y ✓	/y/ "y-e"	Y ✓	y ✓	/y/ "y-e"	y ✓
19.	Z ✓	/z/ ✓	Z ✓	z ✓	/z/ ✓	z ✓
20.	F ✓	/f/ ✓	F ✓	f ✓	/f/ ✓	f h
21.	D ✓	/d/ ✓	D ✓	d ✓	/d/ ✓	d b
22.	M ✓	/m/ ✓	M ✓	m ✓	/m/ ✓	m
23.	W ✓	/w/ /wh/	W ✓	w ✓	/w/ /wh/	w ✓
24.	K	/k/	K ✓	k	/k/	k ✓
25.	L ✓	/l/ ✓	L]	l ✓	/l/ ✓	l ✓
26.	R	/r/ /ar/	R ✓	r	/r/ /ar/	r ?
Score	23/26	15/26	19/26	24/26	17/26	19/26

Notices:
- letter id: 23/26 uppercase 24/26 lower
- sounds 15/26 uppercase 17/26 lower
- formation 19/26 uppercase 19/26 lower
- Was able to respond to every prompt
- Great effort!

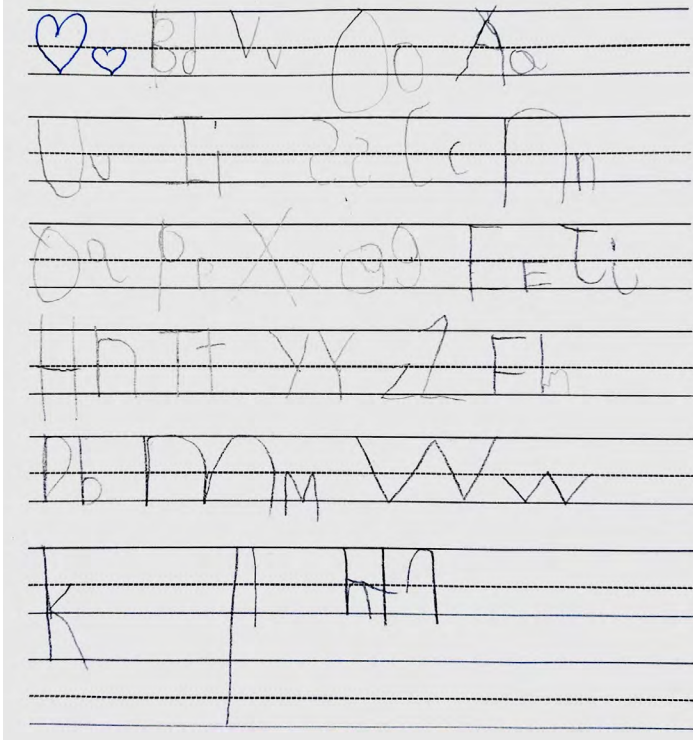
Reading Readiness Behaviors:
- **Interest.** Does the student show excitement and focus? Yes!
- **Motivation.** Is the student independently engaged and trying? Yes! needed very little prompting
- **Temperament.** How would the teacher categorize the student's mood? Happy
- **Disposition.** What does the student's body language tell the teacher? Sat up straight tracked the letters with finger

Strength(s):
- letter identification
- excitement at task
- Letter formation size and shape and use of lines!

Area(s) of growth:
- letter sounds - uppercase needs more support
- letter formation (letter reversals d, b, j, i, s)

Name: Theo Date: _____

Letter Formation Writing Assessment



Sample student summary analysis:

Theo can identify 23 uppercase letters and 24 lowercase letters! He formed 19 uppercase letters and 19 lowercase letters correctly during the assessment. He is eager to try. He tracked his place with his pencil when reading the letters. He held his pencil correctly. Theo used the baseline on the letter formation sheet to position his letters!

Theo's strengths are letter identification and letter formation. Theo's areas of growth are letter sounds (see scoring worksheet for specifics) and flipping his letters.

Sample class data analysis worksheet

Class data trends	
Letter names	13 out of 15 students were able to identify 15-20 uppercase and lowercase letters. 2 out of 15 students were able to identify all uppercase and lowercase letters.
Letter sounds	10 out of 15 students were able to identify 12-20 uppercase and lowercase letter sounds. 5 out of 15 students were able to identify 20-26 uppercase and lowercase letter sounds.
Letter formation	11 out of 15 students were able to produce 15-20 uppercase and lowercase letter formation. 4 out of 15 students were able to produce 20-26 uppercase and lowercase letter formation.
Reading readiness indicators	**Interest:** • 14 out of 15 students demonstrated excitement and focus. **Motivation:** • 14 out of 15 students were independently engaged and motivated to complete assessment. **Temperament:** • 14 out of 15 students seemed happy during the assessment. • 1 out of 15 students seemed sad or tired during the assessment. **Disposition:** • 14 out of 15 students sat up and focused on the assessment. • 1 out of 15 students needed frequent reminders to not slouch down and focus on the assessment.
Class data analysis statement	
Targeted instructional areas	Data summary: My students are able to show more knowledge of uppercase and lowercase letter identification, letter sound, and letter formation. I observe so much growth in my students! Students are now able to identify letters and the corresponding sound accurately with confidence and joy. The instruction on letter formation helped my students place their letters on the lines and with more accuracy. There are a few letters my students need to spend time reviewing for identification, sound, and formation. When I teach Unit 5, I am going to prioritize the letters, sounds, and formation my students need to increase their proficiency with targeted instruction on: • Letter identification, sound, and formation review for specific letters. Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what). The class needs me to use the Letter Wall Cards to reteach specific letter identification, sound, and formation during each unit 5 lesson using the movement, visuals, and articulation guidance in the lessons.

Uppercase Letters

Student Version

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

Lowercase Letters

Student Version

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

Name: _____ Date: _____

Letter Formation Writing Assessment

Level PR Formative Assessment Scoring Worksheet

Post-Letter Learning

Student name: _____

Date: _____

Level PR Formative Assessment Scoring						
	Uppercase Letter **Name**	Uppercase Letter **Sound**	Uppercase Letter **Formation**	Lowercase Letter **Name**	Lowercase Letter **Sound**	Lowercase Letter **Formation**
1	B	/b/	B	b	/b/	b
2	V	/v/	V	v	/v/	v
3	O	/ŏ/	O	o	/ŏ/	o
4	A	/ă/	A	a	/ă/	a
5	U	/ŭ/	U	u	/ŭ/	u
6	I	/ĭ/	I	i	/ĭ/	i
7	S	/s/	S	s	/s/	s
8	C	/k/	C	c	/k/	c
9	N	/n/	N	n	/n/	n
10	Q	/kw/	Q	q	/kw/	q
11	P	/p/	P	p	/p/	p
12	X	/ks/	X	x	/ks/	x
13	G	/g/	G	g	/g/	g
14	E	/ĕ/	E	e	/ ĕ/	e
15	J	/j/	J	j	/j/	j

Level PR Formative Assessment Scoring Worksheet

Post-Letter Learning (cont.)

Student name: _____

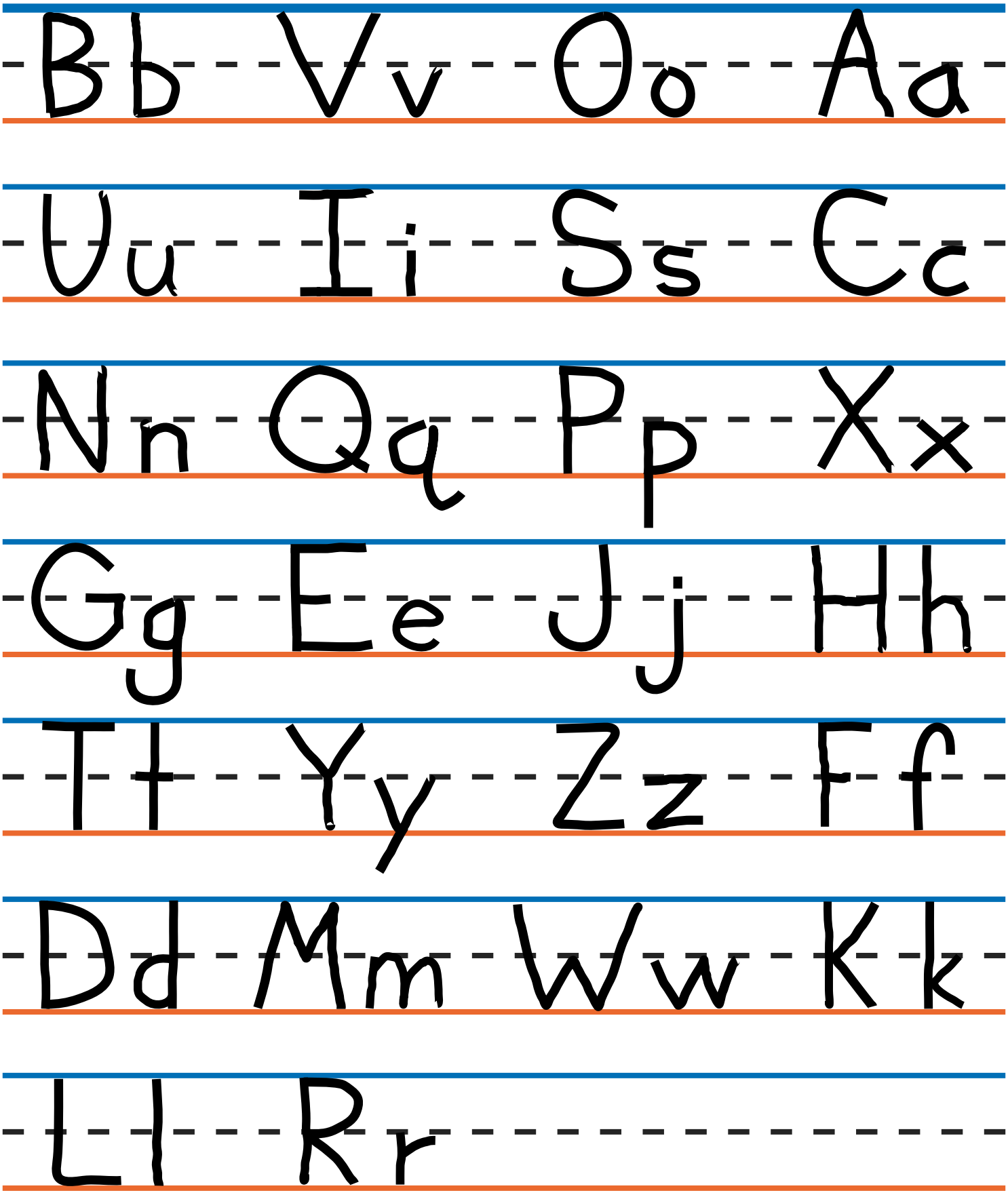
Date: _____

Level PR Formative Assessment Scoring						
	Uppercase Letter **Name**	Uppercase Letter **Sound**	Uppercase Letter **Formation**	Lowercase Letter **Name**	Lowercase Letter **Sound**	Lowercase Letter **Formation**
16	H	/h/	H	h	/h/	h
17	T	/t/	T	t	/t/	t
18	Y	/y/	Y	y	/y/	y
19	Z	/z/	Z	z	/z/	z
20	F	/f/	F	f	/f/	f
21	D	/d/	D	d	/d/	d
22	M	/m/	M	m	/m/	m
23	W	/w/	W	w	/w/	w
24	K	/k/	K	k	/k/	k
25	L	/l/	L	l	/l/	l
26	R	/r/	R	r	/r/	r
Score	___/26	___/26	___/26	___/26	___/26	___/26

Notices:	**Reading Readiness Behaviors:** • **Interest.** Does the student show excitement and focus? • **Motivation.** Is the student independently engaged and trying? • **Temperament**. How would the teacher categorize the student's mood? • **Disposition.** What does the student's body language tell the teacher?
Strength(s):	**Area(s) of growth:**

Name: _____ Date: _____

Letter Formation Answer Key



Class data analysis worksheet

Class data trends	
Letter names	
Letter sounds	
Letter formation	
Reading readiness indicators	

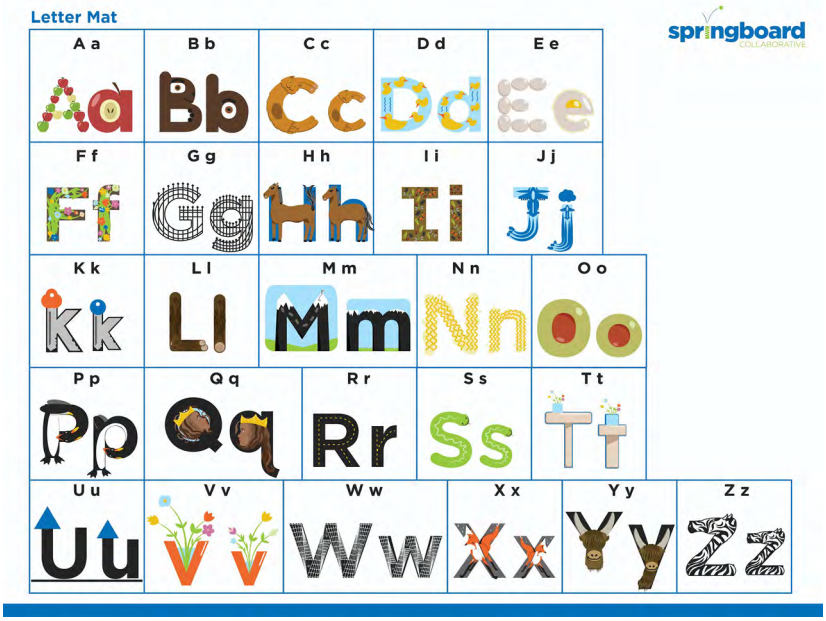
Class data analysis statement	
Targeted instructional areas	Data summary: Responsive teaching plan: This class needs me to (how) (areas of growth), during (when), using (what).

Level PR Teacher Resource Pack

Level PR	Introduce the Letters: Letter, Sound, Formation

Unit 1 O&V, B & U, A & Q	Unit 2 C&I, S&N, X & G	Unit 3 P&J, E & Y, T & Z	Unit 4 H&F, M&L, K & D, R&W	Unit 5 Letter review
Lesson 1: Oo, Vv **Lesson 2**: Bb, Uu **Lesson 3**: Aa, Qq **Lesson 4**: Oo, Vv, Bb, Uu, Aa, Qq **Lesson 5**: Oo, Vv, Bb, Uu, Aa, Qq	**Lesson 1**: Cc, Ii **Lesson 2**: Ss, Nn **Lesson 3**: Xx, Gg **Lesson 4**: Cc, Ii, Ss, Nn, Xx, Gg **Lesson 5**: Cc, Ii, Ss, Nn, Xx, Gg	**Lesson 1**: Pp, Jj **Lesson 2**: Ee, Yy **Lesson 3**: Tt, Zz **Lesson 4**: Pp, Jj, Ee, Yy, Tt, Zz **Lesson 5**: Pp, Jj, Ee, Yy, Tt, Zz	**Lesson 1**: Hh, Ff **Lesson 2**: Mm, Ll **Lesson 3**: Kk, Dd **Lesson 4**: Rr, Ww **Lesson 5**: Hh, Ff, Mm, Ll, Kk, Dd, Rr, Ww	**Lesson 1**: Letter Review **Lesson 2**: Letter Review **Lesson 3**: Letter Review **Lesson 4**: Letter Review **Lesson 5**: Letter Review

Level PR/PK	PR Lettermat



Level PR/PK	PR Lettermat

Letter Mat

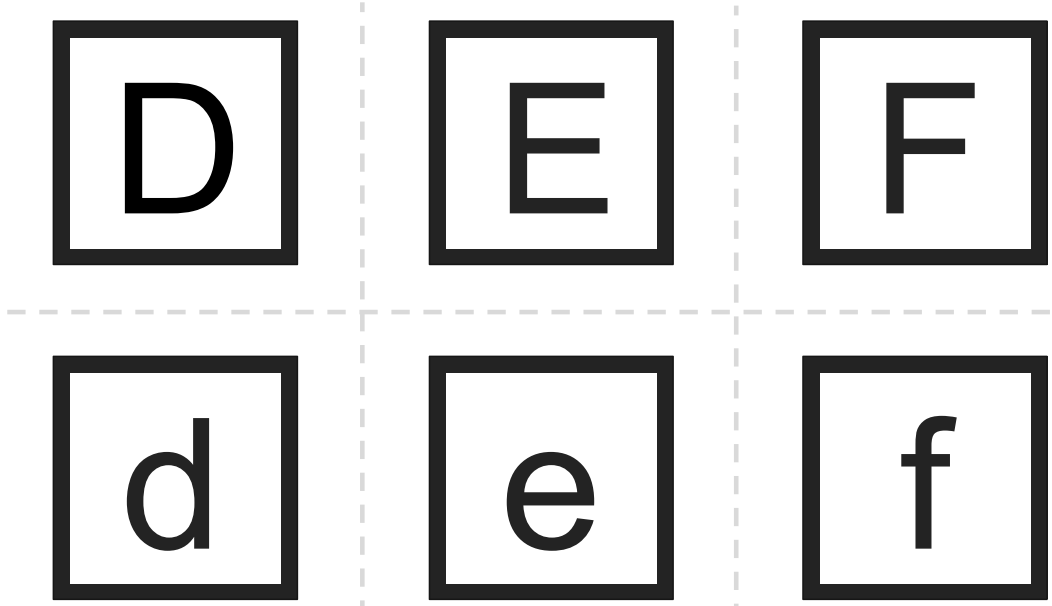
Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy	Zz

Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase

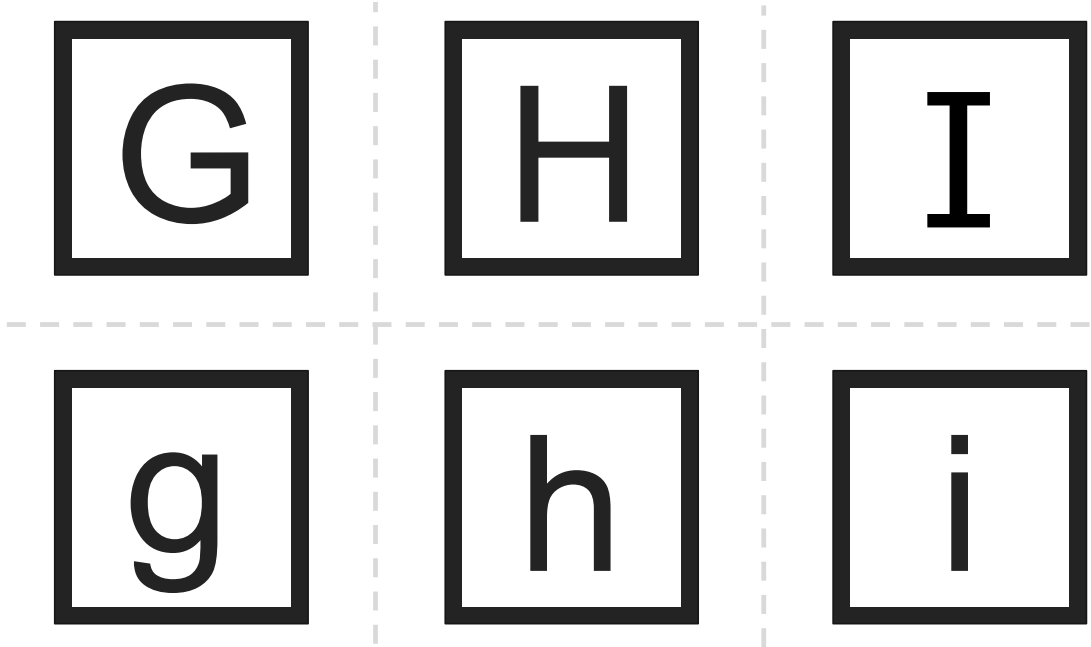
A B C

a b c

Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase



Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase



Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase

J K L

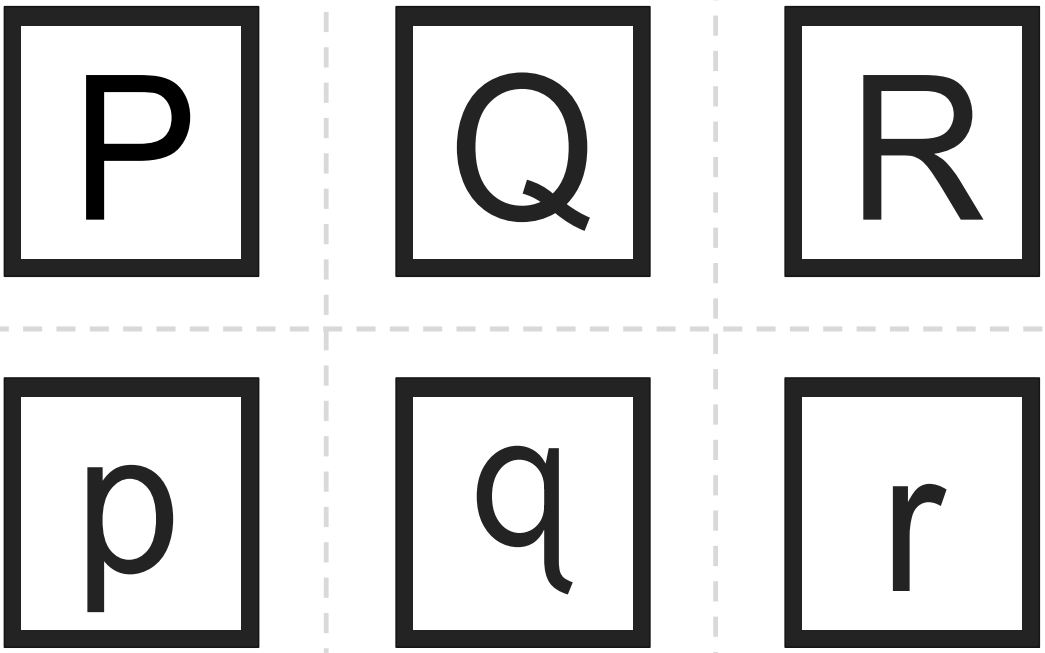
j k l

Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase

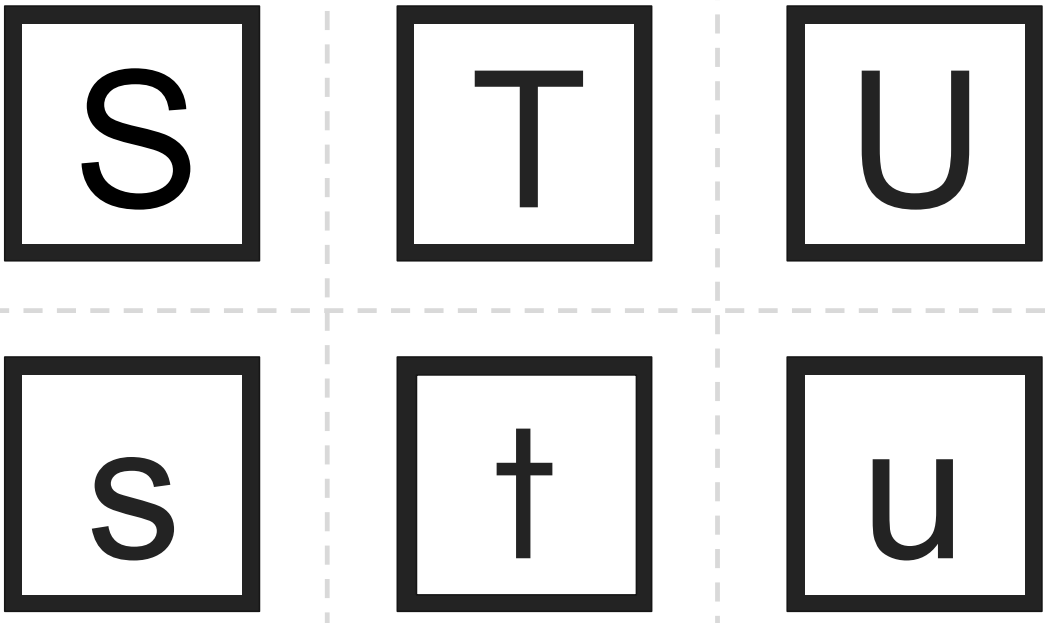
M N O

m n o

Level PR/PK | **Handheld Letter Cards: Uppercase & Lowercase**



Level PR/PK | **Handheld Letter Cards: Uppercase & Lowercase**



Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase

V W X

v w x

Level PR/PK	Handheld Letter Cards: Uppercase & Lowercase

Y Z

y z

Name:_____ **Date:**_____

Reading Foundations Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	1	Recognize and produce rhyming words.		
PR	1	Blend and segment onsets and rimes of single-syllable spoken words.		
PR	1	Count, pronounce, blend, and segment syllables in spoken words.		
PR	1	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	1	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		

Additional Notes:

Name:_____ **Date:**_____

Reading Foundations Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	2	Recognize and produce rhyming words.		
PR	2	Blend and segment onsets and rimes of single-syllable spoken words.		
PR	2	Count, pronounce, blend, and segment syllables in spoken words.		
PR	2	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	2	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
PR	2	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		

Additional Notes:

Name:_____ **Date:**_____

Reading Foundations Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	3	Recognize and produce rhyming words.		
PR	3	Blend and segment onsets and rimes of single-syllable spoken words.		
PR	3	Count, pronounce, blend, and segment syllables in spoken words.		
PR	3	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	3	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
PR	3	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		

Additional Notes:

Name: _____ **Date:** _____

Reading Foundations Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	4	Recognize and produce rhyming words.		
PR	4	Blend and segment onsets and rimes of single-syllable spoken words.		
PR	4	Count, pronounce, blend, and segment syllables in spoken words.		
PR	4	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	4	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
PR	4	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		

Additional Notes:

Name:_____ **Date:**_____

Reading Foundations Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	5	Recognize and produce rhyming words.		
PR	5	Blend and segment onsets and rimes of single-syllable spoken words.		
PR	5	Count, pronounce, blend, and segment syllables in spoken words.		
PR	5	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	5	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
PR	5	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.		

Additional Notes:

Multidimensional Fluency Scale

Use the following rubric (1-4) to rate reader fluency in the areas of expression and volume, phrasing, smoothness, and pace.

EXPRESSION AND VOLUME

1. *Reads words as if simply to get them out*. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.
2. *Begins to use voice to make text sound like natural language* in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.
3. Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.
4. Reads with *good expression and enthusiasm throughout the text*. Varies expression and volume to match his or her interpretation of the passage.

PHRASING

1. Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word.*
2. Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.
3. Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.
4. Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.

SMOOTHNESS

1. Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.
2. Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.
3. *Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.
4. *Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.

PACE

1. Reads *slowly* and *laboriously*.
2. Reads *moderately slowly*.
3. Reads with an *uneven mixture of fast and slow pace*.
4. Consistently reads at *conversational pace*; appropriate rate throughout reading.

Scores range from 4-16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.

Adapted from Zutell & Rasinski, 1991.

Fluency Rubric (cont.)

	Expression and Volume	Phrasing	Smoothness	Pace	
4	Reads with *good expression and enthusiasm throughout the text*. Varies expression and volume to match his or her interpretation of the passage.	Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.	*Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at *conversational pace*; appropriate rate throughout reading	
3	Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a *mixture of run-ons*, mid-sentence pauses for breath, and some choppiness, reasonable stress and intonation.	*Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.	Reads with an *uneven mixture of fast and slow pace*	
2	*Begins to use voice to make text sound like natural language* in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences *several "rough spots"* in text where extended pauses or hesitations are more frequent and disruptive.	Reads *moderately slowly*.	
1	*Reads words as if simply to get them out*. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice	Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word.*	Makes frequent *extended pauses, hesitations, false starts, sound-outs*, repetitions, and/or multiple attempts.	Reads *slowly* and *laboriously*.	

Fluency Self-Assessment

Name _____ **Date** _____

Fluency self-assessment

Title of passage:	Got it!	Working on it	I need more support
Accuracy I read the words accurately, or correctly. I correct my mistakes.			
Rate I read at a good rate or pace. I read smoothly. I don't read too fast or slow.			
Expression I read with expression and feeling. I pay attention to punctuation. I change my voice or volume depending on the meaning.			

One thing I will work to improve:_____

_____

Comprehension Question Guide

All texts have comprehension targets which fall into several categories. The two major categories for comprehension are literal and evaluative. Literal comprehension questions examine the reader's understanding of information that is clearly stated in the text. The literal meaning is simply what the text says. It is what actually happens in the text. This level of understanding provides the foundation for more advanced comprehension.

Literal questions

Example literal question stems – fiction:

- *What was the story mostly about?*
- *Who are the characters in the story?*
- *What is happening in the story? What is happening in this picture? On this page?*
- *Where is the story set?*
- *What are X characters doing on this page?*

Example literal question stems – nonfiction:

Consider the following when leading an instructional session:

- *What did you learn on this page?* (nonfiction text or fiction text)
- *What was the most interesting fact that you read?*
- *What information did you get from the labels, captions, or diagrams?*
- *What information can be found in the illustrations or photographs to support your understanding of the text?*
- *What revisions have you made as you have acquired new information?*

Another type of comprehension questions are inferential questions. These questions are used as a scaffold to evaluative questions that require higher-level critical thinking skills. Inferential questions require responses that are indirectly stated, induced, or require information. They require a reader to use text evidence along with their schema, or background knowledge, to make a guess.

Inferential questions

Example inferential question stems – fiction:

- *Why did the character say/do/think that?*
- *How does the character feel? What makes you think that?*
- *What kind of person is the character? What have you learned about them from their actions?*
- *What is the problem in the story? How do you know?*
- *What do you think is going to happen next? Why do you think that?*

Comprehension Question Guide (cont.)

Example inferential question stems – nonfiction:

- *Is there anything you read that surprised you? Why?*
- *What does the author think about this topic? What makes you think that?*
- *What do you notice in the illustrations or photographs that the author didn't tell you?*
- *Why do you think this is occurring? What else does this tell you about the topic?*
- *What events led to the problem in the text? How are they related?*
- *Why was ___ (event) so significant? What makes you think that?*

Evaluative comprehension questions require deeper levels of understanding. These questions ask readers to connect the literal meanings from individual words to create additional levels of meaning. This meaning could be intentionally planned by the author, a product of rhetorical function. Evaluative questions require the reader to formulate a response based on their opinion.

Evaluative questions

Example evaluative question stems – fiction:

- *Why is the title a good one for the story/text?* (nonfiction text or fiction text)
- *Would you want to be friends with this character? Why or why not?*
- *How could the characters have behaved differently?*
- *What is the most important part of the book? Why do you think that?*
- *What lesson did the character learn? What lesson did we learn?*

Example inferential question stems – nonfiction:

- *What was interesting about ___ (topic)?*
- *How did this information change your way of thinking about this topic?*
- *After reading the text, what are the larger ideas you have taken away?*
- *How does the author present a sequence of events? Or set of directions?*
- *What do you think of this text? Is this text interesting to read?*

Name:_____ **Date:**_____

Fluency Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	1	Demonstrate understanding of the organization and basic features of print.		
PR	1	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	1	Recognize and produce rhyming word.		
PR	1	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		

Additional Notes:

Name:_____ **Date:**_____

Fluency Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	2	Demonstrate understanding of the organization and basic features of print.		
PR	2	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	2	Recognize and produce rhyming word.		
PR	2	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		

Additional Notes:

Name:_____ **Date:**_____

Fluency Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	3	Demonstrate understanding of the organization and basic features of print.		
PR	3	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	3	Recognize and produce rhyming word.		
PR	3	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		

Additional Notes:

Name:_____ **Date:**_____

Fluency Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	4	Demonstrate understanding of the organization and basic features of print.		
PR	4	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	4	Recognize and produce rhyming word.		
PR	4	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		

Additional Notes:

Name:_____ **Date:**_____

Fluency Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	5	Demonstrate understanding of the organization and basic features of print.		
PR	5	Recognize and name all upper- and lowercase letters of the alphabet.		
PR	5	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).		

Additional Notes:

Read Aloud Song

It's time to read a story!
A story, a story!
It's time to read a story
and learn something new!

Close Reading Process Anchor Chart

1. Fluent Read of entire text for joy of reading and fluency (intonation, expression, and accuracy).

2. Read portions of the text closely for academic vocabulary, deeper understanding of topic, and annotate text.

3. Use annotations and text-dependent questions to collect information and check your own understanding.

4. Use open-ended responses to check your own understanding of the text and how information from this text supports your thoughts on the unit's big ideas/ guiding question.

(Note: Write this Close Reading Process on chart paper or on the board.)

Name:_____ **Date:**_____

Retelling Graphic Organizer

Directions: Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions: Who are the characters in the story? What is the setting? What are the major events of the story? Draw a picture.

Characters (Who is in the story?	
Setting (Where does the story take place?)	
Major Events (What happened in the story that is really important?)	

Name:_____ **Date:**_____

Non-Fiction Graphic Organizer

Directions: Think about the story we explored together. Use the graphic organizer below to answer these text dependent questions:
What important information did we learn about weather?
Draw a picture.

Key Detail	Evidence from the text

Name:_____ **Date:**_____

Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
PR	1	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
PR	1	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
PR	1	Speak audibly and express thoughts, feelings, and ideas clearly.		

Additional Notes:

Name:_____ **Date:**_____

Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	2	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
PR	2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
PR	2	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
PR	2	Speak audibly and express thoughts, feelings, and ideas clearly.		

Additional Notes:

Name:_____ **Date:**_____

Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	3	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
PR	3	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
PR	3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
PR	3	Speak audibly and express thoughts, feelings, and ideas clearly.		

Additional Notes:

Name:_____ **Date:**_____

Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	4	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
PR	4	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
PR	4	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
PR	4	Speak audibly and express thoughts, feelings, and ideas clearly.		

Additional Notes:

Name:_____ **Date:**_____

Speaking & Listening Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	5	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
PR	5	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.		
PR	5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		
PR	5	Speak audibly and express thoughts, feelings, and ideas clearly.		

Additional Notes:

Writing Time Chant

Who wants to write?
We do!
Who wants to share their thoughts?
We do!
Who wants to use their words to share their thinking?
We do!
Ok, get ready, set, begin!

Writing Process Anchor Chart

1. Prewrite

2. Compose

3. Share

4. Feedback

5. Polish Writing

6. Final Draft

(Note: Write this Writing Process on chart paper or on the board. This writing process can be used out of order based on the writing activity.)

Opinion Writing Checklist

I can share my opinion about a topic with information from the story.

- I have three sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give one way to be a good friend.
- My last sentence will give one reason why being a good friend is important.

(Note: Write this criteria list on chart paper or on the board.)

I can share information about a topic with evidence from the story.

- I have three sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give some information about the topic.
- My last sentence will give one reason why the topic is important.

(Note: Write this criteria list on chart paper or on the board.)

Narrative Writing Checklist

I can write a narrative with clear events and some details.

- I have three sentences and/or pictures.
- My first sentence will state my topic.
- My second sentence will give information about the first event in the story.
- My last sentence will share one more event in the story with a reaction.

(Note: Write this criteria list on chart paper or on the board.)

Name:_____ Date:_____

Prewrite Graphic Organizer Anchor Chart

(Note: Write this graphic organizer on chart paper or the board and fill out with the interactive writing example and student input.)

Name:_____ **Date:**_____

Prewrite Graphic Organizer
Opinion Writing

Opinion Interactive Writing Piece

I can share my opinion about a topic with information from the story.

It is a good idea to make new friends.
I think the best way to make a new friend is by sharing your toys. When you make friends you will have someone to play with.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)

Opinion Writing Sentence Starters

I can share my opinion about a topic with information from the story.

- It is a good idea to...
- I think the best way to make a new friend is...
- I think...
- When you make friends...

(Note: Write these sentence starters on chart paper or on the board.)

Name: _____ **Date:** _____

Prewrite Graphic Organizer
Informative Writing

Informative Interactive Writing Piece

I can share information about a topic with evidence from the story.

The weather changes. The weather can be rainy or sunny. The weather tells us what to wear.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)

Informative Interactive Writing Piece

I can share information about a topic with evidence from the story.

I am nice to my friends. I share with my friends. When you follow the rules you are trying your best. I learn new things from my friends.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)

Informative Writing Sentence Starters

I can share information about a topic with evidence from the story.

- My topic is...
- One cool fact about my topic is...
- I learned that...
- My topic is important because...

(Note: Write these sentence starters on chart paper or on the board.)

Name:_____ **Date:**_____

Prewrite Graphic Organizer
Narrative Writing

I can write a narrative with clear events and some details.

One day I went to the beach and I was so happy! When we got to the beach I played in the sand. We ate lunch on the beach. I did not want to go home.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)

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Narrative Interactive Writing Piece

I can write a narrative with clear events and some details.

One day I went to the park. I left my cars at home. I feel sad. I meet a new friend. I have fun at the park.

(Note: Write this Interactive Writing piece or the one you co-create with students on chart paper or on the board.)

Narrative Writing Sentence Starters

I can write a narrative with clear events and some details.

- My story is about...
- First...
- Next...
- I felt _____ about...

(Note: Write these sentence starters on chart paper or on the board.)

Feedback Criteria Anchor Chart

Read and review your partners writing.

Think about one thing your partner did that matches the criteria list.

Think of one thing your partner can do better to match the criteria list even better!

Be ready to share with your partner!

(Note: Write this Feedback Criteria on chart paper or on the board.)

Name: _____ **Date:** _____

Showcase of Learning Prompts

What topic did you learn about?

What did you learn about the topic?

What did you include about the topic in your writing piece?

What did you learn about yourself?

What would you do differently?

(Note: Write these Showcase of Learning Prompts on chart paper or on the board.)

Name:_____ **Date:**_____

Writing Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).		
PR	1	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
PR	1	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
PR	1	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

Additional Notes:

Name:_____ **Date:**_____

Writing Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
PR	2	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
PR	2	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
PR	2	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

Additional Notes:

Name:_____ **Date:**_____

Writing Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	3	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
PR	3	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
PR	3	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
PR	3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

Additional Notes:

Name:_____ **Date:**_____

Writing Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	4	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
PR	4	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
PR	4	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
PR	4	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

Additional Notes:

Name:_____ **Date:**_____

Writing Checklist

Use the space below to assess students learning **three** times per unit.

Level	Unit	Standard	Met the Target!	Almost there!
PR	5	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.		
PR	5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.		
PR	5	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
PR	5	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		

Additional Notes: