

ASSESSMENT

End-of-Unit Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Words *there*, *said*, *says*, and *word*. [RF.2.3f]

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings. [RF.2.3a,d,e]

Language (Grammar, Spelling)

Students will add the correct ending punctuation to complete sentences, and also add *-ing* to words with short vowels following learned spelling patterns.

[RF.2.3d; L.2.2d]

Reading

Students will read “The Catfish” independently, and will answer written multiple-choice and short answer questions about key details in the text.

[RF.2.4a; RL.2.1; RL.2.7]

FORMATIVE ASSESSMENT

Activity Page 22.1

Dictation Identification Assessment

[RF.2.3a, d, e]

Activity Page 22.2, 22.3

Skills Assessment

[L.2.2d]

Activity Page 22.4

Comprehension Assessment

[RL.2.1; RL.2.7]

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: <i>There, Said, Says, Word</i> (Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> marker <input type="checkbox"/> yellow index cards for words <i>there, said, says, word</i>
Dictation Identification Assessment (Phonics and Word Recognition)	Whole Group	10 min.	<input type="checkbox"/> Activity Page 22.1
Language (Grammar, Spelling)			
Skills Assessment	Independent	15 min.	<input type="checkbox"/> Activity Pages 22.2, 22.3
Reading			
Comprehension Assessment	Independent	25 min.	<input type="checkbox"/> <i>The Cat Bandit</i> <input type="checkbox"/> Activity Page 22.4

ADVANCE PREPARATION

Note to Teacher

Score all parts of the End-of-Unit Assessment administered today immediately so you can select appropriate Pausing Point activities for students to complete during the remaining three days of this week.

You may also use Pausing Point days to administer the optional Tricky Word Assessment included in Teacher Resources to specific students that you suspect may not have thoroughly mastered the Tricky Words reviewed in this unit.

Remember to give the spelling assessment at the end of the week using the following word list. Have students use Activity Page 22.5 for the assessment.

Use the Lesson 21 analysis chart and directions in Teacher Resources to analyze students' spelling errors. This will help you to understand any error patterns beginning to develop within your classroom or persisting among individual students.

Spelling Assessment Words

- | | |
|---------|------------|
| 1. sand | 6. hunk |
| 2. sang | 7. thin |
| 3. sank | 8. thing |
| 4. hunt | 9. think |
| 5. hung | 10. should |

Foundational Skills

- Write each of the following Tricky Words on a separate yellow index card: *there, said, says, and word.*

Universal Access

- Have some Wiggle Cards ready to use in between assessments to give students a break.
- Consider preparing a listening center and a writing center for students to visit following the assessments.

Lesson 22: End-of-Unit Assessment

Foundational Skills



Primary Focus

Students will read the Tricky Words *there*, *said*, *says*, and *word*. [RF.2.3f]

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings. [RF.2.3a,d,e]

TRICKY WORDS: THERE, SAID, SAYS, WORD (10 MIN.)



Foundational Skills

Foundational Literacy Skills

Look out for mispronunciations of the verb *say*. Across the tenses the pronunciation changes. Students may inaccurately apply phonetic understanding of 'ay' > /ae/ (*say*) when first attempting *says*, and possibly *said*.

Understanding these differences will help you assist students as they learn the Tricky Words.

Present/Future Tense:
'ay' > /ae/ (*say*)

Present Tense 3rd Person:
'ay' > /e/ (*says*)

Past Tense: 'ai' > /e/ (*said*)

- For each Tricky Word card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: *There*

- **Expected:** The letters 't' 'h' are pronounced /th/. **Tricky:** The letters 'e_e' together with the letter 'r' are pronounced /ae/ /r/.

Tricky Word: *Said*

- **Expected:** The letter 's' is pronounced /s/ and the letter 'd' is pronounced /d/. **Tricky:** The letters 'ai' are pronounced /e/.

Tricky Word: *Says*

- **Expected:** The first 's' is pronounced /s/ and the final 's' is pronounced /z/. **Tricky:** The letters 'ay' are pronounced /e/.

Tricky Word: *Word*

- **Expected:** The letter 'w' is pronounced /w/ and the letter 'd' is pronounced /d/. **Tricky:** the letters 'or' are pronounced /er/.
- Add these new Tricky Word cards to the Tricky Word Wall.



Check for Understanding

Write several of the following sentences on the board. Call on students to identify and correctly pronounce the Tricky Word in each sentence. Note which students answer incorrectly or appear insecure during this task, and consider meeting with them for a remediation lesson.

- | | |
|---------------------------------------|-----------------------------------|
| 1. Mom said we could have the kitten. | 5. Robin said to pick up the dog. |
| 2. She says it will be fun. | 6. There she is. |
| 3. There is his backpack. | 7. Dad says yes. |
| 4. He says that his socks smell. | 8. We will be there at six. |

DICTATION IDENTIFICATION ASSESSMENT (10 MIN.)

- Have students turn to Activity Page 22.1.
- Explain that for each number, there are four words written on the activity page. You will say one of the four words.
- Ask students to circle the one word they hear you say for each row.
- Read each word provided in the box, calling out each number to indicate the row students should point to and look at as you read the word.

- | | |
|--------------|------------|
| 1. scratched | 6. rinsed |
| 2. fence | 7. cell |
| 3. whip | 8. hummed |
| 4. logs | 9. wrist |
| 5. knock | 10. twelve |

Activity Page 22.1





Activity Page 22.1: Dictation Identification Assessment

Collect Activity Page 22.1 and use the analysis directions found in Teacher Resources to score the assessment and determine if remediation is needed.

Lesson 22: End-of-Unit Assessment

Language



Primary Focus: Students will add the correct ending punctuation to complete sentences, and also add *-ing* to words with short vowels following learned spelling patterns. [RF.2.3d; L.2.2d]

SKILLS ASSESSMENT

- Have students turn to Activity Pages 22.2 and 22.3.
- Explain that on Activity Page 22.2, students should read each sentence and write the correct punctuation at the end of each sentence.
- Explain that on Activity Page 22.3, students should add *-ing* to each word and write the new word on the line.



Activity Pages 22.2, 22.3: Skills Assessment

Collect Activity Pages 22.2 and 22.3 and use the analysis directions found in Teacher Resources to score the assessments and determine if remediation is needed.

Activity Pages
22.2, 22.3



Lesson 22: End-of-Unit Assessment

Reading



Primary Focus: Students will read “The Catfish” independently, and will answer written multiple-choice and short answer questions about key details in the text. [RF.2.4a; RL.2.1, 7]

COMPREHENSION ASSESSMENT

- Ask students to turn to Activity Page 22.4 and open *The Cat Bandit* to “The Catfish” on page 40.
- Remind students that at the beginning of the school year, they read stories and answered questions about what they had read. Let them know they will do the same thing today. Students should read “The Catfish” and answer the comprehension questions on Activity Page 22.4.
- Encourage students who finish quickly to check over their work. When they finish checking their work, you may wish to have them reread stories from *The Cat Bandit* or participate in a listening center or writing center.



Activity Page 22.4: Comprehension Assessment

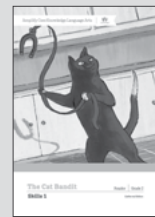
Collect Activity Page 22.4 and use the analysis directions found in Teacher Resources to score the assessments and determine if additional assessment and/or remediation is needed.

End Lesson

Support

Give students a break at this point in the lesson by asking them to read some Wiggle Cards and perform each action.

Reader



Page 40

Activity Page 22.4



Lesson 22: Foundational Skills Remediation

Additional Support

DECODABLE SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lesson.

Sentences and Phrases

- | | |
|--------------------------------------|-----------------------------------|
| 1. Mom said we could get the kitten. | 5. Robin said to pick up the dog. |
| 2. She says it will be fun. | 6. There she is. |
| 3. There is his backpack. | 7. Dad says yes. |
| 4. He says that his socks smell. | 8. We will be there at six. |

WIGGLE CARDS

- | |
|-----------------------|
| 1. Lift up both legs. |
|-----------------------|

END-OF-UNIT ASSESSMENT ANALYSIS—UNIT 1

- Write students' names in the appropriate column of the Assessment Recording Sheet that follows.
- For the **Dictation Identification Assessment** (Activity Page 22.1), indicate any errors in columns 1 to 10. Particular attention should be given to any column that has an error. When analyzing these errors, use a clean unmarked copy of the dictation page and have the student read the line containing the error. Then ask the student to point and say aloud the correct word for that line. The student's oral response will let you know if it was a careless error or if the student needs additional instruction. Use the following to assist your remediation.

Line	Feature	Source
1	add <i>-ed</i>	Section I <i>Assessment and Remediation Guide</i> ; Pausing Point page 261
2	'ce' > /s/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 256
3	'wh' > /w/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 252
4	's' > /z/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 252
5	'kn' > /n/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 252
6	's' > /s/	Section I <i>Assessment and Remediation Guide</i> ; Pausing Point page 256
7	'c' > /s/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 256
8	'mm' > /m/	Section I <i>Assessment and Remediation Guide</i> ; Pausing Point page 253
9	'wr' > /r/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 253
10	've' > /v/	Section II <i>Assessment and Remediation Guide</i> ; Pausing Point page 253

- Indicate errors from the **Punctuation Assessment** (Activity Page 22.2) on which students added punctuation to sentences. If students made more than three errors, it may indicate a need for additional instruction or reteaching. Look for error patterns in punctuation type for additional information about instructional needs.
- Indicate errors from the **Suffix *-ing* Assessment** (Activity Page 22.3). If students make more than four errors on numbers 4, 5, 6, and 8, it may indicate a need for additional instruction or reteaching. More than three errors on numbers 2, 3, 7, and 9 may indicate a need for additional instruction or reteaching.

- For the **Comprehension Assessment** (Activity Page 22.4), record the number of questions answered correctly. Any score of less than 3 correct out of 5 is cause for concern. Administer further assessment by completing the following:
 - Prepare a copy of the story and a blank copy the questions. Ask the student to read the story aloud to you in a one-on-one setting as you make a running record on the blank copy. Then ask the student to read aloud the questions. Have the student answer the questions orally.
 - If the student correctly answers the questions and there are no major miscues in the running record, then it may simply be a matter of carelessness on the part of the student. It may be worthwhile to use the Pausing Point for students to practice going back to find answers in the text.
- If the student cannot read the story and/or the questions correctly, there may be a decoding problem. Carefully review your running record to see which sound/letter combinations are giving the student difficulty. Then review the results of the Dictation Identification Assessment as it may corroborate the decoding difficulty. The Unit 1 section of the *Assessment and Remediation Guide* provides activities for decoding practice.

ASSESSMENT RECORDING SHEET—UNIT 1

[illegible]

[illegible]