

Kindergarten Sample BUF: Universal Theme & English Language Arts Unit 5
Formative Assessment 1: Initial Oracy & Background Knowledge Anecdotal Record Chart - FOR TEACHER USE

ID.K-2.4 I can feel good about myself without being mean or making other people feel bad. DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	Students will be able to: A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations
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Sensory Supports	Graphic Supports	Interactive Supports
Pictures, photographs Physical movement	Graphic organizer/chart with columns Sentence frames	In strategic partnerships Whole group

Student Name:	Receptive Language: (Observed in whole group , small group , and/or pairs) With modeling and picture support, the student can show understanding of the academic language by pointing to a picture of or mimicking a movement for the academic language.	Receptive Language: (Observed when asked individually or during independent work) When prompted, the student can accurately show, point to, or otherwise match the language (words, phrases, and complete sentences) with the pictures, and the movements in a manner that shows understanding of the academic language.	Productive Language: (Observed in whole group , small group , and/or pairs) With modeling and picture support, the student can orally produce the academic language (words, phrases, and complete sentences) when a picture or movement that represents the academic language is referenced.	Productive Language: (Observed when asked individually or during independent work) When prompted, the student can accurately orally produce the academic language (words, phrases, and complete sentences) when shown the corresponding picture or the movement.
	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel	Emotions Mad Events Scared Happy Face Sad Body Excited Feel
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Can Do Descriptors: Grade Level Cluster PreK-K

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

Level 6 - Reaching				
Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING - Match oral language to classroom and everyday objects - Point to stated pictures in context - Respond non-verbally to oral commands or statements (e.g., through physical movement) - Find familiar people and places named orally	- Sort pictures or objects according to oral instructions - Match pictures, objects or movements to oral descriptions - Follow one-step oral directions (e.g., “stand up”; “sit down”) - Identify simple patterns described orally - Respond with gestures to songs, chants, or stories modeled by teachers	- Follow two-step oral directions, one step at a time - Draw pictures in response to oral instructions - Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) - Act out songs and stories using gestures	- Find pictures that match oral descriptions - Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) - Distinguish between what happens first and next in oral activities or readings - Role play in response to stories read aloud	- Order pictures of events according to sequential language - Arrange objects or pictures according to descriptive oral discourse - Identify pictures/realia associated with grade-level academic concepts from oral descriptions - Make patterns from real objects or pictures based on detailed oral descriptions
	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., “What will happen next?”) - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons
READING - Match icons and symbols to corresponding pictures - Identify name in print - Find matching words or pictures - Find labeled real-life classroom objects	- Match examples of the same form of print - Distinguish between same and different forms of print (e.g., single letters and symbols) - Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) - Match labeled pictures to those in illustrated scenes	- Use pictures to identify words - Classify visuals according to labels or icons (e.g., animals v. plants) - Demonstrate concepts of print (e.g., title, author, illustrator) - Sort labeled pictures by attribute (e.g., number, initial sound)	- Identify some high-frequency words in context - Order a series of labeled pictures described orally to tell stories - Match pictures to phrases/short sentences - Classify labeled pictures by two attributes (e.g., size and color)	- Find school-related vocabulary items - Differentiate between letters, words, and sentences - String words together to make short sentences - Indicate features of words, phrases, or sentences that are the same and different
WRITING - Draw pictures and scribble - Circle or underline pictures, symbols, and numbers - Trace figures and letters - Make symbols, figures or letters from models and realia (e.g., straws, clay)	- Connect oral language to print (e.g., language experience) - Reproduce letters, symbols, and numbers from models in context - Copy icons of familiar environmental print - Draw objects from models and label with letters	- Communicate using letters, symbols, and numbers in context - Make illustrated “notes” and cards with distinct letter combinations - Make connections between speech and writing - Reproduce familiar words from labeled models or illustrations	- Produce symbols and strings of letters associated with pictures - Draw pictures and use words to tell a story - Label familiar people and objects from models - Produce familiar words/phrases from environmental print and illustrated text	- Create content-based representations through pictures and words - Make “story books” with drawings and words - Produce words/phrases independently - Relate everyday experiences using phrases/short sentences
Level 6 - Reaching				
Level 6 - Reaching	Level 6 - Reaching	Level 6 - Reaching	Level 6 - Reaching	Level 6 - Reaching

Name:	
DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me.	Students will be able to ... A. Identify feelings B. Describe characteristics of feelings C. Describe feelings self has in particular situations D. Describe feelings others might have in particular situations
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Students will be able to ... E. Listen actively as new information is presented F. Follow agreed upon rules for group discussion G. Retell information from shared research H. Contribute to shared writing by verbally communicating ideas I. Contribute to shared writing by writing ideas
Foundational Skills/ Language/ Listening and Speaking Standards	J. RF.K.1a: Follow words from left to right, top to bottom, and page by page. K. RF.K.1b: Recognize that spoken words are represented in written language by specific sequences of letters. L. RF.K.1c: Recognize that words are separated by spaces in print. M. RF.K.3b: Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. N. RF.K.3c: Read common high-frequency words by sight. O. SL.K.1a: Follow agreed-upon rules for discussions P. SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Q. L.K.1a: Print many upper- and lower-case letters. R. L.K.1f: Produce and expand complete sentences in shared language activities. S. L.K.2a: Capitalize the first word in a sentence and the pronoun I. T. L.K.2b: Recognize and name end punctuation. U. L.K.2c: Write a letter or letters for most consonant and short-vowel sounds (phonemes). V. L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Language supports	Sensory: pictures, physical activities Graphic: sentence frames, chart Interactive: In strategic partnerships
Date:	
Date:	
Date:	

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SPEAKING	- Identify people or objects in illustrated short stories - Repeat words, simple phrases - Answer yes/no questions about personal information - Name classroom and everyday objects	- Restate some facts from illustrated short stories - Describe pictures, classroom objects or familiar people using simple phrases - Answer questions with one or two words (e.g., “Where is Sonia?”) - Complete phrases in rhymes, songs, and chants	- Retell short narrative stories through pictures - Repeat sentences from rhymes and patterned stories - Make predictions (e.g., “What will happen next?”) - Answer explicit questions from stories read aloud (e.g., who, what, or where)	- Retell narrative stories through pictures with emerging detail - Sing repetitive songs and chants independently - Compare attributes of real objects (e.g., size, shape, color) - Indicate spatial relations of real-life objects using phrases or short sentences	- Tell original stories with emerging detail - Explain situations (e.g., involving feelings) - Offer personal opinions - Express likes, dislikes, or preferences with reasons
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