

# Kindergarten

**Portfolio / Writing Program**

**Rochester City School District  
Rochester, New York**

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# **ROCHESTER CITY SCHOOL DISTRICT**

## **PRIMARY LEVEL Portfolio/Writing Program**

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# **ROCHESTER CITY SCHOOL DISTRICT**

## **GRADES K-2**

### **PORTFOLIO/WRITING PROGRAM**

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

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

#### **Portfolio Development**

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

The writing program and student portfolio should:

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

## **Portfolio Uses**

- to reflect and demonstrate student progress and accomplishments in literacy learning toward a benchmark
- as an assessment tool to provide teachers with information about student achievement and needs in literacy learning
- to drive instruction
- as a basis for flexible skill groups
- as a resource for parent conferences and professional communication

## **Portfolio Components**

- are aligned with the NYS Learning Standards.
- are integrally connected to the RCSD literacy program and the RCSD ELA Aligned Curriculum.
- are scaffolded throughout the grade levels.
- use materials accessible to all RCSD teachers.
- are teacher-friendly.

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

- information and understanding
- literary response and expression
- critical analysis and evaluation
- social interaction

# Portfolio / Writing\* Directions

## Grades K-2

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

### **STUDENTS WITH DISABILITIES**

Implementation of portfolios for students with disabilities is required for all students who have an I.E.P. and are using general education curriculum.

- Portfolios in conjunction with the I.E.P. and report card will be used for implementation of a student's educational program and assessment of progress
- Portfolio and I.E.P. conferences will be coordinated
- Portfolios are to be used in the development of the I.E.P., long-term plans, thematic units and daily lesson plans.
- Portfolios, along with the I.E.P. and report card, are to be an integral part of any conferences/meetings with parents and CSE process.

Students who have an I.E.P. should have:

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

Students who have an I.E.P. may:

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

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

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

# Disposition of Student Portfolio Components at End of School Year

## Kindergarten

### **Retain in portfolio (send to next teacher or school):**

- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

### **Send home:**

- Completed graphic organizers
  - Any remaining items not retained
- 

## Grade 1

### **Retain in portfolio (send to next teacher or school):**

- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

### **Send home:**

- Completed graphic organizers
  - Any remaining items not retained
- 

## Grade 2

### **Retain in portfolio (send to next teacher or school):**

- Cover Sheet completed and stapled to writing pieces for October, February and June
- Recording Forms 1, 2, 3 and Summary Form(s) stapled together

### **Send home:**

- Completed graphic organizers
- Completed Skills Assessments
- Any remaining items not retained

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

## **WRITING PROGRAM KINDERGARTEN**

### **October\* Retelling**

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

Be sure to include the:

- title of the story.
- most important events in the order they happened.

### **December Personal Narrative – Description**

Draw a picture of your pet or a pet you would like to have. Write or dictate sentences about your pet.

Be sure to include:

- the name of the pet.
- at least one fact about your pet (e.g., HM. Playful Pets-T195).

### **February\* Retelling**

Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by scribble writing, scribing or a story map.

Be sure to include the:

- title of the story.
- most important events in the order they happened.

### **April Invitation**

Write an invitation to a birthday party or special event.

Be sure to include the:

- event.
- day.
- time.
- place (e.g., HM Nighttime-T189).

### **June\* Retelling**

Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by scribble writing, scribing or a story map.

Be sure to include the:


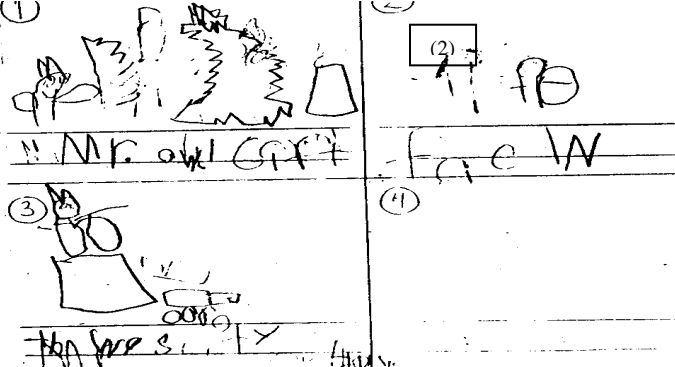
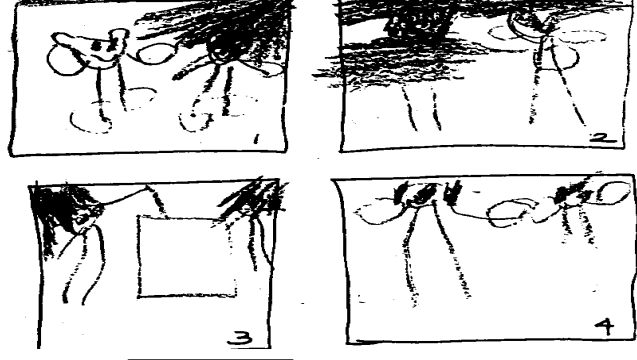
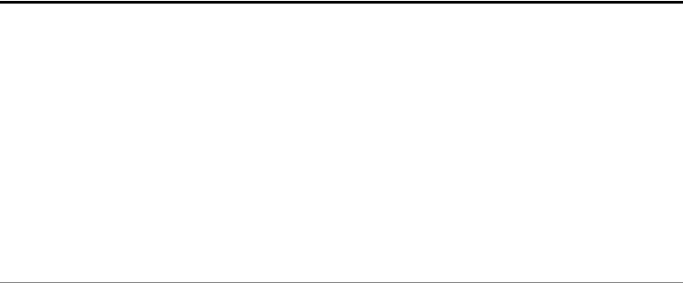
- title of the story.
- most important events in the order they happened.

**Use rubrics attached to score writing pieces.**

\*Place in student portfolio.



## Kindergarten Writing Rubrics and Exemplars

Score	Criteria	Sample Answers
<p style="text-align: center;">3 Strong</p>	<p>Response addresses all elements of task. Relates events in sequential order. Uses conventional and invented spellings.</p>	
<p style="text-align: center;">2 Developing</p>	<p>Response addresses one element of task but not all. Attempts sequential order of events. Uses letters.</p>	
<p style="text-align: center;">1 Emerging</p>	<p>Attempts a response, but does not address topic. Aim of answer is unclear. Doesn't use letters; scribbles. Not in sequence.</p>	
<p style="text-align: center;">0 Not Evident</p>	<p>Illegible or no Answer.</p>	

# PORTFOLIO COVER SHEET Kindergarten

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_

## NYS Learning Standards for English Language Arts:

Students will read, write, listen and speak for:

- information and understanding (Standard 1)
- literary response and expression (Standard 2)
- critical analysis and evaluation (Standard 3)
- social interaction (Standard 4)

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

➤ **Write date when activity is completed.**

**Date Completed**

	<b>Beg.</b>	<b>Mid.</b>	<b>End of Year</b>
• Phonemic Awareness	_____	_____	_____
• Letter/Sound Identification	_____	_____	_____
• Word Recognition	_____	_____	_____
• Writing Response (October)	_____		
• Writing Response (February)	_____		
• Writing Response (June)	_____		

### Writing Performance

(Check one box for each month listed.)

Rubric Score	3	2	1	0
Oct.				
Feb.				
June				

CHECK BELOW IF APPROPRIATE

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

**Teacher Descriptors**  
Kindergarten  
Portfolio Requirements

- **Phonemic Awareness** (3x per year: beg./mid/end)  
Materials: see Emergent Literacy Survey (pp. 7-11)
- **Letter/sound Identification** (3 x per year: beg./mid/end)  
Materials: see Emergent Literacy Survey (pp. 12-14)
- **Word Recognition** (3x per year: beg./mid/end)  
Materials: see Emergent Literacy Survey (pp. 15-17)
- **Writing Response** to grade appropriate literature (3 x per year)

**The portfolio writing pieces should reflect a student's independent work without teacher or peer editing.**

- **October** (Retelling in Sequential Order)  
Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by scribble writing, scribing, or a story map (see Graphic Organizers). Be sure to include:
  - the title of the story
  - the most important events in the order they happened
- **February** (Retelling in Sequential Order)  
Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by scribble writing, scribing, or a story map (see Graphic Organizers). Be sure to include:
  - the title of the story
  - the most important events in the order they happened
- **June** (Retelling in Sequential Order)  
Retell a familiar story in sequential order using art depiction of two to four events in a story accompanied by scribble writing, scribing, or a story map (see Graphic Organizers). Be sure to include:
  - the title of the story
  - the most important events in the order they happened.

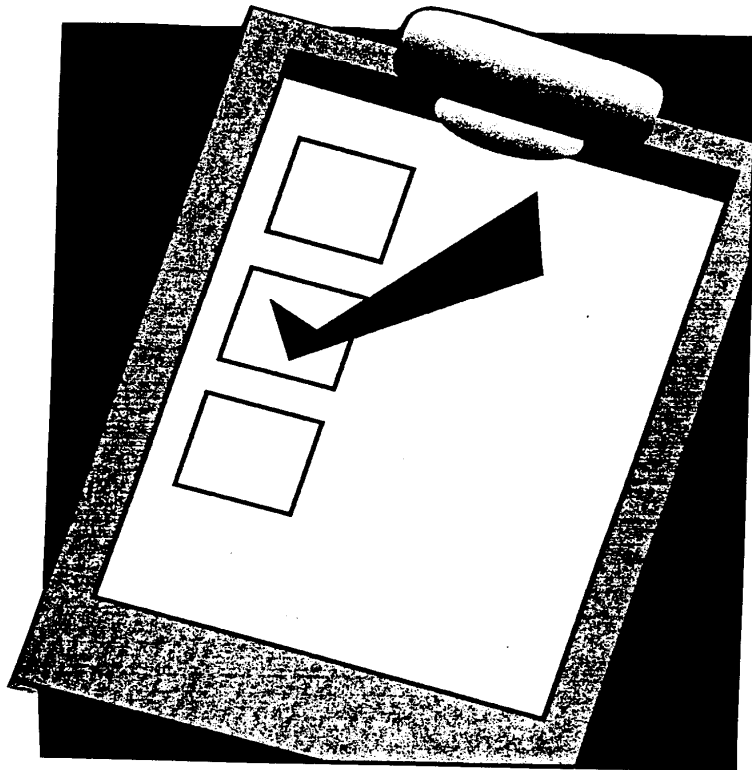
**Use rubrics to score writing pieces.**

HOUGHTON MIFFLIN

ADAPTED  
FROM

# EMERGENT LITERACY SURVEY/K-2

WITH PHONEMIC AWARENESS SCREENING



INVITATIONS  
TO LITERACY

K  
through  
2

# Emergent Literacy Survey/K-2

.....

**John J. Pikulski**

## **Overview**

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

## **Purposes of the Emergent Literacy Survey**

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

## **General Guidelines for Administering the Survey**

### **Individual or Group Administration**

**The Phonemic Awareness, Letter/Sound Identification and Word Recognition tasks should be administered to one child at a time.**

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

# TEACHER DIRECTIONS

## PHONEMIC AWARENESS

### Beginning Sounds

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

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

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

### ↓ **Practice Items**

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

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

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

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

1. ***sink*** /s/

4. ***donkey*** /d/

2. ***pie*** /p/

5. ***lion*** /l/

3. ***more*** /m/

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

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

# TEACHER DIRECTIONS

## **RHYME**

- ↓ **Directions** When words rhyme, they sound the same at the end. For example, *fun*, and *sun* rhyme. I'm going to say a word, and I want you to give me a word that rhymes with my word.
- ↓ **Recording** On Recording Form 1, indicate correct response with ✓. If a child gives an incorrect word, write that word. Write **0** if a child does not respond.
- ↓ **Practice Items** **Listen to this word—*dig*. Tell me a word that rhymes with *dig*.** (If necessary, give examples: ***big, pig, fig, wig*** all rhyme with *dig*.)  
***dark*— Tell me a word that rhymes with *dark*.** (Examples: ***bark, park***)
- ↓ **Assessment Items** (Do not provide any help with these items or tell a child whether the response is correct.)

\_\_\_\_\_ **Tell me a word that rhymes with** \_\_\_\_\_ .

- |                       |                      |
|-----------------------|----------------------|
| 1. <b><i>bat</i></b>  | 4. <b><i>got</i></b> |
| 2. <b><i>head</i></b> | 5. <b><i>rug</i></b> |
| 3. <b><i>fan</i></b>  |                      |

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

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

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

# TEACHER DIRECTIONS

## BLENDING ONSETS AND RIMES

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

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

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

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

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

**What word do I have if I add the /\_/ sound at the beginning of \_\_\_\_\_?**

/\_/\_

1. /m/an

4. /b/ill

2. /f/all

5. /r/at

3. /t/able

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

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

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



# TEACHER DIRECTIONS

## PHONEME BLENDING

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

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

### ↓ **Practice Items**

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

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

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

**/\_/\_/\_/ What word would I have if I put together the sounds /\_/\_/\_/?**

- |                      |                      |
|----------------------|----------------------|
| 1. /t/ /ă/ /p/ (tap) | 4. /k /ü/ /t/ (cut)  |
| 2. /m/ /ě/ /n/ (men) | 5. /l/ /i/ /d/ (lid) |
| 3. /j/ /ö/ /g/ (jog) |                      |

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

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

# TEACHER DIRECTIONS

## PHONEME SEGMENTATION

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

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

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

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

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

**What are the sounds in \_\_\_\_\_?**

1. **pat** (/p/ /ă/ /t/) \_\_\_\_\_

2. **leg** (/l/ /ĕ/ /g/) \_\_\_\_\_

3. **sip** (/s/ /ĭ/ /p/) \_\_\_\_\_

4. **tub** (/t/ /ŭ/ /b/) \_\_\_\_\_

5. **rock** (/r/ /ŏ/ /k/) \_\_\_\_\_

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

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

# TEACHER DIRECTIONS

## Kindergarten, First Grade

### Master 3

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

### LETTER/SOUND IDENTIFICATION

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

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

↓ **Assessment Items**

### Master 4

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

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

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

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

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

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

# LETTER/ SOUND IDENTIFICATION

## Student Copy

A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

# LETTER/ SOUND IDENTIFICATION

## Student Copy

a f k p w z

b h o j u a

c y l q m

d n s x i

e g r v t g

# TEACHER DIRECTIONS

## WORD RECOGNITION\*

### Master 5

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

### Master 6

from
have
by
one
had
bat
ten
pig
hop
mud

- ↓ **Directions** (Show Master 5 – Word Recognition 1 Student Copy. Do not provide any help with these items or tell the child if answers are wrong or right.)
- ↓ **Recording** On Recording Form 3, indicate correct responses with ✓. If a child gives an incorrect word, record the word given. Write **0** if a child does not respond.
- ↓ **Assessment Items**
- 1. Try to read these words for me. What is this word?**  
*Note: Move down the columns of words. If a child cannot read most of the words, you may wish to ask for the sound the word begins with. Do this only for words beginning with consonants.*
  - 2. (Show Master 6 – Word Recognition 2. Student Copy) Now, try to read these words. What is this word?**
- ↓ **Scoring** One point is awarded for each word that is correctly identified. Record total on Master 10 Summary Form.
- ↓ **Interpretation** On average, **end-of-kindergarten children will recognize only about three of the first fifteen words on the Word Recognition 1 Master.** The first ten words on the list are among the most frequently used words in the English language; the last five words represent phonetically regular words following consonant-vowel-consonant patterns and containing short vowel sounds. Fifteen additional high-frequency words are included on the list (items 11-25). Thus, the list offers an opportunity to assess both high-frequency vocabulary and phonetically regular vocabulary.
- Note: This is not a timed task; however, if after approximately ten seconds, a child makes no response, say "Please make a try. What do you think this word might be?" If there is still no response, move to the next item.*

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

# WORD RECOGNITION 1

## STUDENT COPY

the

of

and

to

in

you

for

it

was

on

that

is

he

are

as

with

his

they

at

this

## WORD RECOGNITION 2

STUDENT COPY (continued)

from

have

by

one

had

bat

ten

pig

hop

mud



# HIGH FREQUENCY WORDS

## Kindergarten

### **Theme 4 – Family Time**

my  
said

### **Theme 10 – Here Comes the Bears**

we  
not

### **Theme 5 – In the Barnyard**

I  
the

### **Theme 11 – Going Places**

get  
can

### **Theme 6 – Nighttime**

have  
go

### **Theme 12 – Tell Me A Story**

you  
but

### **Theme 7 – Let's Be Friends**

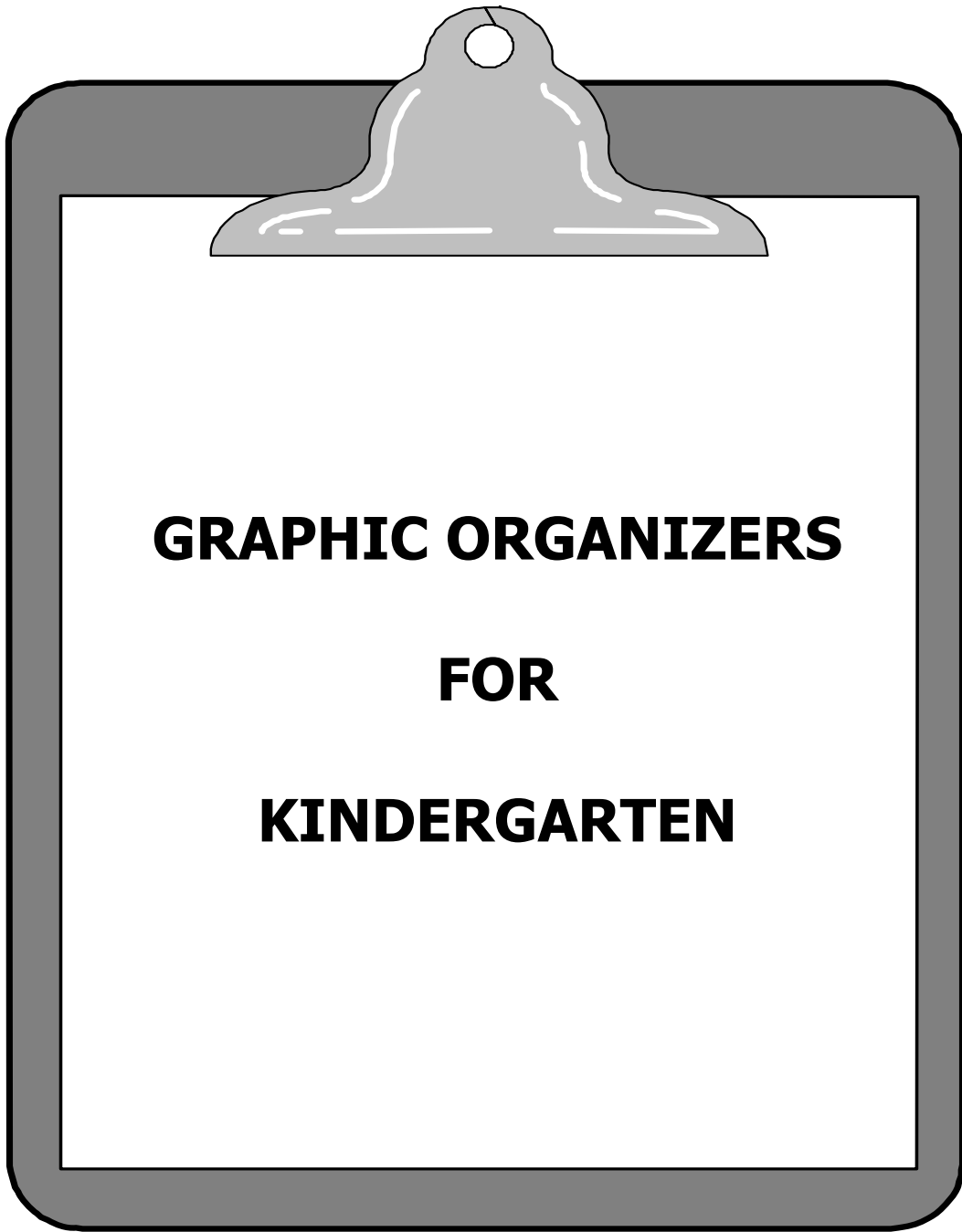
in  
put

### **Theme 8 – Playful pets**

it  
did

### **Theme 9 – I Can Do Anything**





like  
and



Name: \_\_\_\_\_

# STORY MAP

Author/Title: \_\_\_\_\_

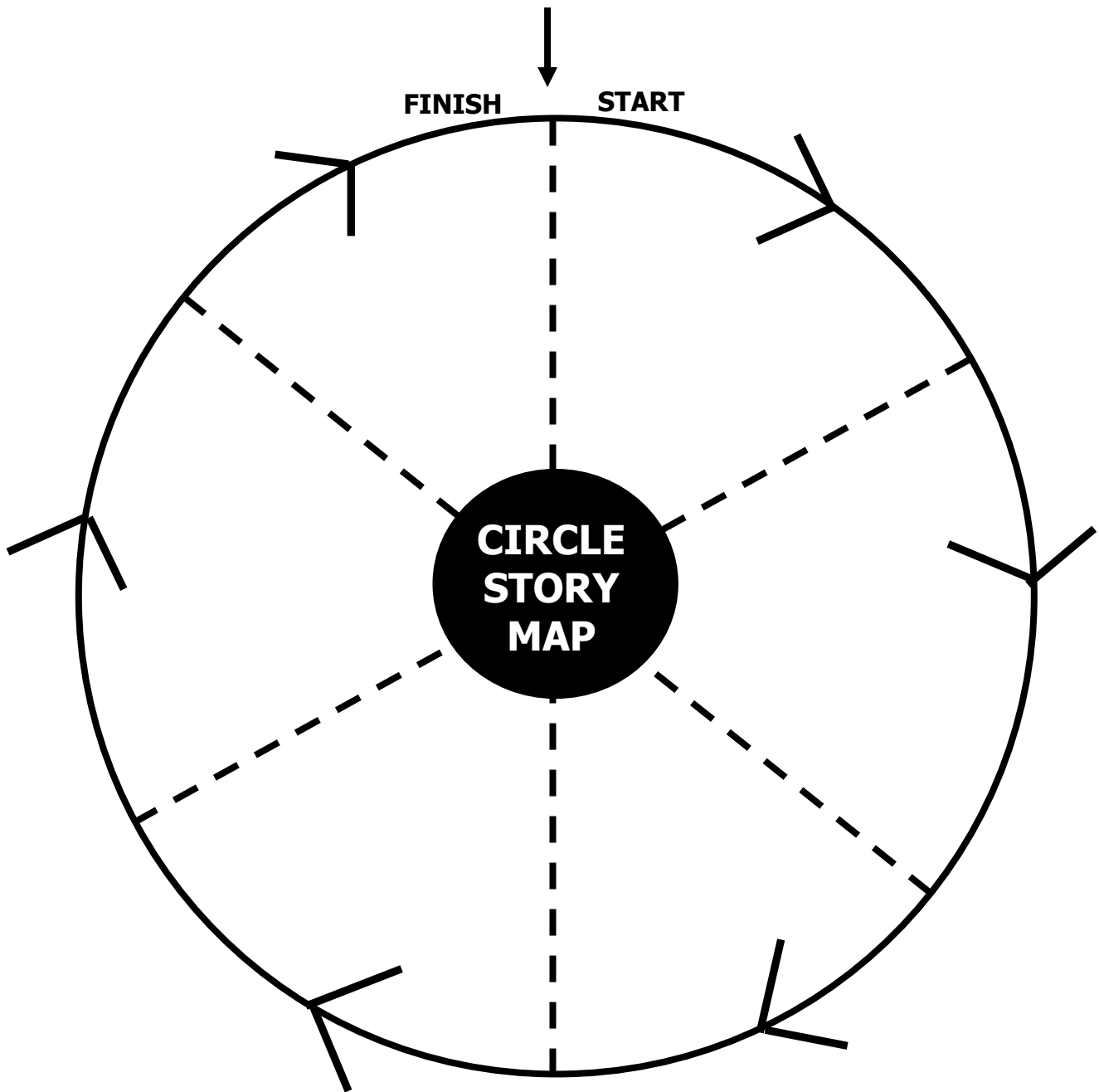
 <p><b>Character(s)</b></p>	
 <p><b>Setting</b></p>	
 <p><b>Problem/Goal</b></p>	
 <p><b>Solution/End</b></p>	

Name: \_\_\_\_\_

## CIRCULAR STORY

Story Title \_\_\_\_\_

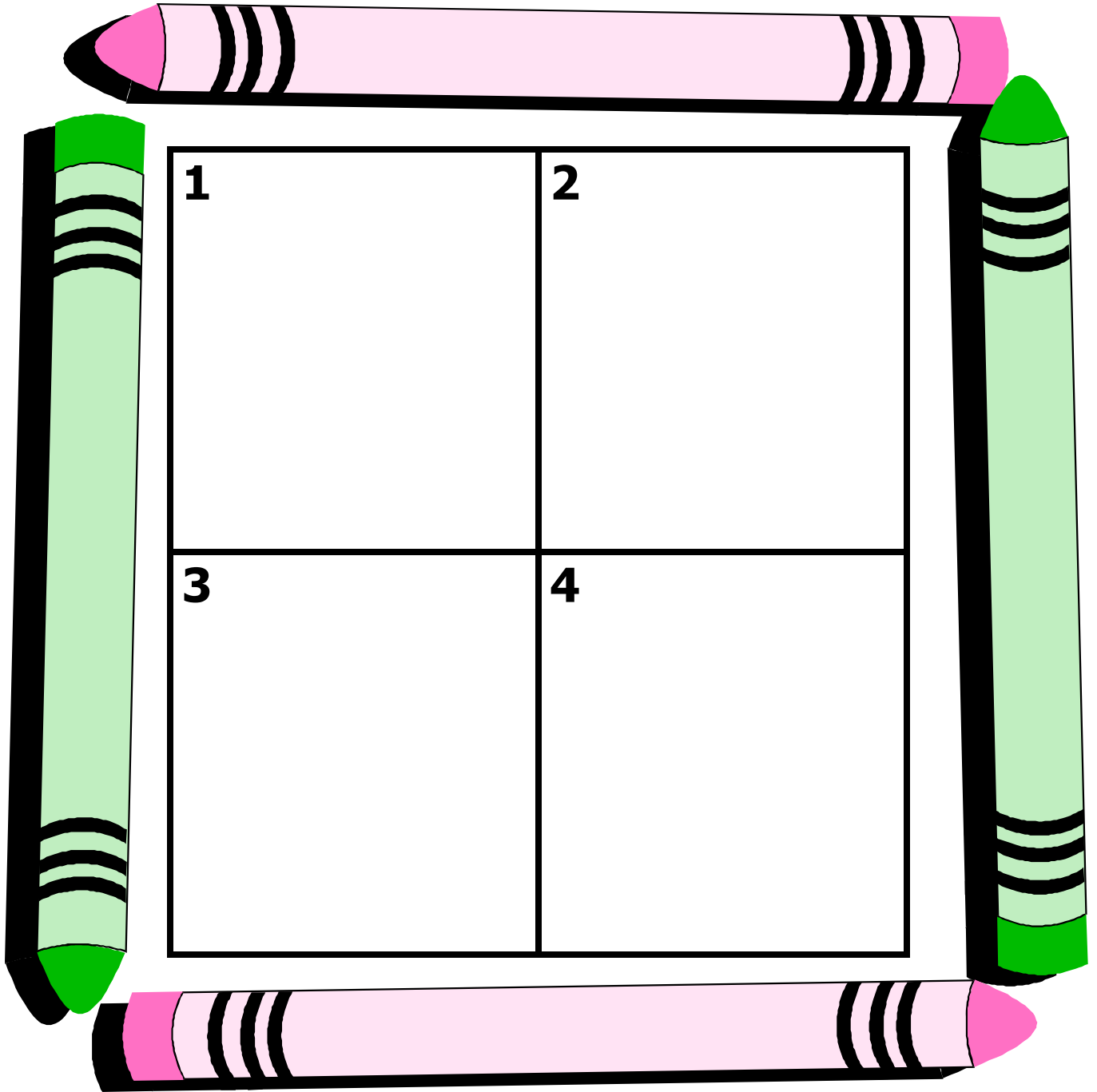
Write or draw the story events in the order that they happened.

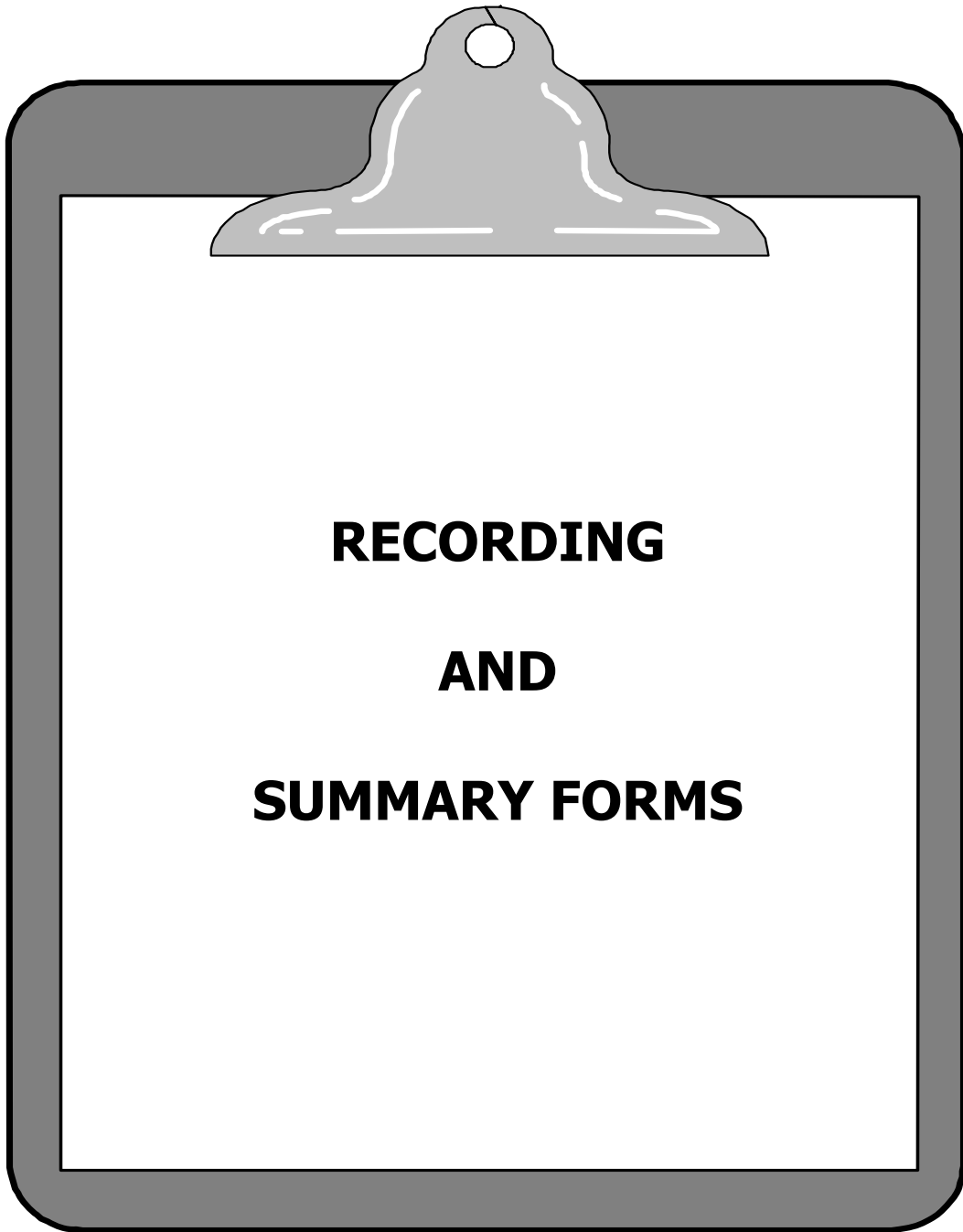


Name: \_\_\_\_\_  
**Story Summary / Sequence**

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**EMERGENT LITERACY SURVEY**  
**Phonemic Awareness (ELS)**

Child's Name \_\_\_\_\_ Grade \_\_\_\_\_

Examiner \_\_\_\_\_ Date \_\_\_\_\_

See Directions (pages 6-11)

**Beginning Sounds**

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

Total  
Correct: /5

**Rhyme**

1. bat \_\_\_\_\_
2. head \_\_\_\_\_
3. fan \_\_\_\_\_
4. got \_\_\_\_\_
5. rug \_\_\_\_\_

Total  
Correct: /5

**Blending Onsets and Rimes**

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

Total  
Correct: /5

**Phoneme Blending**

1. /t/ /ă/ /p/ (tap) \_\_\_\_\_
2. /m/ /ě/ /n/ (men) \_\_\_\_\_
3. /j/ /ö/ /g/ (jog) \_\_\_\_\_
4. /k/ /ů/ /t/ (cut) \_\_\_\_\_
5. /l/ /ř/ /d/ (lid) \_\_\_\_\_

Total  
Correct: /5

**Phoneme Segmentation**

1. pat /p/ /ă/ /t/ \_\_\_\_\_
2. leg /l/ /ě/ /g/ \_\_\_\_\_
3. sip /s/ /ř/ /p/ \_\_\_\_\_
4. tub /t/ /ů/ /b/ \_\_\_\_\_
5. rock /r/ /ö/ /k/ \_\_\_\_\_

Total  
Correct: /5

**Record Totals**

**On Master 10 Summary Form**

**Criterion Score: 4 out of 5 correct**

Recording Form 1

## LETTER/SOUND IDENTIFICATION SCORE SHEET

✓ Check each box if the student knows letter and sound of letter.      Date: \_\_\_\_\_

Name: \_\_\_\_\_

Recorder: \_\_\_\_\_      Date of Birth: \_\_\_\_\_

	*L / S		L / S		L / S		L / S		L / S		L / S		
	Beg Year		Mid Year		End Year		Beg Year		Mid Year		End Year		
<b>DATE</b>													
<b>A</b>							a						
<b>F</b>							f						
<b>K</b>							k						
<b>P</b>							p						
<b>W</b>							w						
<b>Z</b>							z						
<b>B</b>							b						
<b>H</b>							h						
<b>O</b>							o						
<b>J</b>							j						
<b>U</b>							u						
							a						
<b>C</b>							c						
<b>Y</b>							y						
<b>L</b>							l						
<b>Q</b>							q						
<b>M</b>							m						
<b>D</b>							d						
<b>N</b>							n						
<b>S</b>							s						
<b>X</b>							x						
<b>I</b>							i						
<b>E</b>							e						
<b>G</b>							g						
<b>R</b>							r						
<b>V</b>							v						
<b>T</b>							t						
							g						
<b>Total</b>	/26 + /26		/26 + /26		/26 + /26		<b>Total</b>	/28 + /28		/28 + /28		/28 + /28	
	/52		/52		/52			/56		/56		/56	

Letters Unknown:

Consonants

Long Vowels

Short Vowels

Comments:

TOTAL/ Beg. Of Year  
SCORE 52 + 56 =

/108

TOTAL/ Mid Year  
SCORE 52 + 56 =

/108

TOTAL/ End of Year  
SCORE 52 + 56 =

/108

**Record Totals on  
Master 10  
Summary Form**

**Criterion Score: 86 out of 108 correct.**

\*Letter/Sound

Recording Form 2



Child's Name: \_\_\_\_\_ Child's Date of Birth: \_\_\_\_\_

Examiner: \_\_\_\_\_ Grade: \_\_\_\_\_

### WORD RECOGNITION

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

	Beg. of Year	Mid Year	End of Year
Date			
1. the			
2. of			
3. and			
4. to			
5. in			
6. you			
7. for			
8. it			
9. was			
10. on			
11. that			
12. is			
13. he			
14. are			
15. as			

	Beg. of Year	Mid Year	End of Year
Date			
16. with			
17. his			
18. they			
19. at			
20. this			
21. from			
22. have			
23. by			
24. one			
25. had			
26. bat			
27. ten			
28. pig			
29. hop			
30. mud			

Score:                      /30                      /30                      /30

**Criterion Score: 24 out of 30 correct.**

**Record Totals on Master 10 Summary Form.**

**EMERGENT LITERACY SURVEY**  
**Summary Form**  
**Kindergarten**

Child's Name \_\_\_\_\_ Child's Date Birth \_\_\_\_\_

Examiner \_\_\_\_\_

<b>Phonemic Awareness</b>	<b>Area Assessed</b>	<b>Beg. Year Date _____</b>	<b>Midyear Date _____</b>	<b>End of Year Date _____</b>
	Beginning Sounds	_____/5	_____/5	_____/5
	Rhyme	_____/5	_____/5	_____/5
	Blending Onsets and Rimes	_____/5	_____/5	_____/5
	Phoneme Blending	_____/5	_____/5	_____/5
	Phoneme Segmentation	_____/5	_____/5	_____/5
<b>Familiarity With Print</b>	Letter/Sound Identification	_____/108	_____/108	_____/108
<b>Beginning Reading &amp; Writing</b>	Word Recognition	_____/30	_____/30	_____/30
	Comments			