Module 6:

Possible Formative Assessment Tool:

* Systematic observational checklists (individual children asking/answering questions/requesting clarification, making connections between the text, self, and the world around them, ability to make connections between key events and illustration, identification of supporting details, speaking/listening/presenting skills)
* Technology tools

Possible Formative Assessments: *Performance tasks that include*

* Book discussion groups (small/large)
* Oral Retellings
* Written (drawing/dictating/writing) retellings of main topic and key details
* Oral/written (drawing/dictating/writing) contributions to shared research and writing projects
* Performance on media-based tasks related to text

Summative Assessments:

* After reading/listening to a *kindergarten level complex text* students (with prompting and support) orally describe the relationship between key events of the overall story to the corresponding scenes (person, place, things, idea) provided by the illustrator.
* After reading/listening to a *kindergarten level complex text* students (with prompting and support) orally compare and contrast adventures and experiences of a character/characters in a *book* to those of a similar type of character/characters in another text and demonstrate ability to make cultural connections between text and self, as appropriate.
* After reading/listening to a *kindergarten level informational text* students (with prompting and support) will identify through discussion the supporting details an author uses.
* After reading/listening to a *kindergarten level informational text* students (with prompting and support) will identify similarities between two texts on the same topic by completing a graphic organizer (e.g., Venn diagram).
* After listening to *a kindergarten level complex text read aloud by the teacher or through other media*, students (with prompting and support from the teacher) will confirm understanding by asking and answering questions and requesting clarification as needed.
* Students participate in a reading experience of a *kindergarten level text*. After the reading experience students, through a combination of drawing, dictating, and writing, 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 . . .).
* Compose an informative piece using a combination of drawing, dictating and writing to name and give information about a topic.
* After listening to multiple *kindergarten level complex texts by a single author*,

students (with support as needed) will participate in shared research and writing to express their opinions about the books.

* Use a combination of background knowledge and information from provided sources to answer questions in order to demonstrate understanding.
* When orally sharing information on a topic students use drawings or other visual displays to support their points.