

WEEK 8

Stations

End of Unit Assessment
<p>Materials</p> <ul style="list-style-type: none">• End of Unit Assessment Prompt• End of Unit Assessment Rubric and Exemplar
<p>Over the course of the previous seven weeks, children have had an opportunity to think together about the unit’s Big Ideas, develop their vocabulary, and engage with grade-level standards through discussion of complex text. In the assessment, they draw on their growing content and vocabulary knowledge and use reading comprehension skills to independently make meaning and demonstrate their understanding of a new text, <i>Wanda’s Roses</i>.</p> <p>In Week 8, children are introduced to <i>Wanda’s Roses</i> during Text Talk on Days 1 and 2, with discussion focused on key vocabulary and gist. They complete the End of Unit Assessment during Stations on Days 2 and 3, communicating their understanding through drawing and writing.</p> <p>Show the assessment slides and provide the printed images, with illustrations from <i>Wanda’s Roses</i>. Read the assessment prompt aloud.</p> <p><i>How do people in Wanda’s community support each other? Use details from the story and the illustration to support your ideas.</i></p> <p>Send the children to write.</p> <p><i>You can use the slides to listen and reread the text as much as you need to. Try to include some of our Weekly Words in your writing, and don’t forget to use details from the illustration and the story to support your ideas.</i></p> <p>Children may access resources posted around the classroom, especially the weekly words. As needed, facilitate the assessment in small groups or individually in order to hear emerging writers’ oral responses.</p>

See reverse for Stations overview page.

Station	Activities	Materials Writing tools at each station
Shared Reading	“Friends Together”	<ul style="list-style-type: none"> ● Shared Reading text on chart and/or slides ● pointer
Teacher Groups	Strategic small group instruction	<ul style="list-style-type: none"> ● as needed
Reading	Independent and Partner Reading	<ul style="list-style-type: none"> ● “Friends Together” ● individual book bags
Listening & Speaking	Talk, Draw, Talk	<ul style="list-style-type: none"> ● Week 8 image (community on stoop) ● Week 8 prompt ● sand timers ● drawing tools
	Listen and Respond: <i>Wanda’s Roses</i>	<ul style="list-style-type: none"> ● audio recording and technology ● <i>Wanda’s Roses</i> book ● <i>Wanda’s Roses</i> conversation prompts
Vocabulary	Draw for Meaning <i>donate, empathy, recycle, volunteer, charities, organization</i>	<ul style="list-style-type: none"> ● Week 7 Vocabulary Cards ● Draw for Meaning sheets
Science Literacy	Draw and write about an experience with a storm.	<ul style="list-style-type: none"> ● Week 8 prompts, printed as stickers or copied and cut apart, with glue sticks ● science journals ● colored pencils and pencils
Word Work (align with phonics program)	Bonus Letter Word Sort	<ul style="list-style-type: none"> ● Bonus Letter Word Sort recording sheets and cards ● scissors ● Sort directions card
	Sentences	<ul style="list-style-type: none"> ● Sentences cut apart and placed in separate envelope, one set for each child ● Sentences recording sheets ● Sentences directions card
	Trick Word Memory	<ul style="list-style-type: none"> ● Week 8 Trick Word Memory cards ● scissors ● Memory directions card

End of Unit Assessment Rubric

Unit 1 Prompt

How do the people in Wanda’s community support each other?
Use details from the story and the illustration to support your ideas.

Relevant Unit 1 Big Ideas

- Caring for each other builds community.
- When people in communities talk, work, play, and learn together, they can create positive change.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Retells the story’s key details in response to the prompt. (RL.1.2)	Begins to retell the story but response veers from the prompt.	Retells key details of the story, but does not demonstrate full understanding in response to the prompt.	Retells the story’s key details and demonstrates understanding in response to the prompt.
Uses words and phrases acquired through the curriculum when responding to texts. (L.1.6)	Does not use vocabulary from the Grade 1 curriculum.	Uses at least 1 vocabulary word or phrase from the Grade 1 curriculum, but application is not appropriate to the context or prompt.	Uses at least 1 vocabulary word or phrase from the Grade 1 curriculum appropriately.
Demonstrates conceptual understanding and knowledge about the topic. (Civics 10)	Does not align response to unit big ideas.	Response aligns somewhat to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit’s big ideas.
With guidance, gathers information from both illustrations and words to respond in writing to a prompt. (W.1.8, RL.1.7)	Responds to the prompt without clear references to the illustrations and words of the text.	With significant guidance, uses one piece of information drawn from illustrations or words to respond to the prompt. The reference may be vague or unclear.	With guidance, includes at least one specific piece of information drawn from illustrations or words to respond to the prompt.

Stations: End of Unit Assessment Rubric U1 W8 D3

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.1.1j	Includes frequent errors in usage; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
Capitalization L.1.2a	Uses upper case letters minimally or incorrectly.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Makes no errors in capitalization.
Punctuation L.1.2b	Includes frequent errors in end punctuation, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes, in addition to end punctuation.
Spelling L.1.2d L.1.2e	Includes severe errors in spelling that often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.

For children who are emerging writers and whose writing does not yet demonstrate their full understanding, also record oral responses.

Unit 1 Exemplar

Wanda's community made a rose garden. Some friends shared muffins. Some friends dug holes.

Stations: End of Unit Assessment Rubric U1 W8 D3

Name: _____ Date: _____

How do people in Wanda's community support each other?
Use details from the story and the illustration to support your ideas.

Illustrations from *Wanda's Roses* by Pat Brisson, illustrated by Maryann Cocca-Leffler



The night before the tea party everyone was very busy. And the next morning at nine, everyone was surprised to see Wanda's rosebush covered with roses—paper roses that Wanda had made herself and carefully tied to each bare, thorny branch.



But more surprising yet,

everyone who came to the party had brought along a rosebush to plant near



Wanda's (except Ms. Jones, who had brought delicious blueberry muffins).



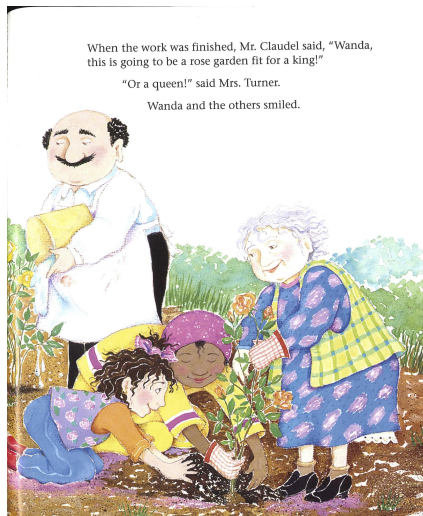
After they had eaten their muffins and drunk their tea, they all got busy planting rosebushes. Mr. Claudel and Mrs. Turner dug the holes, Mrs. Giamoni held the bushes in place while Wanda and Ms. Jones filled in around the roots with soil, and Mr. Sanchez brought water from his shop and watered them all thoroughly.



When the work was finished, Mr. Claudel said, "Wanda, this is going to be a rose garden fit for a king!"

"Or a queen!" said Mrs. Turner.

Wanda and the others smiled.



End of Unit Assessment: Unit 1 Prompt images

