Kindergarten ELA Unit 4
Fact or Fiction?

You have read or listened to many books. Some books tell a story and some books give us information. These two kinds of books are called fact and fiction. Let’s look at the books and you can decide whether each book is fact or fiction.

<table>
<thead>
<tr>
<th>Book Title</th>
<th>Fact</th>
<th>Fiction</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Wrong-Way Rabbit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There Was a Bold Lady Who Wanted a Star</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Sun’s Family of Planets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nests, Nests, Nests</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clifford Takes a Trip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Now I Know Look … a Butterfly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Gingerbread Boy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I Can Help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goldilocks and the Three Bears</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name _______________________
Approved for posting 7.29.2010
Kindergarten Fact or Fiction?

Explain the difference between fact and fiction books.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Kindergarten ELA Unit 4
Common Writing Assessment

Assessment Summary:

1. Prior to administering the common writing assessment, whole class brainstorming or discussion specific to the assessment will be used. Teachers will read the prompt, display it in written form, and provide appropriate paper for student responses. The prompt will remain on display during the writing assessment. However, any recorded brainstorming should be removed from display. Students are encouraged to use their own prewriting strategies. Students can use word walls, personal dictionaries, word banks, or other general existing classroom aids/tools. Teachers should not scribe a student’s response. (Teacher can decipher student writing that is illegible).
2. To remove possible scorer bias, students will write their identification number and not their name.
3. Refer to student IEP or 504 plan for any assessment accommodations and ensure these are provided.

The writing session should be scheduled during the first week of the two week window to allow adequate time for make-ups.

Writing Assessment Protocol for Kindergarten
Lisbon Community School

Essential Question: Was every student given the same opportunity to produce a reliable piece of writing that can be used as a comparative piece to show growth in the spring? Does this piece show applied learning of the Six Traits and the Writer’s Workshop? Can this comparative data be used to inform instruction?

Kindergarten protocol: (with support from teacher) Fall and Spring

- Give over a week’s span
- Suggested Schedule:
  Day 1: Topic Discussion and Brainstorming
  Day 2: Review topic discussion and brainstorming and draw picture (model this)
  Day 3: Review day 1 and 2 and add details to picture
  Day 4: Write about your picture
  Day 5: Revisit writing for revision purposes
- Conferring with students is fine during picture or writing phase
- Use the Kindergarten Writing rubric to score
- Double score
- Fill out disaggregation sheet
- Compare data with your grade level
## Kindergarten ELA Unit 4 Informational Text

### Fact or Fiction? SCORING RUBRIC

<table>
<thead>
<tr>
<th>Name ______________________________</th>
<th>Date __________________________</th>
<th>Score</th>
</tr>
</thead>
</table>

**Reading A2 Literary Texts**

<table>
<thead>
<tr>
<th>English Language Arts Content Standard</th>
<th>1 Does Not Meet Standard</th>
<th>2 Partially Meets Standard</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 – Read fiction, nonfiction, drama, and poetry, within a grade appropriate span of text complexity.</td>
<td>Student correctly identifies 0 - 5 of selected books as fact or fiction on the checklist.</td>
<td>Student correctly identifies 6 or 7 of selected books as fact or fiction on the checklist.</td>
<td>Student correctly identifies 8 of 10 selected books as fact or fiction on the checklist.</td>
<td>Student correctly identifies ALL books as fact or fiction AND explains the difference between fact and fiction books.</td>
</tr>
</tbody>
</table>

Scorer Note: At the kindergarten level, an example of an appropriate description of the difference between fact and fiction would be: “Fiction books are not about real things”; “Fiction is make-believe”; “Fact is facts and information”; “Fact is about things that are real or things that really happened”.

Students will not be penalized for using terms other than “fact” or “fiction” (i.e. true; make-believe; not real).