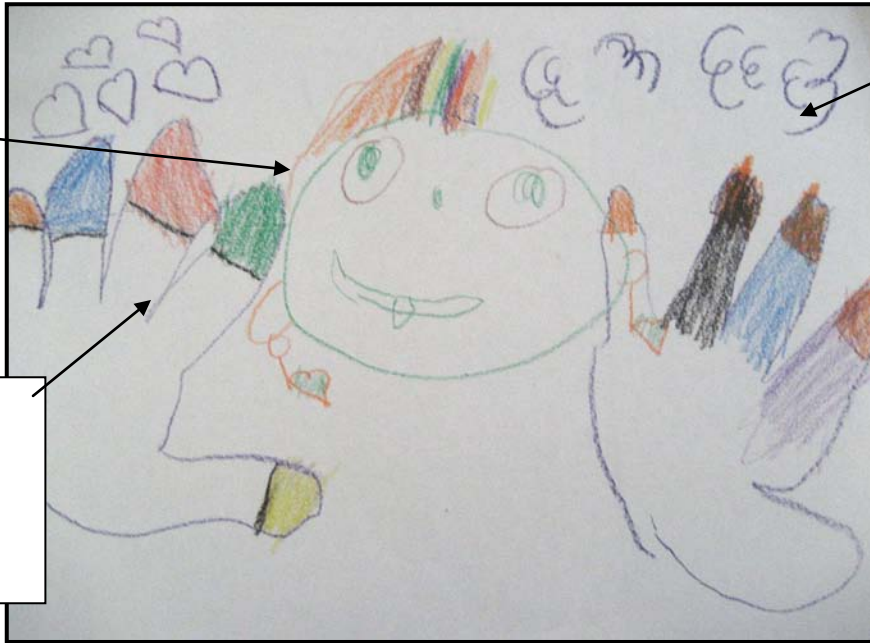


Pre-K Literacy: Our Senses! Annotated Student Work

Student Sample A: Gabriella

The student's illustration represents information from the text on how we use our senses.

The illustration represents the five senses described in the text: sight, smell, taste hearing, and touch.



The informational text states that we: see with our eyes, taste with our tongue, hear with our ears, smell with our nose, and touch with our fingers.

Student Dictation Notes:

Gabriella August 15, 2011:

"This is my baby. She has eyes, tongue, nose, hands, and ears, so she can see, taste, smell, touch, and hear."

Teacher Observation Notes:


My Five Senses was read to the whole class and reviewed the next day in small groups. Gabriella points to the drawing of her baby sister and identifies the various body parts (eyes, ears, hands, mouth, and nose). We reviewed the five senses in the book, and she recalls the function of each body part illustrated. The illustration represents the five senses described in the text: sight, smell, taste hearing, and touch. Gabriella chose not to write any letters or words on her picture.



Rubric Rating: Proficient

Pre-K Literacy: Senses Task Administration Details

Student Sample B: *Jalisa*



The illustration represents the parts of our bodies described in the text: eyes, nose, and hands.

Student demonstrates emergent writing and points to the words when telling about her picture.

Student's Illustration and dictation (below) demonstrates information from the text on how we use our senses to smell flowers.

Student Dictation Notes:

Jalisa, August 5, 2011:

"The girl is balancing her ball to the fence. And then after she smells the flowers. Then she is going to look into the sun and she is going to see a butterfly."

Teacher Notes:

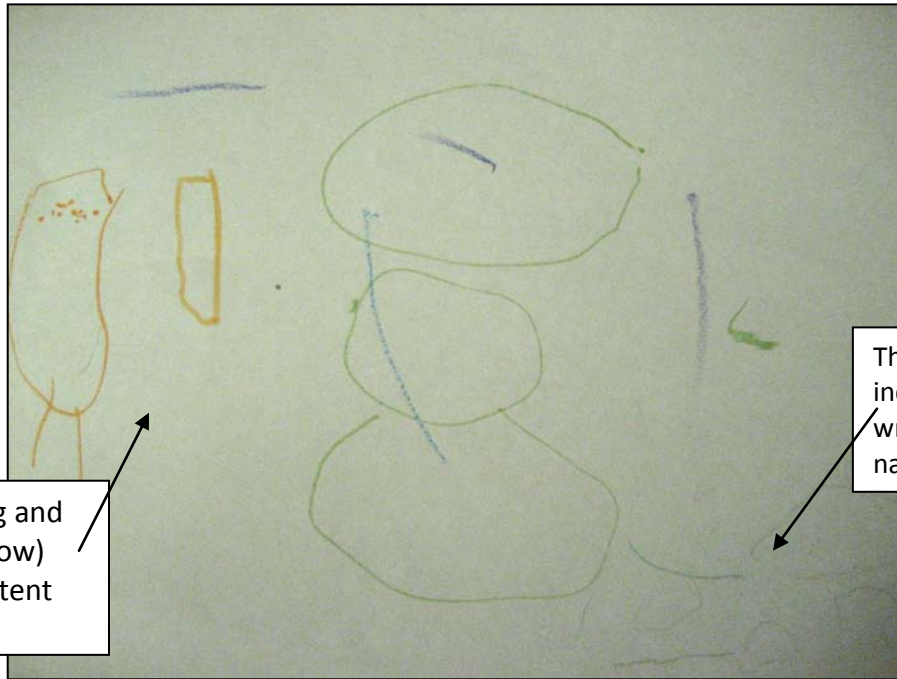


Jalisa includes information from the text in her illustration. She recalls three senses in her drawing, (touching a ball, smelling flowers, and seeing the sun). Jalisa writes her name and letters around her drawing. When prompted to describe her drawing, she points to the letters and states, "butterfly, ball, and fence."

Rubric Rating: Proficient

Pre-K Literacy: Senses Task Administration Details

Student Sample C: Josiah



Student's drawing and dictation (see below) include some content from text.

The student's drawing includes emergent writing to represent his name

Student Dictation Notes:

Josiah August 2011:

"I am making a ball when the boy was bouncing the ball and the ice cream. The boy is eating ice cream and bouncing the ball."

Teacher Observation Notes:

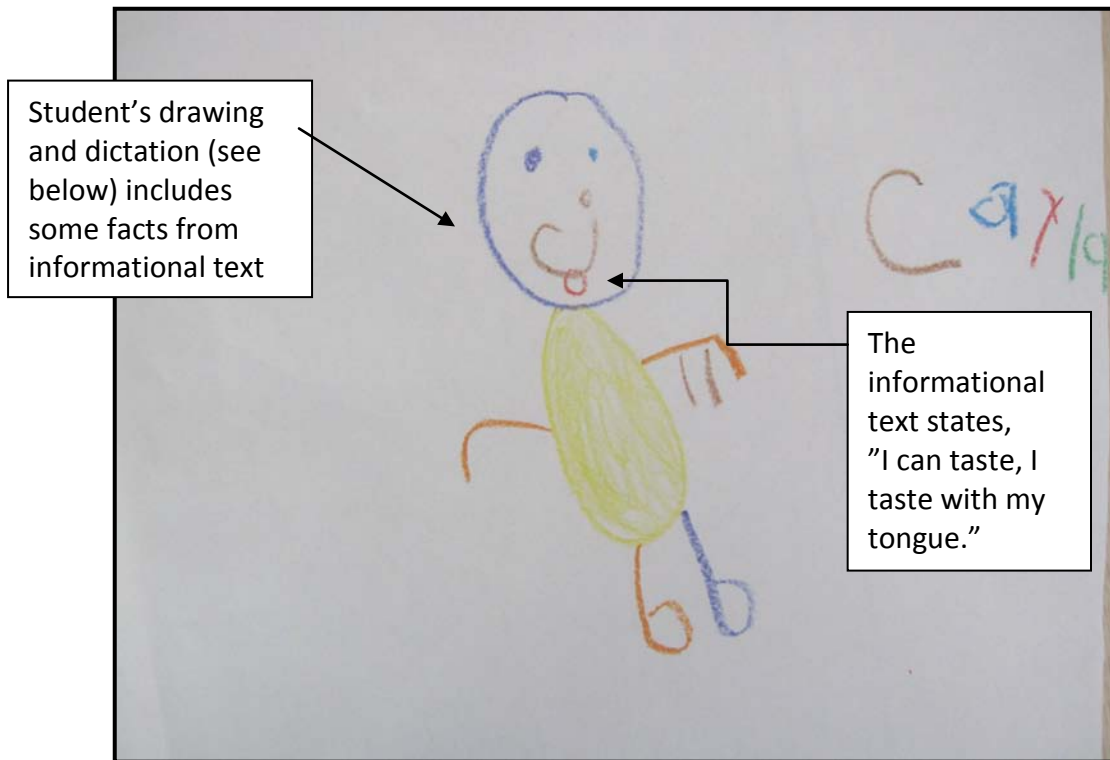


My Five Senses was read to the whole class and reviewed the next day in small groups. When prompted to describe his work, Josiah includes some content from the text. Josiah examines his illustration and states, "I am making a ball when the boy was bouncing the ball and the ice cream. The boy is eating ice cream and bouncing the ball." He is beginning to write letters to spell out his name.

Rubric Rating: In Process

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample D: Cayla



Student Dictation:

Cayla, July 2011: "I'm drawing a boy; he is sticking out his tongue to taste something."

Teacher Notes:

When prompted to draw/write about what she learned about the five senses from the book, Cayla hesitated and looked at her classmate's drawing. After reviewing the book, Cayla made a drawing and labeled it with her name. When describing her illustration, she stated, "I'm drawing a boy, he is sticking out his tongue to taste something."

Rubric Rating: In Process

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample E: Sarai



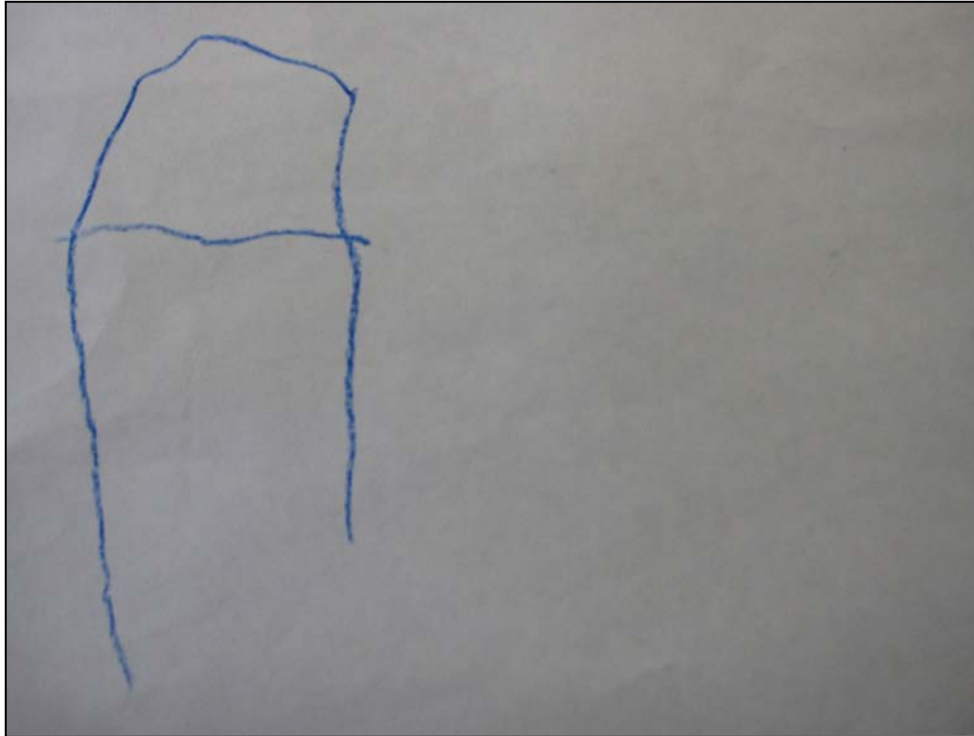
Illustration does not contain content related to informational text.

Student's drawing includes emergent writing to represent student's name.

Student Dictation:
Sarai, August 2011: "Mommy is kissing me; I have to do my name."
Teacher Notes:
When prompted, Sarai created a drawing that was unrelated to the informational text. While working on her illustration, she stated, "I'm going to draw a picture of my family." She continued with a story about her mother and stated, "Mommy is kissing me. I have to do my name." Sarai made some letter like markings and stated, "my name." Sarai consistently draws about her family.
Rubric Rating: Not yet

**Pre-K Literacy: Senses
Task Administration Details**

Student Sample F: *Adrian*



Student Dictation:

Alex, August 2011: "This is my baby brother and me."

Teacher Notes:

My Five Senses was read to the whole class and reviewed the next day in small groups. When prompted to draw, Alex looked at his peers and began to roll the crayons across the table. While reviewing the text, he had to be re-directed several times. He made a letter-like marking on his sheet of paper and continued with a story about his baby brother and stated, "This is my baby brother and me."

Rubric Rating: Not yet