

**Curriculum-Based Measure**  
**The Kitchen: A Language and Literacy Unit**  
End of the Unit

Name \_\_\_\_\_ Date \_\_\_\_\_

Materials Needed: Large mat with the kitchen picture  
One red square card, one blue rectangle card, one yellow rectangle card  
Cards with watermelon, apple, pear, orange, grapes, cherries, peach, banana, corn, beans, onion, carrot, lettuce  
Cards 1 and 2  
Plastic letters A- J  
A book

Place a check (✓) by items answered correctly and a minus sign (-) by items answered incorrectly. Total the number correct at the end of each part of the measure.

**Part One - Oral Language**

1. The teacher lays out the kitchen mat and says:
  - Point to the refrigerator. \_\_\_\_\_
  - Point to the oven. \_\_\_\_\_
  - Point to something that looks like a square. \_\_\_\_\_
  - Point to something that looks like a rectangle. \_\_\_\_\_
  - Place the red square on the oven. \_\_\_\_\_
  - Place the blue rectangle on the refrigerator. \_\_\_\_\_
  - Place a yellow rectangle on the table. \_\_\_\_\_
2. The teacher lays out the fruit and vegetable cards listed in this order. The teacher points to each fruit or vegetable and the student names it. The teacher says: **Name these fruits and vegetables.**  
carrot \_\_\_\_\_ lettuce \_\_\_\_\_ apple \_\_\_\_\_ orange \_\_\_\_\_ corn \_\_\_\_\_  
cherries \_\_\_\_\_ onion \_\_\_\_\_ beans \_\_\_\_\_ watermelon \_\_\_\_\_ peach \_\_\_\_\_  
pear \_\_\_\_\_ grapes \_\_\_\_\_ banana \_\_\_\_\_

**Total Correct for Oral Language** \_\_\_\_\_/20

**Part Two - Phonological Awareness**

1. The teacher displays the cards with the peach, the pear, and the corn and says:
  - I am looking at something that rhymes with *chair*. \_\_\_\_\_
  - I am looking at something that rhymes with *horn*. \_\_\_\_\_
  - I am looking at something that rhymes with *teach*. \_\_\_\_\_
  - I am looking at something that rhymes with *care*. \_\_\_\_\_
  - I am looking at something that rhymes with *each*. \_\_\_\_\_

2. The teacher says: **I am going to say a word. Say the word after me and clap out the number of syllables.**

sink \_\_\_\_\_ table \_\_\_\_\_ banana \_\_\_\_\_ pear \_\_\_\_\_ refrigerator \_\_\_\_\_  
spoon \_\_\_\_\_ spatula \_\_\_\_\_ hamburger \_\_\_\_\_ fork \_\_\_\_\_ toaster \_\_\_\_\_

**Total Correct for Phonological Awareness** \_\_\_\_\_/15

**Part Three - Letter Recognition**

1. The teacher presents Cards 1 and 2 and letters A-J in random order and says:

**Match the plastic letter with the letters on the cards.**

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_ G \_\_\_\_\_ H \_\_\_\_\_ I \_\_\_\_\_ J \_\_\_\_\_

**Total Correct for Letter Recognition** \_\_\_\_\_/10

**Part Four - Concepts of Print**

1. The teacher lays out a book on the table in front of the student and says:

- **Show me the front of the book.** \_\_\_\_\_
- **Show me the back of the book.** \_\_\_\_\_

2. The teacher opens the book and says:

- **Show me a page.** \_\_\_\_\_
- **Show me a picture.** \_\_\_\_\_
- **Show me the top the page.** \_\_\_\_\_

**Total Correct for Concepts of Print** \_\_\_\_\_/5

**Total Correct for CBM** \_\_\_\_\_/50

**Recommendations for Instruction:**