

GRADE: First Grade

NAME OF ASSESSMENT:

2013-2014 Reading Informational Texts and Informational Writing Performance Assessment

STANDARDS ASSESSED:

- Students will ask and answer questions about key details in a text. (RI.1.1)
- Students will, with prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

Depth of Knowledge Level of task: Levels 2-4

Task Details:

- **Duration of administration:** Two class periods across one or two days
- **Time of year when administered:**
 - Pre-assessment: Before November/December units in Nonfiction Reading/Information Book Writing
 - Post-assessment: After November/December units in Nonfiction Reading/Information Book Writing
- **Materials needed:**
 - *Pre-Assessment: Tigers*, by Helen Frost: pages 4-11 and pages 14-21 copied for student partnerships (color copying preferred).
 - *Post-Assessment: Monarch Butterflies*

Explanation of Standards Alignment

RI.1.1. Students will ask and answer questions about key details in a text.

- Students will respond in writing and drawing and through dictation to ask and answer questions about key details after a read aloud of the grade-level text (Fountas & Pinnell Level G).

RI.1.10: Students will, with prompting and support, read informational texts appropriately complex for grade 1.

- Students will read and respond in writing to the grade-level text.

W.1.2: Students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

- Students will write an information book teaching what they know and have learned about tigers. They will supply information about the topic gleaned from the book *Tigers/Monarch Butterflies* as well as from their own knowledge and experiences, and will provide some sense of closure.

Pre-Assessment

Administer prior to relevant unit(s) of study.

Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested time frame: approximately 20-25 minutes for each task.

The introduction and two tasks should be administered in two chunks of time, in either one or two days: we suggest that Task 1 (sketching and writing in response to reading) and Task 2 (information book writing) are not administered in a single sitting, so that students get a fresh start when they are asked to write the information book.

Preparation for Task 1: read aloud of *Tigers* and sketching/writing in response:

- *Make copies of booklets – one 2-page booklet for each student with drawing box and 5 lines per page. (see template for booklet pages at end of this document)*
- *Keep questions chart in view, with supporting pictures/icons:*
Who or what is this about?

Where are they?

What do they do?

How do they do it?

Why do they do it?

Administration of Task 1:

Task 1: Read Aloud of *Tigers* With Response through Drawing and Writing (approximately 20 minutes)

“We are going to read a book about tigers as a way to study these interesting animals. We’re going to talk and sketch and write to show what this book teaches us. Later, you’ll get a chance to write your own information books to teach others what you know and have learned about tigers.”

After a few pages in the book, I’m going to stop so that we can ask and answer questions about what the book shows and tells us about plants. Then, at the end of the book, I’ll ask you to sketch and write the important information that we learned. This way, you can remember what this book taught you about tigers. You will use this 2-page booklet to take your notes.”

Read pages 4-11. Discuss with students, using prompts for turn and talk and whole class talk such as:

What is this book teaching us about tigers? Where do they live? What do tigers do? Chart some of the responses, using drawing and writing as a model for what students might capture in their own books.

Read pages 14-19 (note: you may also decide to read pages 12-13, building in time to discuss the graphic of the parts of the rain forest). Stop to discuss the word ‘pounce’. What do you think it means? What do you picture the tiger doing when he pounces?

Read pages 20-21. Discuss using questions from the chart.

“Now it’s time to sketch and write to remember the important information we learned from this book. Remember to use all you know about labeling your drawings and using details in your writing to draw and write. Be sure you are using details from the book.”

Task 2: Information Book Writing about “Tigers”
(approximately 20 minutes)

Note: We recommend administering the writing section of this task in groups of 6-10 students so that you can accurately capture their dictated responses as they write. This means planning on a staggered administration of the task during writing workshop or other class times across a day or days, or enlisting another teacher to support the dictation.

Preparation for Task 2: information book writing:

- *Give out copies of Tigers – one for each partnership. If you are administering in groups, you only need enough for the partnerships in your largest group, e.g. for a group of 10, 5 copies.*
- *Make copies of booklets – one 5-page booklet for each student with drawing box and 5 lines per page. Have extra booklet pages available at tables so that students may add more pages if they want to. (see template for booklet pages at end of these instructions)*
- *Prepare the following chart on information books with picture supports (for example, a picture of the pages in a book, etc.) so students can view them while writing.*

Remember, when writing an information book...

- Make a title page to name your topic.
- Organize information across pages.
- Include pictures and labels.
- Write to teach or explain information. You may include lists, examples or comparisons as explanations.
- Spell words the best we can.
- On the last page, be sure to include a big idea about the topic so that it feels like the end of the book. This could show why you care about this topic, what you think is most important, or what you most want the reader to remember.

Administration, Task 2:

“Now, you’re going to have a chance to teach the important information you’ve learned and know about tigers by writing your own information book. You may look back at your notes from *Tigers* (hold up student example) to remind you of the information you found important. There is also a copy of the book *Tigers* at each of your tables, if you want to look back at the pictures to remind you of important information. But remember that this is your own book, and you need to write your own words and make your own pictures, not copy what the other authors have written or drawn.

There are 5 pages in the books I’ve given you, but if you need more pages, there are some extras at your tables to add. You will have _____ minutes to write your books. Remember to... [point to chart]. You’ll also want your last page to have some of your strongest thinking or feeling – a big idea or observation about tigers - so that it really feels like an ending, and not just another page in the book.”

Post-Assessment

Administer following a relevant unit(s) of study.

The post-assessment will include the same task, but use a different G level text with similar characteristics.

Task Details:

- **Duration of administration:** Two class periods across one or two days
- **Time of year when administered:**
 - Pre-assessment: Before November/December units in Nonfiction Reading/Information Book Writing
 - Post-assessment: After November/December units in Nonfiction Reading/Information Book Writing
- **Materials needed:**
 - *Pre-Assessment: Tigers*, by Helen Frost: pages 4-11 and pages 14-21 copied for student partnerships (color copying preferred).
 - *Post-Assessment: Monarch Butterflies* By Helen Frost

Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):

Note: please alter and make note of alterations based on your own conversational style and the ways in which you've talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.

Suggested time frame: approximately 20-25 minutes for each task.

The introduction and two tasks should be administered in two chunks of time, in either one or two days: we suggest that Task 1 (sketching and writing in response to reading) and Task 2 (information book writing) are not administered in a single sitting, so that students get a fresh start when they are asked to write the information book.

Preparation for Task 1: read aloud of *Monarch Butterflies* and sketching/writing in response:

- *Make copies of booklets – one 2-page booklet for each student with drawing box and 5 lines per page. (see template for booklet pages at end of this document)*
- *Keep questions chart in view, with supporting pictures/icons:*

Who or what is this about?

Where are they?

What do they do?

How do they do it?

Why do they do it?

Administration of Task 1:

Task 1: Read Aloud of *Monarch Butterflies* With Response through Drawing and Writing

(approximately 20 minutes)

“We are going to read a book about monarch butterflies as a way to study these interesting animals. We’re going to talk and sketch and write to show what this book teaches us. Later, you’ll get a chance to write your own information books to teach others what you know and have learned about monarch butterflies.”

After a few pages in the book, I’m going to stop so that we can ask and answer questions about what the book shows and tells us about monarch butterflies. Then, at the end of the book, I’ll ask you to sketch and write the important information that we learned. This way, you can remember what this book taught you about monarch butterflies. You will use this 2-page booklet to take your notes.”

Read pages 4-11. Discuss with students, using prompts for turn and talk and whole class talk such as:

What is this book teaching us about butterflies? Where do monarchs look like? Chart some of the responses, using drawing and writing as a model for what students might capture in their own books.

Read pages 14-19 (note: you may also decide to read pages 12-13, building in time to discuss the graphic of the parts of the map of the US). Stop to discuss the word ‘migrate’. What do you think it means? What do you picture the monarch doing when he migrates?

Read pages 20-21. Discuss using questions from the chart.

“Now it’s time to sketch and write to remember the important information we learned from this book. Remember to use all you know about labeling your drawings and using details in your writing to draw and write. Be sure you are using details from the book.”

Task 2: Information Book Writing about “Monarchs”

(approximately 20 minutes)

Note: We recommend administering the writing section of this task in groups of 6-10 students so that you can accurately capture their dictated responses as they write. This means planning on a staggered administration of the task during writing workshop or other class times across a day or days, or enlisting another teacher to support the dictation.

Preparation for Task 2: information book writing:

- *Give out copies of Monarch Butterflies – one for each partnership. If you are administering in groups, you only need enough for the partnerships in your largest group, e.g. for a group of 10, 5 copies.*

- *Make copies of booklets – one 5-page booklet for each student with drawing box and 5 lines per page. Have extra booklet pages available at tables so that students may add more pages if they want to. (see template for booklet pages at end of these instructions)*
- *Prepare the following chart on information books with picture supports (for example, a picture of the pages in a book, etc.) so students can view them while writing.*

Remember, when writing an information book...

- Make a title page to name your topic.
- Organize information across pages.
- Include pictures and labels.
- Write to teach or explain information. You may include lists, examples or comparisons as explanations.
- Spell words the best we can.
- On the last page, be sure to include a big idea about the topic so that it feels like the end of the book. This could show why you care about this topic, what you think is most important, or what you most want the reader to remember.

Administration, Task 2:

“Now, you’re going to have a chance to teach the important information you’ve learned and know about monarch butterflies by writing your own information book. You may look back at your notes from *Monarch Butterflies* (hold up student example) to remind you of the information you found important. There is also a copy of the book *Monarch Butterflies* at each of your tables, if you want to look back at the pictures to remind you of important information. But remember that this is your own book, and you need to write your own words and make your own pictures, not copy what the other authors have written or drawn.

There are 5 pages in the books I’ve given you, but if you need more pages, there are some extras at your tables to add. You will have _____ minutes to write your books. Remember to... [point to chart]. You’ll also want your last page to have some of your strongest thinking or feeling – a big idea or observation about monarch butterflies - so that it really feels like an ending, and not just another page in the book.”

Title:

Written by:


