

**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* By Helen Frost

**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 to ask and answer questions about key details after they read a grade-level benchmark text with the class (Fountas & Pinnell Level G) *Tigers*, by Helen Frost (for the pre-assessment) and *Monarch Butterflies* By Helen Frost (for the post-assessment).

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

- Students, in the pre-assessment, will do a shared reading (Choral read) and respond in writing to the grade-level text *Tigers* and the post assessment, *Monarch Butterflies*

**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.

- For the pre-assessment, students will write an information book teaching what they know and have learned about tigers and in the post-assessment, write about monarch butterflies. They will supply information about the topic gleaned from the texts 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: Students are asked to read *Tigers* and then asked to sketch and write 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)*
- *On top of each page it should say, “My question is....”*
- *Read the text with students on a document camera or enlarge the print so that students can do a Shared Reading. If both options are impossible, teacher may read aloud the text.*
- *Stop on pages 9 and 19 and remind students to ask and answer the question in their two page booklet. Read the directions again if students need support.*
- *We recommend doing this in small groups of 4-6 children so that you can be sure students have a chance to ask and answer questions on selected pages.*
- *Teachers should record responses that students are unable to do. Also teachers can prompt students to remember to ask a question. If students need more support, teachers can give examples. If you give examples, please note this, so that when it comes time for scoring you can place that student under the category of needing prompting and support (kindergarten standard)*

## **Administration of Task 1:**

### **Task 1: Choral Reading *Tigers* With Response through Drawing and Writing (approximately 20 minutes)**

“We are going to read a book about tigers, together, as a way to study these interesting animals. We are going to read the whole book once. Then we are going to get a chance to reread the book and ask and answer some questions about the details we read. There will be two places in the book that we will have a chance to stop and draw and write. When you get to those parts I will tell you to stop and jot. Your first jotting will go on page 1 of your booklet.

When you are done, we will continue reading to the second part to start and draw and write.. Then stop. You will then get to ask and answer a question about the details that you have read on page two of your booklet.

To ask and answer your questions you can draw and write to show your information. Also here is a chart, in case you get stuck and are not sure what kind of question you want to ask. Remember you can ask questions like:

Who or what is this about?  
 Where are they?  
 What do they do?  
 How do they do it?  
 Why do they do it?

After you are done, you can reread the book again and reread your questions and answers again about your information. Then we will share what the book teaches about tigers and what we thought about as we read.

*You will choral read the book together. When you read for a second time stop on page 9. Have students stop and draw and write a question that they have about the details in the text. Remind them to try and answer their question. Then, when most everyone has finished (give students several minutes to finish their writing and drawing. You may need to take down a few dictation) After students have stopped and drawn and written their questions about pages 9 repeat the same steps for after you read page 19. When the book is finished you may read the text one more time together and have students read over what they have written.*

*Then you may have students discuss, what Helen Frost teaches about tigers in her book. Have students talk about the information and share out some of their questions and answers about tigers.*

“Now it’s time to discuss what Helen Frost teaches about in her *Tigers*. What does she want to know? What questions and answers did you have about the details in the book? 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 table. If you are administering in groups, you only need enough for one book per 4 children, e.g. for a group of 12, 3 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 questions and answers from *Tigers* (hold up student example) to remind you of the information you thought about. 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 20 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.

**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: Students are asked to read *Monarch Butterflies* and then asked to sketch and write 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)*
- *On top of each page it should say, “My question is....”*
- *Read the text with students on a document camera or enlarge the print so that students can do a Shared Reading. If both options are impossible, teacher may read aloud the text.*
- *Stop on pages 11 and 19 and remind students to ask and answer the question in their two page booklet. Read the directions again if students need support.*
- *We recommend doing this in small groups of 4-6 children so that you can be sure students have a chance to ask and answer questions on selected pages.*
- *Teachers should record responses that students are unable to do. Also teachers can prompt students to remember to ask a question. If students need more support, teachers can give examples. If you give examples, please note this, so that when it comes time for scoring you can place that student under the category of needing prompting and support (kindergarten standard)*

**Administration of Task 1:**

**Task 1: Choral Reading of *Monarch Butterflies* With Response through Drawing and Writing (approximately 20 minutes)**

“We are going to read a book about butterflies, together, as a way to study these interesting animals. We are going to read the whole book once. Then you are going to get

a chance to reread the book together and ask and answer some questions about the details we read. There are two places in the book where we will stop.

When I say, stop, draw and write, here, on the first page of your booklet, you are going to ask a question about the details in the text and then try and answer it. When you are done we will continue reading to the second place. Then we will all stop and I will remind you to draw and write about a question and answer you have about the details in the book. You will do this one on page two of your booklet.

To ask and answer your questions you can draw and write to show your information. Also here is a chart, in case you get stuck and are not sure what kind of question you want to ask. Remember you can ask questions like:

Who or what is this about?  
 Where are they?  
 What do they do?  
 How do they do it?  
 Why do they do it?

After you are done, we will reread the book again and reread your questions and answers again about your information. Then we will share what the book teaches about butterflies and what we thought about as we read.

*You will choral read the book together. When you read for a second time stop on page 11. Have students stop and draw and write a question that they have about the details in the text. Remind them to try and answer their question. Then, when most everyone has finished (give students several minutes to finish their writing and drawing. You may need to take down a few dictation) After students have stopped and drawn and written their questions about pages 11 repeat the same steps for after you read page 19. When the book is finished you may read the text one more time together and have students read over what they have written.*

*Then you may have students discuss, what Helen Frost teaches about butterflies in her book. Have students talk about the information and share out some of their questions and answers about butterflies.*

“Now it’s time to discuss what Helen Frost teaches about in her *Monarch Butterflies*. What does she want to know? What questions and answers did you have about the details in the book? Be sure you are using details from the book.”

**Task 2: Information Book Writing about “Butterflies”**  
**(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 table. If you are administering in groups, you only need enough for one book per 4 children, e.g. for a group of 12, 3 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 butterflies by writing your own information book. You may look back at your questions and answers from *Monarch Butterflies* (hold up student example) to remind you of the information you thought about. 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 20 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 butterflies - so that it really feels like an ending, and not just another page in the book.”



**Title:**

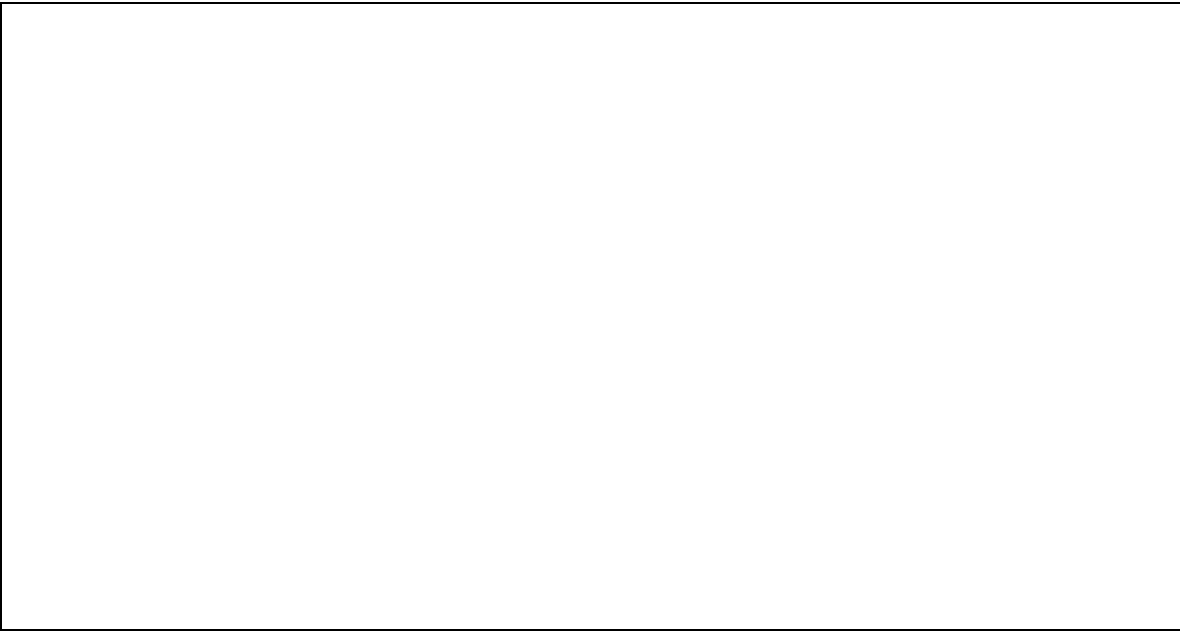
---

A large, empty rectangular box with a thin black border, occupying the central portion of the page. It is intended for a drawing or a detailed written response.

**Written by:**

---

---



---

---

---

---

---

