

GRADE: Second Grade

NAME OF ASSESSMENT:

2013-2014 Reading Informational Texts/Informational Writing Performance Assessment

STANDARDS ASSESSED:

Primary:

- Students will ask and answer such questions as *who*, *what*, *where*, and *how* to demonstrate understanding of key details in a text. (RI.2.1)
- Students will read and comprehend informational texts, including science, in the grade 2 text complexity band proficiently. (RI.2.10)
- Students will write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (W.2.2)

Depth of Knowledge Level of task: Levels 2-4

Task Details:

- **Duration of administration:** Two class periods across one or two days
- **Suggested timeline of administration:**
 - Pre-Assessment: before December (before Shared Reading/True Stories units)
 - Post-Assessment: January (after Nonfiction Reading/How-To Writing units)
- **Materials needed:**
 - Pre-Assessment and Post-Assessment (note: different sections for pre and post):
 - *Amazing Arctic Animals*, by Jackie Glassman.
 - *Big Babies, Little Babies*, by DK Publishing
 - *Wolves*, by Seymour Simon
 - Response sheets
 - Booklets for information writing

Explanation of Standards Alignment:

RI.2.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

- Students will stop at designated spots during the independent reading task to respond to the text with questions.
- Students will stop at designated spots during the independent reading task and determine key details in the text.

RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Students will read a chapter of a grade two informational text about a science topic. They will respond to the text by asking questions, recording key details, and naming what was important about the text.

W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Students will use the information gathered from the independent reading text and two read-alouds to create an informational text showcasing everything they have learned.

Pre-Assessment

Administer prior to relevant unit(s) of study

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

Note: Suggested teacher prompts follow – 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 60-90 minutes total.

- *The introduction and three tasks should be administered in three chunks of time, in either one or two days: we suggest that Task 1 (read alouds with partner talk), Task 2 (independent reading with written responses) and Task 3 (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. These tasks could potentially be administered across three blocks of time during on one day - during a read aloud block, an independent reading block and writing block of time.*

Preparation for Introduction and Tasks 1: read alouds:

- Materials:
 - *Big Babies, Little Babies*, by DK Publishing
 - *Wolves*, by Seymour Simon
- *Prepare chart with these questions (it is suggested that you use icons as visual support):*
 - What are we learning about in this section?
 - What are the important details in this section?
 - What questions do we have about this section of the text?

Introduction to topic through conversation:

“We will be studying books about animals that live on the land. We’re going to read a book called *Big Babies* together to learn important information about polar bears. Then we will read a second book called *Wolves* to learn important information about wolves – another land animal. Later you will get a chance to read another book about animals that live on land. At the end of reading these books you will write your own information books to show what you’ve learned.”

Task 1: Read Aloud of *Big Babies* (pages 28-29) With Response through Partner Talk (approximately 20 minutes)

“We’re going to read a book called *Big Babies* that teaches us about polar bears. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about all that we have learned.

Read pages 28 & 29 from Big Babies pointing to the pictures that support what you are reading. Discuss with students using prompts such as: What are we learning about in this section? What are the important details in this section that help us understand the information? Ask and answer questions about this section of the text.

“Now we’re going to read a book called *Wolves* that teaches us about wolves. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about the questions that we have based on what we have learned.

Read page 19 from Wolves pointing to the pictures that support what you are reading. At the end of this passage prompt students to develop questions and answers from what they have learned from this text.

Preparation for Task 2: Independent Reading and Response:

- *Materials:*
 - *Amazing Arctic Animals*, by Jackie Glassman (children will read pages 16 – 27) one copy per child.
- *Prepare on each copy of the text numbered post-its where children will stop and respond in the accompanying response sheet, i.e. post-it number one correlates with box 1 on the response sheet. Response sheet is attached at the end of this packet.*
 - *Post-it #1 place on page 19*
 - *Post-it #2 place on page 25*
 - *Post-it #3 place on page 27*
- *Prepare a chart with the reading and jotting process (it is suggested that you use icons as visual support):*
 Read and jot:
 - 1- Stop at post-it
 - 2- Look at post-it number
 - 3- Find that same number on the response sheet
 - 4- Write and draw in the boxes about what you have learned

Task 2: Independent Reading of “Amazing Arctic Animals” with Written Responses (approximately 30 minutes):

“You are going to have a chance to read a section of *Amazing Arctic Animals*, and then jot notes about what you have learned. Let me show you what I mean. As I read I’m going to stop when I come to the post-it and look at the number on the post-it and find that number on the response sheet.” *Model this process for the students pointing to the steps on the chart.*

Distribute the individual copies of Amazing Arctic Animals with post-its placed inside, along with the response sheet. Students should have about 30 minutes to complete this task.

Preparation for Task 3: information writing:

- *Materials:*
 - *Amazing Arctic Animals*, by Jackie Glassman (children will read pages 16 – 27) one copy per child.
 - *Student response sheets from task two*
 - *One five-page booklet for each student with drawing box and 6-9 lines per page.*
- *Prepare the following chart 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...

- *Name what you're writing about on each page (use a heading)...*(example of student work)
- *Organize information across pages.....*(example of student work)
- *Include pictures and labels.....*(example of student work)
- *Write to teach and explain information.....*(example of student work)
- *Spell words the best you can.....*(example of student work)

Task 3: Information Writing About “Animals that Live on Land” Using Information from Reading (approximately 30 minutes)

“Now, you’re going to have a chance to teach what you know and have learned about animals that live on land by writing your own information book. There is a copy of the book *Amazing Arctic Animals* at your table and your responses– you may look back at it to remind yourself of important information. Don’t forget that you have these charts here to help you with your writing. Remember that this is your own book, and you need to draw your own pictures and use your own words to explain what you know and have learned about animals that live on land, not copy from the book.

There are 5 pages in the booklet I’ve given you to write in, but if you need more pages, there are extras at your tables to add. You will have _____ minutes to write your books. Remember to name what you’re writing about on each page, and to use what you know about organizing information across pages, making labels for drawings, writing to teach and explain information, and spelling words the best you can to write this book. Here is a chart of these things to help remind you if you need it.”

Post-Assessment

Administer following the relevant unit(s) of study

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

Note: Suggested teacher prompts follow – 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 60-90 minutes total.

- *The introduction and three tasks should be administered in three chunks of time, in either one or two days: we suggest that Task 1 (read alouds with partner talk), Task 2 (independent reading with written responses) and Task 3 (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. These tasks could potentially be administered across three blocks of time during on one day - during a read aloud block, an independent reading block and a writing block of time.*

Preparation for Introduction and Tasks 1: read aloud:

- Materials:
 - *Big Babies, Little Babies, (pages 14-15 and 40 -41)* by DK Publishing
- *Prepare chart with these questions (it is suggested that you use icons as visual support):*
 - What are we learning about in this section?
 - What are the important details in this section?
 - What questions do we have about this section of the text?

Introduction to topic through conversation:

“We will be studying books about animals that live on the water. We’re going to read a book called *Big Babies* together to learn important information about dolphins and seals. Later you will get a chance to read another book about animals that live in the water. At the end of reading these books you will write your own information books to show what you’ve learned.”

Task 1: Read Aloud of *Big Babies* (pages 14-15) With Response through Partner Talk (approximately 20 minutes)

“We’re going to read a book called *Big Babies* that teaches us about dolphins. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we have read. We will get a chance to turn and talk to our partners about all that we have learned.

Read pages 14 & 15 from Big Babies pointing to the pictures that support what you are reading. Discuss with students using prompts such as: What are we learning about in this section? What are the important details in this section that help us understand the information? Ask and answer questions about this section of the text.

“Now we’re going to read another section of this book about seals. As we read the words and study the pictures, we’ll think about the information this book teaches and what questions we have about what we

have read. We will get a chance to turn and talk to our partners about the questions that we have based on what we have learned.

Read page 40-41 about seals, pointing to the pictures that support what you are reading. At the end of this passage prompt students to develop questions and answers from what they have learned from this text.

Preparation for Task 2: independent reading:

- *Materials:*
 - *Amazing Arctic Animals, by Jackie Glassman (children will read pages (28-35) one copy per child.*
- *Prepare on each copy of the text numbered post-its where children will stop and respond in the accompanying response sheet, i.e. post-it number one correlates with box 1 on the response sheet. Response sheet is attached at the end of this packet.*
 - *Post-it #1 place on page 29*
 - *Post-it #2 place on page 33*
 - *Post-it #3 place on page 35*
- *Prepare a chart with the reading and jotting process (it is suggested that you use icons as visual support):*
Read and jot:
 - 1- Stop at post-it
 - 2- Look at post-it number
 - 3- Find that same number on the response sheet
 - 4- Write and draw in the boxes about what you have learned

Task 2: Independent Reading of “Amazing Arctic Animals” with Written Responses (approximately 30 minutes):

“You are going to have a chance to read a section of *Amazing Arctic Animals*, and then jot notes about what you have learned. Let me show you what I mean. As I read I’m going to stop when I come to the post-it and look at the number on the post-it and find that number on the response sheet.” Model this process for the students pointing to the steps on the chart.

Distribute the individual copies of *Amazing Arctic Animals* with post-its placed inside, along with the response sheet. Students should have about 30 minutes to complete this task.

Preparation for Task 3: information writing:

- *Materials:*
 - *Amazing Arctic Animals, by Jackie Glassman (pages 28-35) one copy per child.*
 - *Student response sheets from task two*
 - *One five-page booklet for each student with drawing box and 6-9 lines per page.*
- *Prepare the following chart 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...

- *Name what you're writing about on each page (use a heading)...*(example of student work)
- *Organize information across pages.....*(example of student work)
- *Include pictures and labels.....*(example of student work)
- *Write to teach and explain information.....*(example of student work)
- *Spell words the best you can.....*(example of student work)

Task 3: Information Writing About “Animals that Live in the Water” Using Information from Reading (approximately 30 minutes)

“Now, you’re going to have a chance to teach what you know and have learned about animals that live in the water by writing your own information book. There is a copy of the book *Amazing Arctic Animals* at your table and your responses– you may look back at it to remind yourself of important information. Don’t forget that you have these charts here to help you with your writing. Remember that this is your own book, and you need to draw your own pictures and use your own words to explain what you know and have learned about animals that live on land, not copy from the book.

There are 5 pages in the booklet I’ve given you to write in, but if you need more pages, there are extras at your tables to add. You will have _____ minutes to write your books. Remember to name what you’re writing about on each page, and to use what you know about organizing information across pages, making labels for drawings, writing to teach and explain information, and spelling words the best you can to write this book. Here is a chart of these things to help remind you if you need it.”

1) Name the topic. Draw and write important details

2) Ask a question or write what you still wonder about what you learned in the text.

3) What is really important about the text you have just read?
