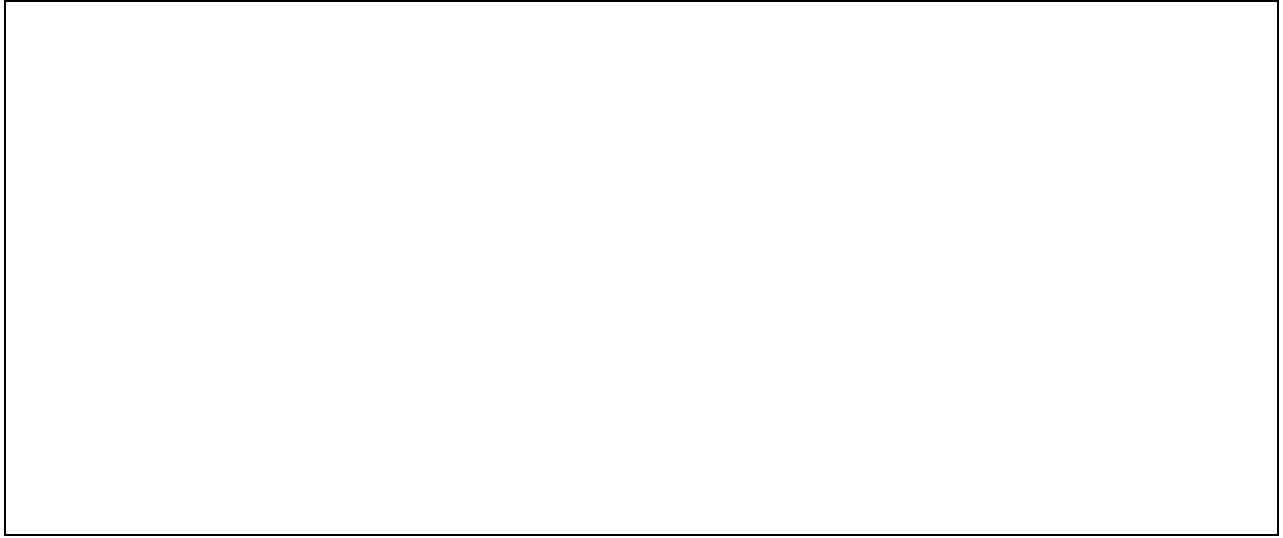


 We read a book about _____.

This is what I learned.



Four sets of primary-ruled lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name of Assessment Task: Something I Learned from a Book **Grade:** K

General Teacher Directions:

Day 1

- **Prewriting Activity:** With your class, brainstorm reasons why we read (e.g., for fun, to see the pictures, to learn about a topic, to learn how to make something, to get the news, to know where we are going). Ask *“what is the difference between a story book and book that teaches us something?”* (e.g., stories can be real or made up, but books that teach are about real things).
- **Comparing text types:** Hold up a few different classroom story books and informational texts, one at a time and ask: *“do you think this is a story book or a book that can teach us something? How do you know?”* [After large group answering that calls attention to features of texts (photo in informational text versus drawing in story, etc.), allow students to test their understanding of text types with a partner by finding a story book and teaching book in the classroom.]

Day 2

- **Prewriting Activity - Introduce an informational text for group writing:** Hold up an informational text or an informational Big Book that you will read together. Ask, *“do you think this is a story or a book that can teach us something? How do you know?”* [After students answer, read the book together as you would in interactive group reading.] When done reading, ask, *“what did we learn?”* [Scribe student responses in complete sentences on a large chart and then read each sentence aloud together: e.g., Susan learned that robins lay eggs in a nest. Nest can be made of grass and mud.]

Day 3

- **Introduce an informational text for individual writing:** Hold up the informational text, Big Book, or online version of (<http://www.nationalgeographic.com/ngyoungexplorer/0909/readstory.html>) **“Garden Helpers.” *National Geographic Young Explorers*, September 2009.** Read this text together as you would in interactive group reading.
- Ask, *“do you think this is a story or a book that can teach us something? How do you know?”* [After students answer, read the text together.] When done reading, ask, *“what did we learn?”* Allow students to generate ideas from the text such as:
 - Some bugs help your garden.

- Ladybugs eat smaller bugs.
- Spiders catch bugs in a web.
- Write some key words from student responses as a list, on the large chart: bugs, garden, ladybug, spider, web, etc.] Read each word on the chart aloud together. Leave the list up as students begin their writing. make the book/Big Book available to students during the writing if they want to go back and check for a word and need help with their pictures.]
- **Distribute copies of the writing prompt and read the prompt aloud.** “We read a book about _____. This is what I learned.” Ask, “*what did we read a book about?*” (e.g., gardens, or bugs) [Read the prompt again together with the students. Ask them where they should write the topic – bugs or gardens.]
- “*Let’s think about what you learned from this book.*” [Allow students to refer back to the list of words.] Say, “*you will draw and write a report about what you learned from this book. You can use the words on the chart to help you. And you can look again at the pages to help you remember what you learned.*”
- Circulate around the room as children draw and write. Scribe for ALL students using generic prompts to be sure all of their ideas are included. [See Hess guidelines for allowable accommodations and sample scribing questions for writing.]

Days 4-8: Repeat lessons with other informational texts, gradually moving from more scaffolded group reading to independent reading. Students will read texts at their independent reading level, so may NOT all read the same texts in future lessons.

- **Targeted instruction/small groups:** Model and practice each day with different texts during guided reading time, selecting from a range of informational texts appropriate to independent reading levels. Use oral language to elicit background knowledge and develop understanding of each text. Call attention to how informational texts are different from literary texts/stories as each new text is introduced.
- Students can practice writing what they learned from each book using the report template. Paired reading and writing can be used for these activities as well.

Annotated student work samples for this prompt are available upon request.