

## Grade 1 (or adapt for grade 2 using two sources to locate information) – Sample performance task (embedded within a unit of study aligned to the CCSS)

**Performance Assessments:** Students will read an informational text and use the information to write an informational text to teach and inform their readers. There will be multiple opportunities to write shorter and longer informational texts during the unit.

**Formative assessments:** Teacher observations (suggest using Hess Systematic Observation tool), daily class discussion with KWL chart, and individual conferences (to document students' growth as writers with multiple writing pieces)

### Key Criteria for Assessments

#### **Performance Assessments (orally, graphically, and in writing):**

- **Purpose** – clear context and focus supported with key details/facts from a text read
- **Organization** – overall coherence (stay on topic), provides concluding statement/section, groups ideas, uses basic transitions to connect ideas
- **Details/Elaboration** – uses relevant facts and details to support focus
- **Voice & Tone** – appropriate word use (including domain-specific words), uses complete and varied sentences
- **Conventions** – edits with resources and support; applies grade-level punctuation, grammar, and mechanics

#### **Formative assessments (orally, graphically, and in writing):**

- **Purpose** – identifies context, focus, and supporting details/facts from text
- **Organization** – organizes information for coherence, creates concluding statement (e.g., I learned, I wonder, I want to know more), uses variety of transitions
- **Details/Elaboration** – locates relevant ideas and details that support focus
- **Vocabulary development** – descriptive and domain specific words
- **Voice & Tone** – creates a variety of complete sentences, develops voice of knowledgeable person
- **Conventions** - applies basic punctuation, capitalization, and spelling patterns and rules

### Increasing Access: Suggested Accommodations/Scaffolding

**Scribing** – see Hess' scribing guidelines with allowable questioning strategies for writing assessments

# Nonfiction Text Features

Adapted from *Reading & Writing Informational Text* by Nell Duke

- **Table of Contents**
- **An opening statement/general classification** (e.g., “Ants are a kind of insect.”)
- **A general statement/closing** (e.g., “Ants are interesting to study.”)
- **Description of attributes/components** (e.g., “Ants have six legs.”) **and/or characteristic events** (e.g., “Ants eat sugar.”)
- **Frequent repetition of the topical theme** (Ants...Ants...Ants...etc.)
- **Timeless verb constructions** (Ants *carry* sand as opposed to *carried*, *are carrying*, etc.)
- **Generic noun constructions** (Ants carry sand as opposed to *the ant*, *Joe*, or *that ant* carries, etc.)
- **Specialized vocabulary** (thorax, colony, anthill)
- **Font Features: boldfaced print; italics; color coded; size**
- **Classifications** (Ants are insects. They have 6 legs.) **and definitions**
- **Chapter Titles, Headings, Subheadings**
- **Symbols, keys, and locators**
- **Graphics such as diagrams, charts, graphs, tables, maps, etc.**
- **Realistic visuals, such as labeled illustrations, photographs with captions, etc.**
- **Index**
- **Glossary**
- **Appendices**

Supporting Research: Why knowing text features is important to students’ literacy growth (Duke & Kays, 1998; Hess & Biggam, 2004; Pappas, 1986; 1987; 2002; Purcell-Gates & Duke, 2001)

## Learning Activities

**Lesson 1 Focus:** Prewriting activity before students begin the unit pre-assessment. The book introduction will take one class period and the shared reading will take 2-3 more class periods with writing after each part read and discussed.

**Use whole class discussion questions to spark ideas for writing** – Teacher guides class in a K-W-L discussion: What do you know about frogs? What would we like to know about frogs? Teacher writes ideas on large class chart (see sample in unit). Introduce the text, *Frogs* by Gail Gibbons and distribute copies of the text to each student. Ask: what is the book about? Do you think this is a story about frogs or a book that will teach us about frogs? Can you find anything in the book that will help you to know if this is a story or a teaching book? (facts, labeled pictures, they look like real frogs, etc.)

**Prewriting Activity** – (day 1): After having a class discussion using K-W-L as a class graphic organizer, guide students to select one or more questions they would like to find out more about and write them into their “report template.”

**Formative Assessment:** Teacher observations during KWL prewriting activity (e.g., notes on Hess Systematic Observation form – which students generated a question about frogs or offered prior knowledge?)

**Lessons 2-4 Focus:** The pre-assessment will be completed over several days. REFER TO GENERAL Hess’ ADMIN GUIDELINES FOR WRITING for specific instructions about prompting and scribing for students. You will need approximately 2-3 class sessions for students to complete their reports after each shared reading of the book, *Frogs* by Gail Gibbons. Allow adequate time for selecting and organizing notes, drawing, and writing (days 2-4). The report template is set up so that one part of the book can be read together and discussed each day.

**Day 2:** shared reading about frog eggs with students selecting facts they learned and writing into their report.

**Day 3:** shared reading about tadpoles with students selecting facts they learned and writing into their report.

**Day 4:** shared reading to finish the book (frog enemies, what they eat, etc.) with students selecting facts they learned and writing into their report. The final prompt is used to frame a closure statement: something I learned or what to know more about.

**Formative Assessment:** During each day’s shared reading, the teacher continues to document on the Systematic Observation form, questions students ask and comprehension questions about key text details answered. Over the four days of class discussions, all students should be able to respond (which is why this is called “systematic observation”).

### **Lesson 5 Focus:** Determining Importance from/in Informational Texts

**Now that you have read a more complex text together with appropriate scaffolding for writing, you can identify shorter informational texts that can be read more independently as guided reading activities. See listing of suggested texts, ask your school librarian for ideas, or use classroom texts to continue to reinforce reading and writing informational texts.** (These guided reading texts would fall into a range for grade 1 students from levels H through J+ at the end of the school year, using Pinnell & Fountas leveling for Guided Reading Continuum.)

**Teachers should identify content-specific vocabulary words in the text used to discuss/pre-teach for texts used.**

**Whole class:** This is a 1-2 day lesson. **Day 1: Read an informational text aloud;** identify topic of text and main idea. Use a chart to list Important details that students can recall. **Day 2:** Students write what they learned using the shorter template and prompt: “today I read a book about \_\_\_\_\_. This is what I learned.”

**Formative Assessments:** Teacher documents observations during guided reading.

**Lesson 6 Focus:** Repeat lessons with other informational texts, gradually moving from more scaffolded reading to independent reading. Students will read texts at their independent reading level, so will NOT all read the same texts. (See note above about the range of texts.)

**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. Using oral language to elicit background knowledge and develop understanding of each text. Call attention to how informational texts are different from literary texts/stories. See unit notes for suggestions.

**Lesson 7 Focus:** Summative assessment using the longer report template with one or more informational texts.

Two writing templates are included and can be used with multiple texts over the course of the unit. **The longer “report” template** is for reading longer texts (or two+ texts on a topic), at first with shared readings and supports. **The shorter template** is for practice with texts read at students’ independent reading levels. In this case, the informational texts read independently will vary according to students’ reading ability.

**Sample K-W-L chart for Shared Reading of *Frogs* by Gail Gibbons**

<p style="text-align: center;"><b>K</b> What we <b>K</b>now</p>	<p style="text-align: center;"><b>W</b> What we <b>W</b>ant to know</p>	<p style="text-align: center;"><b>L</b> What we <b>L</b>earned</p>
<p>Students brainstorm ideas, such as:</p> <p>Frogs are green.</p> <p>Frogs jump.</p> <p>Frogs are small.</p> <p>Frogs have four legs.</p> <p>Frogs are slimy.</p>	<p>Students generate questions, such as:</p> <p>Are frogs any other colors?</p> <p>Can frogs swim?</p> <p>How are frogs born?</p> <p>What do frogs eat?</p> <p>Where do frogs live?</p> <p>Are frogs the same as toads?</p>	<p><b>Day 2- Frog Eggs</b>            Frogs lay their eggs in wet places.            The eggs are jelly-like, not hard.            Some eggs will be eaten by other animals.            The eggs grow into tadpoles.</p> <p><b>Day 3- Tadpoles</b>            Tadpoles are baby frogs.            The tadpoles break free from the eggs in the water.            Tadpoles wiggle their tails to swim.            The tadpoles use their gills to breathe in water.            Over a couple of months the tadpoles grow legs and lungs.            Tadpoles become frogs and leave the water to be on land.            Tadpoles eat plants but frogs eat insects and worms.</p> <p><b>Day 4 - Frogs</b>            Frogs are amphibians.            Frogs live in water and on land.            Frogs use their tongues to catch food.</p>

**Adapted from Lesson #1 Grade 1 [www.ReadWorks.org](http://www.ReadWorks.org) (Teachers can register for free use of these on-line literacy materials.)**

**Note:** The chart includes examples of possible responses, but please keep in mind that your students' responses will vary.

## Shared Reading-Writing Template: My Report about \_\_\_\_\_

Each day, students read and discuss a part of the book together with the teacher and then add to their written report. Teachers can give one template page at a time and have students put reports together at the end of the week. There is an extra page of lines at the end of the template for students who need more writing space.

Day 1 – identify topic (frogs) on cover page and list at least one question they would like to answer. (From the K-W-L chart and class discussion.)

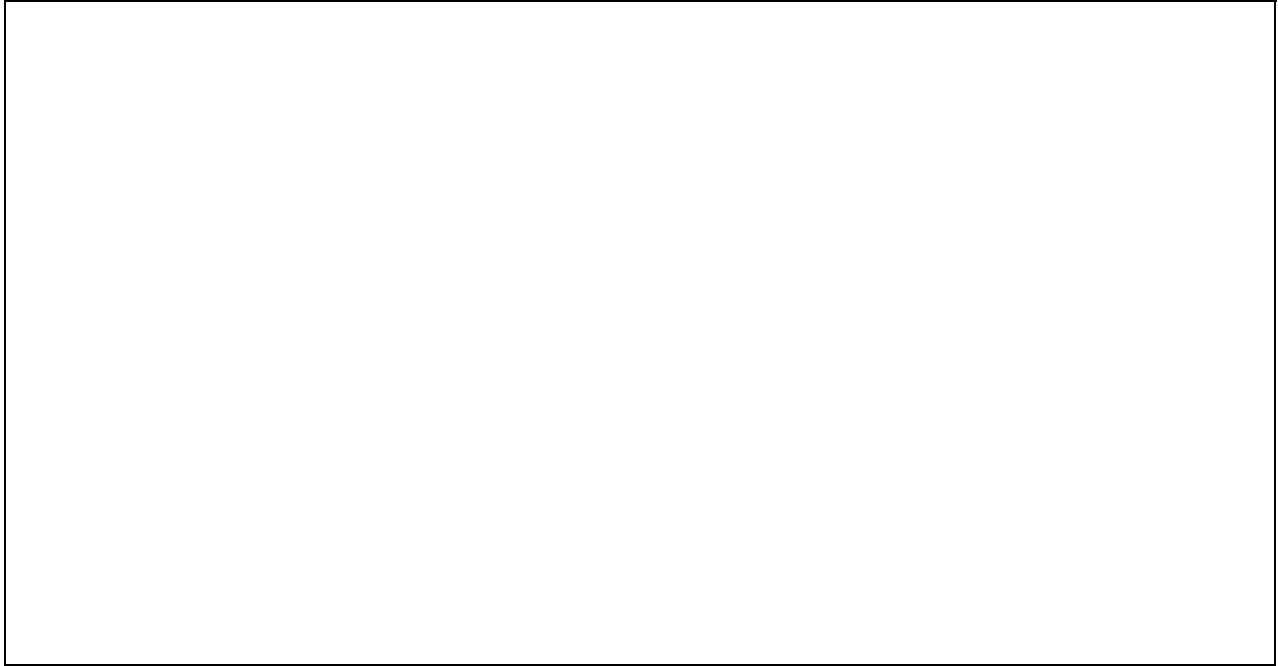
Day 2 – shared reading/first part of book about frog eggs (the students can fill in frog eggs at the top of the template page). After reading together and discussing what they read, students write something they learned about frog eggs. They can use their books for all writing/ drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

Day 3 – shared reading /next section of the book about tadpoles (the students can fill in tadpoles at the top of the template page). After reading together and discussing what they read, students write something they learned about tadpoles. They can use their books for all writing/drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

Day 4 – shared reading /finish reading the book about tadpoles (the students can fill in \_\_\_\_\_ (student choice) at the top of the template page). After reading together and discussing what they read, students write an ending to the report: This is the most interesting thing I learned about frogs or something that I want to know more about.

Students can use their books for all writing/drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

My Report about \_\_\_\_\_



By \_\_\_\_\_



Things I learned about \_\_\_\_\_.

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Things I learned about \_\_\_\_\_.

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Independent Reading-Writing Template

Today, I read a book about \_\_\_\_\_.

This is what I learned.

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