Assess Informational Report Writing

Objectives

Concepts About Print
• Apply print concepts and conventions during writing.

Oral Language and Grammar
• Retell information orally.
• Use nouns, verbs, adjectives, and personal pronouns in complete sentences.

Purposeful Phonics Connections
• Apply phonics knowledge to encode unknown words.
• Write high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Ask questions.
• Identify main idea and details.
• Cite sources.

Writing
• Draft, edit, and revise an informational report.

Materials
• Short nonfiction text, such as a K–1 level book or a one-page article from a primary grade magazine
• Informational Reports anchor chart (from Week 22)
• Informational Reports graphic organizer (BLM 2)
• Two sheets of paper per student

1. Focus (5 minutes)

Display the nonfiction text you have chosen and read aloud the title and author(s). Ask students to predict what the topic of the text might be and what makes them think this. Say: I will read this book/article today. As I read, think about what the topic, main idea, and important facts are.

Read the text aloud in a fluent, expressive voice. Follow students’ lead in discussing any photographs or other graphic features.

After reading say: Today’s lesson is a little different. I will not teach a lesson, and we won’t have sharing time at the end. You will write a report about the information you learned as you listened to ______ (name of book/article). You will have extra time to decide on a title, a topic sentence, and the facts you want to write that will support your topic sentence. Then you will talk to your partner about the ideas. After that, you will write and draw your report. After you’re done, you will edit and revise your report. Use our Informational Reports anchor chart to help you remember what we’ve learned about writing reports, and show me what you can do. I will be here to help you if you need me! Let’s get started.

2. Rehearse (5 minutes)

Say: Share your title and topic sentence with your partner. Make sure your topic sentence tells the main idea. Then tell your partner some important facts you remember about the topic.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• The main idea is ______.
• My topic sentence is ______.
• I learned that ______.
3. Independent Writing and Conferring (35 MINUTES)

Give each student two sheets of paper and a copy of BLM 2. Make sure the read-aloud is available so students can refer to it if needed. Encourage students to work as independently as possible, using the Informational Reports anchor chart as a reference. Say: Remember to edit and revise your work when you are done. Use the Sample Responsive Conferring Prompts as needed to facilitate and affirm their efforts. As students work, record anecdotal notes to assist you in evaluating their finished products.

Collect today’s writing sample from each student. Assess for the following:

• ability to figure out the topic and write a title
• ability to figure out a main idea and write a topic sentence
• ability to write two or more facts about a topic
• evidence of editing for correct uppercase letters, end punctuation, and complete sentences
• evidence of revising for varied sentence beginnings
• ability to listen for and record sounds in words and write a growing number of one-syllable and high-frequency words

Record your observations and data on a copy of the Grade 1 Writing Assessment form available at the back of the Teacher Resource System. Based on your evaluation, plan five Focus lessons for the final week of the Informational Reports unit.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I will look for places where I can add descriptive words.
• I will check that my sentences tell about my main idea.
• Notice how I check for uppercase letters and end punctuation.

Directive and Corrective Feedback
• What is your topic sentence? What facts could you write about this topic?
• What did you learn about ______?
• How could you describe ______?
• What is another way to write ______?
• Try ______. Would that work?

Self-Monitoring and Reflection
• Did you write a topic sentence? Show me. Does your topic sentence tell what your report is mostly about?
• Do your facts give more information about the topic sentence?
• How could you write that? How could you fix it?
• What could you ask yourself here?

Validating and Confirming
• Your topic sentence tells what your report is mostly about!
• You remembered to include facts to support the main idea.
• You went back and fixed ______. That’s good writing!
• You wrote the word ______! I like the way you worked that out.

Teacher Tip
Finishing another writing unit is a big accomplishment for your first graders! Plan a simple celebration next week that includes an opportunity for each child to share his or her favorite report with the class and/or invited guests.