Reteach Based on Assessment

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
- Five short nonfiction texts, such as K–1 level books or one-page articles from primary grade magazines
- Chart paper, markers, and highlighters

1. Focus (15 MINUTES)

For each day, choose one of the Focus lessons you planned after assessing last week's writing samples. For example you might reteach the following skills and strategies:

- how to determine the topic of a text
- how to use a topic to decide on a title
- how to determine the main idea of a text
- how to figure out a topic sentence by using words from the chapter headings, from sentences in the text, and from putting information together
- how to select facts about a topic and state them in your own words
- how to develop and extend ideas by asking questions
- how to edit for correct uppercase letters/end punctuation/complete sentences
- how to revise for varied sentence beginnings

Once you've decided on the day's lesson, choose a short nonfiction text that demonstrates the selected skill or strategy. Read the text aloud, and follow students' lead in discussing any photographs or other graphic features. When you finish reading, model the skill or strategy on chart paper, thinking aloud and providing examples from the text.

Say: Now I want you to write a report about this text. Think about the topic and write a title. Think of a topic sentence that tells the main idea. Then write some facts about the topic sentence and add a drawing to support your facts. When you are done, edit and revise your writing. Remember to ______ (use skill or strategy from Focus lesson).

NOTE: Although students begin their Book Reviews unit next week, they will still be writing informational reports for two weeks.
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 topic is ______.
- The main idea is ______.
- I learned that ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing notebooks. **Say:** Before you write, tell your partner what you need to remember from the Focus lesson. Also remember to edit and revise your work when you are done. Ask questions as needed to help students develop their informational reports. Encourage students to get help and ideas from one another as you continue to support their growing skills.

Ask students to stop five minutes before writing time is over. **Say:** Check your writing to make sure you included ______ from our Focus lesson. Then assist students who need help checking, editing, or revising their writing.

4. Share (5 MINUTES)

Invite two or three students who applied the Focus lesson successfully to share their reports and cite their sources. Point out what they’ve done and celebrate their work.

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**Sample Responsive Conferring Prompts to Support and Scaffold Writers**

**Goal Oriented**

- The topic is ______. The main idea is ______.
- Sometimes I use the word ______ in place of ______.

**Directive and Corrective Feedback**

- Tell me what you learned about ______. Now write a sentence about it.
- Tell me how you would describe ______. Now chose a describing word and use it in your sentence.

**Self-Monitoring and Reflection**

- Tell me what your report is mostly about. Does your topic sentence tell this?
- How can you check that you have written complete sentences?
- Tell me the questions you asked yourself as you wrote your report.

**Validating and Confirming**

- Your topic sentence tells the main idea!
- I liked how you thought about ways to start your sentences using different words.
- I learned something new from reading your sentences.

**Teacher Tips**

Encourage students to refer to the Informational Reports anchor chart both as a writing tool and as a checklist for editing and revising their writing.

Use report writing as a follow-up to guided reading instruction this week instead of asking students to go to centers.

Plan a simple celebration that includes an opportunity for each child to share his or her favorite report with the class and/or invited guests.