Reteach Based on Assessment

Objectives

Concepts About Print
• Use appropriate uppercase letters and end punctuation.
• Put spaces between words.

Oral Language and Grammar
• Share a personal experience in a unique way.
• Use complete sentences.
• Use appropriate nouns, verbs, adjectives, and personal pronouns.
• Avoid overused words.

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

Reflecting Reading in Writing
• Ask questions.
• Analyze characters, setting, problem, and resolution.

Writing
• Plan and write a personal narrative.
• Demonstrate writer’s voice.

Materials
• Mentor big book: Personal Narratives
• Teacher’s drafts of personal narratives (from Weeks 9–13)
• Personal Narratives anchor chart (from Week 15)
• Chart paper and markers
• Interactive whiteboard resources

1. Focus (15 minutes)

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

• how to plan a personal narrative with a beginning, middle, and end
• how to include characters/setting/problem/resolution in a personal narrative
• how to develop and extend ideas by asking questions
• how to edit for correct uppercase letters/end punctuation/complete sentences
• how to revise for describing words/writer’s voice/overused words

Once you’ve decided on the day’s lesson, provide a quick review using a page from the Personal Narratives big book or a saved draft of a personal narrative that demonstrates the selected skill or strategy. Then model the skill or strategy on chart paper, thinking aloud and providing examples from the text.

Say: Now I want you to plan and write a personal narrative. Use our Personal Narratives anchor chart as a guide. Remember to ______ (use skill or strategy from Focus lesson).

NOTES:

Your Focus lesson can be for one day, more than one day, or all week, depending on your students’ needs.

Allow students to plan and write at their own pace as they strive to practice and implement the selected skills and strategies. This means that some students may finish only one personal narrative this week while others may finish several.

Although students begin their Informational Reports unit next week, they will continue to write personal narratives during Independent Writing and Conferring for the first two weeks.
2. Rehearse (5 minutes)

Ask students to turn to their partners. Say: Think about an event in your life. Tell the beginning, middle, and end of your story. Remember to include the characters, setting, problem, and resolution.

3. Independent Writing and Conferring (20 minutes)

Distribute students’ writing folders. Say: Today you will write another personal narrative. But before you write, tell your partner what you need to remember from the Focus lesson. Ask questions as needed to help students develop their personal narratives. Encourage students to get help and ideas from one another as well while 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, revising, or editing their writing.

4. Share (5 minutes)

Invite two or three students who applied the Focus lesson to share their work so far. Point out what they’ve done, and celebrate their work.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I use words such as ______ to show how I feel.
• I might describe ______ with the word ______.
• I will visualize what happened to help me get started.

Directive and Corrective Feedback
• Tell me the problem you will write about. What will you write for the resolution?
• Would ______ help express your personality?
• Tell me about ______. Now write about it.
• Would a period or exclamation point better show your feelings?

Self-Monitoring and Reflection
• Check that you wrote about the resolution.
• How could you say that? How could you fix it?
• What word could you use in place of ______?
• How does this part show your own special style of writing?

Validating and Confirming
• You told a problem and how you resolved it!
• You asked yourself questions about your sentences. That’s something strong writers do.
• You used the word ______! I like the way you figured that out!
• You fixed the ______! Good thinking!

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