Reteach Based on Assessment

Objectives

Concepts About Print
- Use uppercase and lowercase letters correctly.
- Put spaces between words.
- Use end punctuation correctly.

Oral Language and Grammar
- Express an opinion and state a reason.
- Use common nouns and adjectives.
- Vary sentence beginnings.

Purposeful Phonics Connections
- Listen for and record beginning, middle, and ending sounds.
- Write some CVC words.
- Write some high-frequency words.

Reflecting Reading in Writing
- Develop genre awareness.
- Analyze story elements.
- Make judgments.
- Ask questions.
- Reread from the beginning of the sentence.

Writing
- Write a book review.
- Demonstrate writer’s voice.

Materials
- Familiar read-aloud
- Chart paper and markers

1. Focus (15 MINUTES)

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

- how to analyze and make judgments about the characters, story events, and/or illustrations in a story
- how to express an opinion
- how to support an opinion with evidence from the text
- how to use a complete sentence
- how to use one or more concepts about print (begin writing at the left and move to the right, use an uppercase letter at the beginning of a sentence and for the word I, put spaces between words, use appropriate end punctuation)
- how to choose a describing word by asking questions
- how to reread to determine which word comes next and to check your message
- how to use writer’s voice to express ideas and feelings
- how to revise and edit

Alternatively if you feel that some or all of your students are ready, you might teach a Focus lesson on how to write a title/author sentence and/or a recommendation to add to their book reviews.

Once you’ve decided on a skill for the day’s lesson, choose a familiar read-aloud that demonstrates the skill and quickly reread it. Next model how to write a review of the book. As you think aloud, emphasize the strategy taught in the Focus lesson with examples from the text.

Ask students to help you reread your book review to check it. Then say: *Now I want you to think of something different to write about. You can write about a character, a story event, or an illustration or other feature of the book. Tell something you like or something you don’t like. Don’t forget to write a reason for your opinion.*
2. Rehearse (5 MINUTES)

Invite students to talk to a partner about the book. Make sure the read-aloud is available so students can refer to it if needed. Say: Tell your partner what part of the book you’re going to write about. Remember to tell why you like it or don’t like it.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:

• I like ______ because ______.
• I don’t like ______ because ______.

3. Independent Writing and Conferring (20 MINUTES)

Distribute students’ writing folders. Invite students to write their book reviews. Say: Before you write your book review, tell your partner what you need to remember from the Focus lesson. Ask questions as needed to help students develop their sentences, and remind them to reread after each word. Continue to ask students to say words slowly, write the sounds they hear, and write the high-frequency words they know. Reinforce the editing and revising strategies they have learned, such as adding adjectives, using an uppercase letter for the word I, and checking for the correct beginning and end on each sentence. Encourage students to get ideas from one another as well, and use the Sample Responsive Conferring Prompts to help you provide differentiated support to individual students based on your observations.

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 book reviews. Point out what they’ve done and celebrate their work.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
• I like ______ because ______.
• I don’t like ______ because ______.
• I will say the word ______ and listen for the first sound.
• I will describe my ______ with the word ______.

Directive and Corrective Feedback
• Which part of the book will you write about?
• Listen for sounds you know. Write any sounds you can hear.
• What words will you use to describe ______?

Self-Monitoring and Reflection
• Did you tell what you like or don’t like? Did you tell why?
• What letter would you expect to see at the beginning? In the middle? At the end?
• How could you fix that?

Validating and Confirming
• You wrote the letter that stands for the ______ sound.
• You wrote the word ______! You worked that out!
• I like the way you asked yourself questions to improve your writing.

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