Assess Informational Report Writing

Objectives

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

Oral Language and Grammar
• Share a topic sentence and facts orally.
• Use common nouns and adjectives.

Purposeful Phonics Connections
• Listen for and record sounds in words.
• Write some CVC words.
• Write some high-frequency words.

Reflecting Reading in Writing
• Develop genre awareness.
• Ask and answer questions (who, what, when, where, why, how).
• Identify main idea and supporting details.

Writing
• Write a report.

Materials
• Short nonfiction text, such as a kindergarten-level book or a one-page article from a primary grade magazine
• Chart paper and markers

1. Focus (10 minutes)

Display the text. Read aloud the title and author. Say: I will read this book/article today. As I read, think about the topic and listen carefully for any facts the author writes. Read the text aloud in a fluent, expressive voice. Follow students’ lead in discussing any photographs and other graphic features.

Ask: What is the topic of this text? (Allow responses.) This text is about ______. We can write “______” for the title of our report. Put away the text and write the title on chart paper.

Say: Today’s lesson is a little different. You will have extra time to decide on a topic sentence and two facts, tell them to your partner, draw them, and write them. We have learned many things about writing reports. I want you to try to remember the things we’ve learned and show me what you can do. Because you have extra time to write, we won’t have sharing time at the end. I will be here to help you if you need me! Shall we get started?

2. Rehearse (5 minutes)

Invite each student to talk to a partner about his or her idea for a topic sentence. Say: Tell your partner your topic sentence. Then tell your partner two facts about your topic sentence. Remember that you can ask yourself questions to help you figure out your topic sentence and facts. After you talk about your ideas, draw a picture.

If your class includes English learners, you may wish to model using the following oral sentence frames to support their partner talk:
• I learned that ______.
• The main idea is ______.
3. Independent Writing and Conferring (30 MINUTES)

Distribute students’ writing folders, and make sure the read-aloud is available so students can refer to it if needed. Invite students to write their reports. Encourage them to work as independently as possible, but allow peer support and continue to 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 product.

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

- ability to figure out a main idea and write a topic sentence
- ability to write two facts about the topic
- complete sentences (subject and verb)
- concepts about print (using uppercase letters correctly, putting spaces between words, using appropriate end punctuation)
- word choice (adjectives)
- evidence of asking questions
- evidence of rereading, revising, and editing
- attempts to hear and record sounds in words and write some CVC and high-frequency words

Based on your evaluation, plan five Focus lessons for the final week of the Informational Reports unit. Record your assessment of students’ writing samples on the Kindergarten Assessment Checklist provided at the back of this Teacher Resource System. Use the results to help you plan future instruction.

Sample Responsive Conferring Prompts to Support and Scaffold Writers

Goal Oriented
- I learned that ______.
- When I write a report about a text, I think carefully about the topic and important facts.
- Notice that I choose words carefully and reread to check my report.

Directive and Corrective Feedback
- What is your topic sentence? What facts could you write about this topic?
- Check that each of your sentences is a complete thought with correct punctuation.
- Try rereading to see if your sentences make sense.

Self-Monitoring and Reflection
- Show me a part of your report where you think your sentences could be better. What can you do to fix them?
- Reread your report. How could you improve it?

Validating and Confirming
- I like that you chose your words carefully.
- You asked yourself questions. That’s something strong writers do to decide on a topic sentence and facts to write in a report.

Teacher Tip
Finishing another writing unit is a big accomplishment for your kindergartners! 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.