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
• 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
• Five short nonfiction texts, such as kindergarten-level books or one-page articles from primary grade magazines
• Chart paper and markers

1. Focus (15 MINUTES)

For each day's lesson, 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 figure out the topic of a text
• how to figure out the main idea and write a topic sentence
• how to add facts that support the topic sentence
• how to develop and extend ideas by asking questions
• how to write a complete sentence
• how to use concepts about print, such as using uppercase letters correctly, putting spaces between words, and using appropriate end punctuation
• how to reread to determine which word comes next and to check your message
• how to revise and edit

Once you've decided on the day's lesson, choose a short nonfiction text that allows you to demonstrate the selected skill or strategy. After you read the text aloud, 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. Write a topic sentence that tells the main idea. Then write one or two facts. The facts should give more information about your topic sentence. Remember to ______ (suggest use of skill or strategy from Focus lesson).
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 topic is ______.

3. Independent Writing and Conferring (20 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. **Say:** Before you write, tell your partner what you need to remember from the Focus lesson. Ask questions as needed to help students develop their sentences. 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. 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 reports. 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**
- I learned that ______.
- Notice how I ask myself questions to make sure I have a strong topic sentence and facts.
- I will describe ______ with the word ______.

**Directive and Corrective Feedback**
- What is your topic sentence? What facts could you write about this topic?
- How will you start your sentences? What will you put at the end of each sentence?
- Try rereading the text and looking at its pictures again. Can you improve your report?

**Self-Monitoring and Reflection**
- Does your topic sentence tell something you learned? Do your facts give more information about the topic sentence?
- How did asking and answering questions help you write your report?
- What helped you most when you were revising your report?

**Validating and Confirming**
- I noticed that you chose your words carefully and wrote strong sentences. You worked hard on this!
- Good job editing your writing!
- 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! Remember to 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.