

**GRADE:** First Grade

**NAME OF ASSESSMENT:**

Reading Informational Texts and Informational Writing Performance Assessment

**STANDARDS ASSESSED:**

- Students will ask and answer questions about key details in a text. (RI.1.1)
- Students will, with prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10)
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (W.1.2)

**Depth of Knowledge Level of task:** Levels 2-4

**Task Details:**

- **Duration of administration:** Two class periods across one or two days
- **Time of year when administered:** December, as a pre-assessment to nonfiction reading; repeat at end of March after nonfiction writing unit.
- **Materials needed:**
  - Video to stream: “Lives of Lions”  
<http://www.neok12.com/php/watch.php?v=zX597e6671046d567f0c5d59&t=Mammals>
  - *Looking at Wild Cats*, by Deborah Hodge and Nancy Gray Ogle: pages 4-15 for read aloud and one copy per table for children to refer to.
  - *Tigers*, by Helen Frost: pages 4-9 and pages 14-21 copied for every student (color copying preferred).

## **Explanation of Standards Alignment**

### **RI.1.1. Students will ask and answer questions about key details in a text.**

- Students will respond to questions about main ideas and key details and have a chance to ask follow-up questions in a turn-and-talk after viewing a video about lions.
- Students will respond through talk and writing to questions about main ideas and key details during and after a read aloud of excerpts from the book *Looking at Wild Cats*, by Deborah Hodge and Nancy Gray Ogle.
- Students will respond in writing and drawing and through dictation to questions about main ideas and key details after independently reading the grade-level text (Fountas & Pinnell Level G) *Tigers*, by Helen Frost.

### **RI.1.10: Students will, with prompting and support, read informational texts appropriately complex for grade 1.**

- Students will read and respond in writing to the grade-level text *Tigers*.

### **W.1.2: Students will write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**

- Students will write an information book teaching what they know and have learned about wild cats. They will supply information about the topic gleaned from the readings provided as well as from their own knowledge and experiences, and will provide some sense of closure.

### **Overview of Assessment**

\*\*Note: Suggested teacher prompts follow – please alter and make note of alterations based on your own conversational style and the ways in which you’ve talked about reading and writing nonfiction in your own classroom. The tasks below could be administered in many different ways.\*\*

### **Suggested time frame: approximately 90 minutes total.**

*The introduction and three tasks could be administered in two to four chunks of time, in either one or two days*

**Introduction:** Students will watch a video entitled “*Lives of Lions*” and will be prompted to watch and listen for information about wild cats. The teacher will pause the video at key moments to prompt students with questions about key details that the video teaches. (15 minutes)

### **Task 1: Written response to read aloud (*Looking at Wild Cats*)**

Teacher will read aloud pages 4-15 in the book *Looking at Wild Cats*, prompting students to answer questions about the main ideas and key details from the text. After the read aloud, the teacher will ask children to turn and tell their partners the main ideas and key details they want to remember from this book, and to voice questions they still have about wild cats. Students will be given first-grade nonfiction writing paper and asked to quickly use drawing and writing to jot down the information they most want to remember from the read aloud so that they can use it again when they write their information book later that day [or on a second day]. (25-30 minutes)

### **Task 2: Written response to independent reading (*Tigers*)**

Students will read pages 4-11 and pages 14-17 from the book *Tigers*. The teacher will instruct students to read and to think about what main ideas and key details they are learning about tigers, another kind of wild cat. Students will be given first-grade nonfiction writing paper and asked to quickly use drawing and writing to jot down the information they most want to remember from the book so that they can use it again when they write their information book later that day [or on a second day]. (20-25 minutes)

### **Task 3: Information book writing about “wild cats”**

Students will write an information book about wild cats, using main ideas and key details from the video and two books. The teachers will remind students to use all they know about writing information books, and will chart the expectations.

**Suggested Teacher Prompts (tips in italics, possible language to kids in quotes):**

**Preparation for video and read-aloud:**

- *Cover the heading “What wild cats eat” on p.10 in Looking at Wild Cats.*
- *Cue video of “Lives of Lions”*  
<http://www.neok12.com/php/watch.php?v=zX597e6671046d567f0c5d59&t=Mar mammals>
- *Make copies of booklets – one 4-page booklet for each student with drawing box and 5 lines per page. (see template for booklet pages at end of these instructions)*
- *Prepare chart with these questions:*  
 Who or what is this about?  
 Where are they?  
 What do they do?  
 How do they do it?  
 Why do they do it?

**Introduction to topic through video and conversation:**  
**(approximately 15 minutes)**

Video: *“Lives of Lions”*

“We will be studying Wild Cats over the next two days. We’re going to watch a video, you’ll hear me read a book, and you’ll get to do some reading yourself to learn about these amazing animals. Then you’ll get a chance to write your own information books to show what you’ve learned.”

“First, let’s watch this video about one kind of wild cat - lions. I’m going to show the video twice. As you watch, listen for what this video is teaching you. You may be asking yourself some of the questions we know to ask when we’re learning new information (point to chart). You will get answers to some of your questions and you may still have questions when we finish. You’ll have a chance to talk to a partner after the video.”

*Show the video once through.*

“Now we’ll watch the video one more time. This time listen and watch carefully for information that you may have missed the first time through, and that may answer some of the questions you still have.”

*Show the video a second time.*

“Turn to your partner and say the important information that you learned from this video. You may also say what you’re still wondering about lions or about wild cats.”

*Teacher may record some information shared and some questions that children are asking. On a chart titled, “What we know so far about wild cats” write a few pieces of information that the children shared. Some likely information to write:*

- *Lions eat meat. Even baby lions eat meat.*
- *Mother lions take care of the baby lions.*
- *Baby lions are called cubs.*

**Task 1: Written Response to Read Aloud of *Looking at Wild Cats***  
**(approximately 25 minutes)**

“Now we’re going to read a book that teaches us about some other kinds of wild cats. I’m going to stop after every couple of pages to give you a chance to think to yourself: what are these pages teaching? Then I’d like to you to use your booklet to write or write and draw as fast as you can the important information that this book is teaching. Use a new page for each time that I stop and ask you to write.”

*Note: Cover the heading “What wild cats eat” at the top of page 10. Start on Page 4. After page 7:*

“What important information did these three pages teach? Write or write and draw the important information on the first page of your booklet.”

“Turn and tell your partner why this was important information.”

*Before reading the heading on page 8:*

“What kind of information do we expect to learn on this page? I’m going to read you the heading or title for this page, and you think to yourselves, what is this page going to be about?”

*Read heading. Pause.*

“Think to yourself: what is this page going to be about?”

*Read the page.*

“Were you right? Tell your partner what you expected to learn, and also tell the information that these pages taught.”

*Before reading page 10(where the heading is covered):*

“You may have noticed, I’ve covered the heading for this page. As I read this page, think about what the main idea or topic is.”

*After reading page 11:*

“You’ve just thought about what the main idea or topic is on this page. Write what the main idea or topic is – what the title or heading of this page could be. Also write or write and draw what this chapter taught that made you write this heading. Use page two of your booklet.”

*After reading page 13:*

“We learned a lot of information on these pages. The author used the word “creeps.” I’m going to re-read these pages. Think about what the word “creeps” means. I’ll give you a chance at the end to write or write and draw all that you know about this word.

*Re-read pages 12-13.*

Now write or write and draw all you know about the word “creeps.” Use page three of your booklet.

*After reading pages 14-15*

“Write or write and draw examples of how wild cats’ body parts have special jobs. Use the fourth page of your booklet.”

**Preparation for independent reading of *Tigers* and information book writing:**

- *Make copies of pages 4-9 and pages 14-21 from Tigers, by Helen Frost: one for every student*
- *Make copies of booklets – one 5-page booklet for each student with drawing box and 5 lines per page. Have extra booklet pages available at tables so that students may add more pages if they want to. (see template for booklet pages at end of these instructions)*
- *Keep questions chart in view:*  
 Who or what is this about?  
 Where are they?  
 What do they do?  
 How do they do it?  
 Why do they do it?

*\*\*Note: teachers may also decide to chart the following, with some picture support (pictures of pages in a book, etc.) so students can view them while writing as a reminder of the specifics of the task.\*\**

*Remember, when writing an information book...*

- *Organize information across pages.*
- *Include pictures and labels.*
- *Write to teach or explain information. You may include lists, examples or comparisons as explanations.*
- *Spell words the best we can.*
- *On the last page, be sure to include a big idea about the topic so that it feels like the end of the book. This could show why you care about this topic, what you think is most important, or what you most want the reader to remember.*

**Task 2: Written Response to Independent Reading of *Tigers***  
**(approximately 20 minutes)**

*Note to teacher: Place questions chart in a visible space for the students to refer to.*

Now that you have listened to and learned some information about wild cats and how they survive and protect themselves and one another, I am going to give you a book called *Tigers* to read at least twice. If you have more time, you may read it a third time. As you read the words and study the photographs, think about the key details this book teaches. Remember, the key details are the most important parts. You'll want to think: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? (point to chart) Afterward, you're going to be jotting down notes.

After students independently read (and re-read) *Tigers*:

“Now, you are going to have an opportunity to write about the key details this book is teaching. Think about the most important things this book taught. You can ask yourself or write questions to help you, and then write your answers to those questions. You might use these or other questions (point to chart).

Be sure to write or write and draw all of the important details you remember from the book. Later, you will use what you write and draw to help you write your information book.”

**Task 3: Information Writing About “Wild Cats” Using Information from Readings (approximately 25 minutes)**

“Now, you’re going to have a chance to teach the important information you’ve learned and know about wild cats by writing your own information book. You may look back at your notes from *Looking at Wild Cats* (hold up student example) and your notes from *Tigers*, (hold up student example) as well as the notes we took as a class from the video “Looking at Lions” (point to charted notes) to remind you of some information about wild cats. There is also a copy of the book *Tigers* at each of your tables, if you want to look back at the pictures to remind you of important information. But remember that this is your own book, and you need to write your own words and make your own pictures, not copy what the other authors have written or drawn.

There are 5 pages in the books I’ve given you, but if you need more pages, there are some extras at your tables to add. You will have \_\_\_\_\_ minutes to write your books. Remember to use what you know about organizing information across pages, including pictures and labels, writing to teach and explain information, and spelling words the best you can to write this book. You’ll also want your last page to have some of your strongest thinking or feeling – a big idea or observation about wild cats - so that it really feels like an ending, and not just another page in the book.”

*\*\*Note: teachers may decide to chart these points, with some picture support (pictures of pages in a book, etc.) so students can view them while writing as a reminder of the specifics of the task.\*\**

*Remember, when writing an information book...*

- *Make a title page to name your topic.*
- *Organize information across pages.*
- *Include pictures and labels.*
- *Write to teach or explain information. You may include lists, examples or comparisons as explanations.*
- *Spell words the best we can.*
- *On the last page, be sure to include a big idea about the topic so that it feels like the end of the book. This could show why you care about this topic, what you think is most important, or what you most want the reader to remember.*

**Title:**

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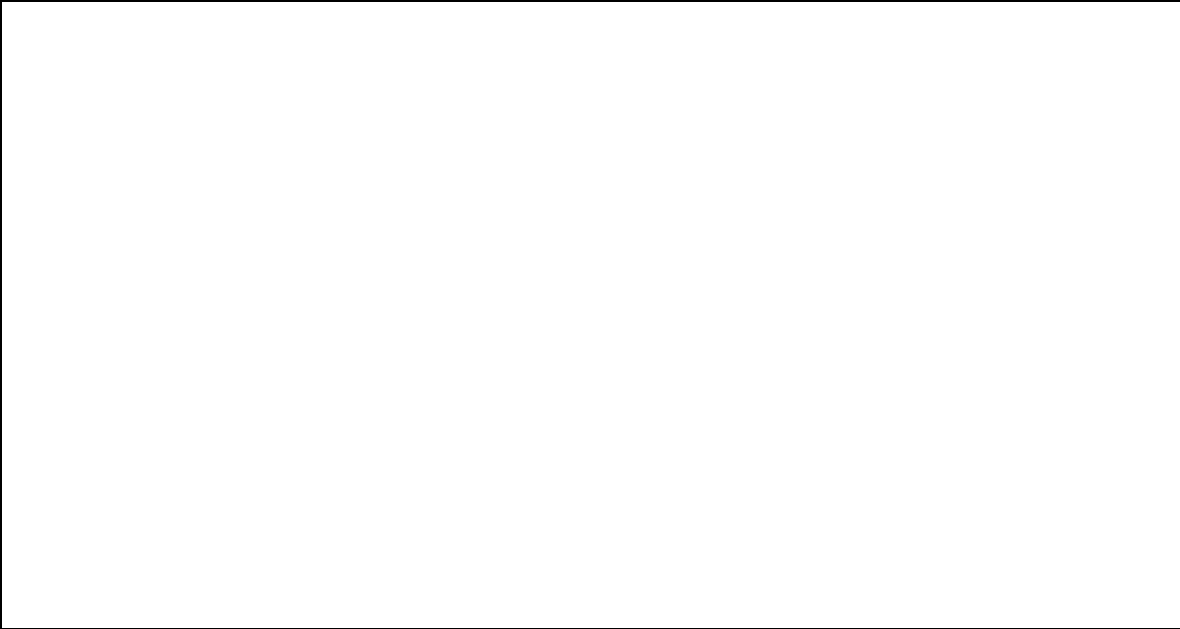
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**Written by:**

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