



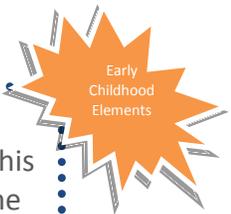
# Literacy

## GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

### UNIT OVERVIEW

This task is embedded in a unit that introduces students to reading and writing informational texts. Students will be encouraged to ask questions of, and answer questions about, the texts they read. Guided practice in writing informational texts, as well as opportunities for students to write independently, are part of the unit.

The purpose of this literacy bundle is to support young students in becoming "experts" on a science topic. The concept of becoming an expert may be applied in many content areas. This particular bundle focuses on animals, specifically penguins, in order to model the process. The unit may be used with any science topic that students would like to pursue. Throughout the unit, teachers should provide students with many opportunities to make meaning through shared learning experiences, exposure to texts, opportunities to discuss, and explore the topic in classroom learning centers. In early childhood, literacy work requires hands-on learning experiences for students to develop in-depth knowledge of a topic, theme, or content areas. See annotations on this page as well as pages 29-32 for examples.



### TASK DETAILS

**Task Name:** We Are Experts

**Grade:** Kindergarten

**Subject:** Science

**Task Description:** This task comes in the third week of a four-week unit on reading and writing informational texts on the topic of animals. In this task the students are asked to become the experts and write in order to teach others what they know about penguins. The students will ask and answer questions of informational texts (with support) as they gather information to write an informative text, sharing what they have learned about penguins.



# Literacy

## Standards:

In addition to the standards listed here, this unit provides ample opportunities to develop academic and personal behaviors such as persistence, engagement, work habits/organization, communication/collaboration, and self-regulation. See article "Developing Young Children's Self-Regulation through Everyday Experiences" [here](#).



- RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- RI.K.10** Actively engage in group reading activities with purpose and understanding.
- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

## Materials:

Bauer, J. (2007) Cool Penguins ; Scholastic. NY  
Taberski , S. (2002) Penguins are Waterbirds. Mondo: NY

Also consider materials needed for learning centers as well as different kinds of writing materials and writing instruments for the performance task. For example: writing materials:  
- variety of paper in different sizes - student journals - slant boards and lap desks writing instruments: - pencils with finger grips - markers, colored pencils, crayons, watercolors. It's also a good idea to keep writing tools throughout the classroom to encourage writing!



Look for the Early Childhood Elements icon throughout this document for suggestions for incorporating key early childhood education strategies into tasks and bundles.



## TABLE OF CONTENTS

The task and instructional supports on the following pages are designed to help educators understand and implement Common Core–aligned tasks that are embedded in a unit of instruction. We have learned through our pilot work that focusing instruction on units anchored in rigorous Common Core–aligned assessments drives significant shifts in curriculum and pedagogy.

<b>PERFORMANCE TASK: WE ARE EXPERTS.....</b>	<b>4</b>
<b>RUBRIC .....</b>	<b>7</b>
<b>ANNOTATED STUDENT WORK.....</b>	<b>10</b>
<b>INSTRUCTIONAL SUPPORTS .....</b>	<b>25</b>
<b>UNIT OUTLINE .....</b>	<b>26</b>
<b>GUIDELINES FOR TAKING RUNNING RECORDS .....</b>	<b>33</b>
<b>TEXT SUPPORTS .....</b>	<b>41</b>
<b>GUIDELINES FOR SELECTING GRADE LEVEL TEXT K–2.....</b>	<b>42</b>
<b>SAMPLE TEXT QUALITATIVE TEXT COMPLEXITY ANALYSIS.....</b>	<b>43</b>

Acknowledgements: This bundle was developed by Sheena Harvey (AUSSIE) for the New York City Department of Education and student work comes from NYC Public schools. The task and instructional supports were reviewed for CCLS alignment by the NYC Common Core Fellows.



# GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

## PERFORMANCE TASK

This section contains the student directions for the final performance task and task administration guidelines for teachers.



# Literacy

## Student Instructions

Kindergarten students will be emergent readers and writers and will need to be supported with gathering information for the writing phase. At the beginning of week three, the teacher tells students:

We have been reading about animals for two weeks and have learned lots of interesting facts. Today we are going to read informational texts to learn about penguins so we can become experts, and then we will write our own informational pieces to teach others what we have learned.

The graphic organizers to support student writing are in the appendices at the end of this bundle.

## Teacher Guidelines

The task is in the third week of a four week unit on informational reading and writing. This will be the students' first reading of non-fiction. During the first two weeks of the unit, students are immersed in informational texts in shared, guided, and independent reading. In daily shared reading, the teacher will have:

1. Focused students' attention on the text features of informational texts;
2. Created brainstorming charts with lists of facts the students have learned about the animal for each new text they read;
3. Guided students in generating questions about other information they would like to discover about each animal (that will eventually be answered in additional texts read).

## Writing Task

Day One:

1. Introduce the task to the students and introduce the first shared text on penguins. Explain that this time we are gathering information so they can write their own text about penguins. Follow the pattern used throughout the unit of:
  - a. Discussing the text and illustrations;
  - b. Creating brainstorming charts with lists of facts the students have learned about penguins;
  - c. Guiding students in generating questions about other information they would like to find out about penguins;
  - d. Introducing and reading the second text to try and answer questions and add new facts.
2. Students reread facts and teacher supports them to find common things the facts are about, e.g., what they eat, where they live;
3. Students decide on categories, i.e., where they live, what they look like;
4. Once categories are decided, the teacher records these on notecards, and students physically move facts into categories where they belong.

Penguin Facts	
Where penguins live	
What penguins eat	
What penguins look like	
How penguins move	



# Literacy

## Day Two:

1. Teacher and students review the facts they have learned about...
2. “Wow, we are experts on penguins! We can write to teach others about penguins.”
3. Have students work in pairs to come up with questions they think the readers might want to know the answers to, e.g., where do penguins live? List questions.
4. Teacher chooses one question and asks students to help write what they know using the one word facts as prompts.
5. Teacher models drawing and labeling a diagram. The teacher then uses the appropriate category of facts and models, putting facts into sentence form.
6. It is the students’ turn to be experts and teach what they have learned about penguins. They decide what they want to teach their readers and select the appropriate paper. On the tables there are:
  - a. Paper with a space for students to write their own questions as a title.
  - b. Paper with one of the questions written in. The students can choose which question they are experts in.
7. Students begin plan by drawing and labeling diagrams.

## Day Three:

1. Students reread the shared writing done by the teacher the day before. Students share with their buddies what makes them experts in what they will write about (oral rehearsing) then students begin drawing, labeling, and writing.
2. Students are encouraged to use the chart to write about other categories they think the reader might like to learn about.
3. Teacher distributes student checklist to guide student writing process.
4. Teacher reminds students to reread what they have written to check:
  - a. Does their writing make sense and do they need to add more details?
  - b. Is their punctuation correct?
  - c. What are some of the words they are not sure how to spell?



# GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS RUBRIC

Two rubrics are included with this task. The first is a rubric to assess writing informational text and can be used to evaluate independent student work or to take notes during a guided writing conference with individual students. The reading rubric is designed to be used both when working independently with the student and during small group guided work.

# Writing Informational Text: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic. [W.K.2]

Student:

Teacher:

Class: Kindergarten

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas Organization	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans for writing using talking, drawing, and simple graphic organizers
Ideas	– begins to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks ‘writing’ can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Revision Conventions	– uses drawings, signs and symbols to convey a message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

# Reading Standard 1 and 10 Rubric: Kindergarten

Student:

Grade: Kindergarten

Teacher:

Texts at kindergarten level of complexity (D, Fountas and Pinnell) have up to about 200 words and can be read comfortably in one reading session. They have familiar topics and supportive illustrations, but readers need to pay attention to the print. The contexts and settings are generally familiar to students through their prior knowledge and experiences (or the teacher may discuss them to make them more accessible). Texts at this level begin to include diagrams and speech bubbles, which require readers to 'pull in' the information and add it to their existing understanding of the running text. The sentences are becoming longer with a greater range of punctuation.

		Text Title:	Level:	Date:	
		Text Title:	Level:	Date:	
		Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
From Running Records	Reading Strategies	<ul style="list-style-type: none"> <li>one-to-one word matching</li> <li>starts building a reading vocabulary of high-frequency words</li> <li>expects a text to make sense and sound right</li> </ul>	<ul style="list-style-type: none"> <li>control over using a return sweep with multiple lines of text</li> <li>makes some attempts at unknown words mainly using initial sounds and illustrations</li> <li>rereads when prompted</li> <li>self corrects when prompted</li> </ul>	<ul style="list-style-type: none"> <li>all concepts about print under control</li> <li>uses meaning structure and visual cues to solve unknown words</li> <li>rereads text or checking further sources of information</li> <li>monitors own reading and self-corrects where necessary</li> </ul>	<ul style="list-style-type: none"> <li>uses all cueing systems in an integrated way</li> <li>rereads to check meaning</li> <li>self corrects all errors that affect meaning.</li> </ul> <p>i.e. has control of all early reading strategies</p>
	Fluency	<ul style="list-style-type: none"> <li>reads word by word</li> <li>can use expression when re-reading familiar texts</li> </ul>	<ul style="list-style-type: none"> <li>reads in two-word phrases with occasional three or four word phrases</li> <li>reads appropriate expression or intonation when prompted</li> </ul>	<ul style="list-style-type: none"> <li>some smaller phrases may be present but most of the reading sounds fluent</li> <li>most of the text is read with appropriate expression and intonation</li> </ul>	<ul style="list-style-type: none"> <li>reading sounds fluent</li> <li>reads with expression and intonation</li> </ul>
	Retelling	<ul style="list-style-type: none"> <li>can include one or two events in own language when prompted</li> <li>sometimes includes details in response to questions</li> <li>may describe illustrations</li> </ul>	<ul style="list-style-type: none"> <li>partial summary that includes some relevant information</li> <li>includes details in response to questions</li> <li>may connect one or two sections of the text when prompted</li> </ul>	<ul style="list-style-type: none"> <li>adequate summary that includes relevant information</li> <li>makes some links through the texts and includes some supporting evidence</li> <li>connects one or two sections of the text</li> </ul>	<ul style="list-style-type: none"> <li>connects important ideas to each other</li> <li>uses text to support comments</li> <li>integrates information with prior understandings</li> </ul>
	Prediction/ Questioning	<ul style="list-style-type: none"> <li>with support can use title and illustrations to make predictions</li> <li>beginning to adjust predictions in light of new information with support</li> <li>with guidance and support is beginning to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>uses the title and illustrations to make reasonable predictions</li> <li>beginning to rethink prediction when more information is available</li> <li>able to ask 1 or 2 questions related to the text</li> </ul>	<ul style="list-style-type: none"> <li>uses text features to help make predictions before and during reading</li> <li>changes predictions according to text evidence (decides)</li> <li>is able to ask questions that focus the reading and gather information</li> </ul>	<ul style="list-style-type: none"> <li>makes thoughtful predictions before and while reading</li> <li>adjusts predictions in light of evidence from the text reading</li> <li>asks questions to focus and monitor reading and gather information</li> </ul>



## GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

### ANNOTATED STUDENT WORK

This section contains annotated student work. The writing samples and running records are from kindergarten students at an elementary school in the Bronx and were collected in May 2011. There are writing samples for Above Grade Level, At Grade Level, and Below Grade Level. Each sample includes:

- samples of student work with annotations;
- a rubric for each piece of writing with the indicators highlighted;
- summaries of teacher and student conversations during conferences;
- possible next steps, with suggestions for instruction.

To support looking at student work in reading, the following are included:

- running records for a student reading below and for a student meeting the 'Reading of Informational Texts standard 10';
- rubrics for each student with the indicators highlighted. The initial assessment is included and highlighted in pink while the performance task assessment is highlighted in yellow to show how growth can be captured on the rubric.

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was administered three weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

This piece of writing shows a clear response to the task, with Sophie using a combination of drawing and writing to convey information about animal she was an expert on. This piece is above the standard for kindergarten in that Sophie used the charted facts to write on penguins and then used the text to find further information such as the types of penguins.

#### Cool Facts

penguins could surf in there belies and in their feet to land. Penguins have big eyes to see under water.

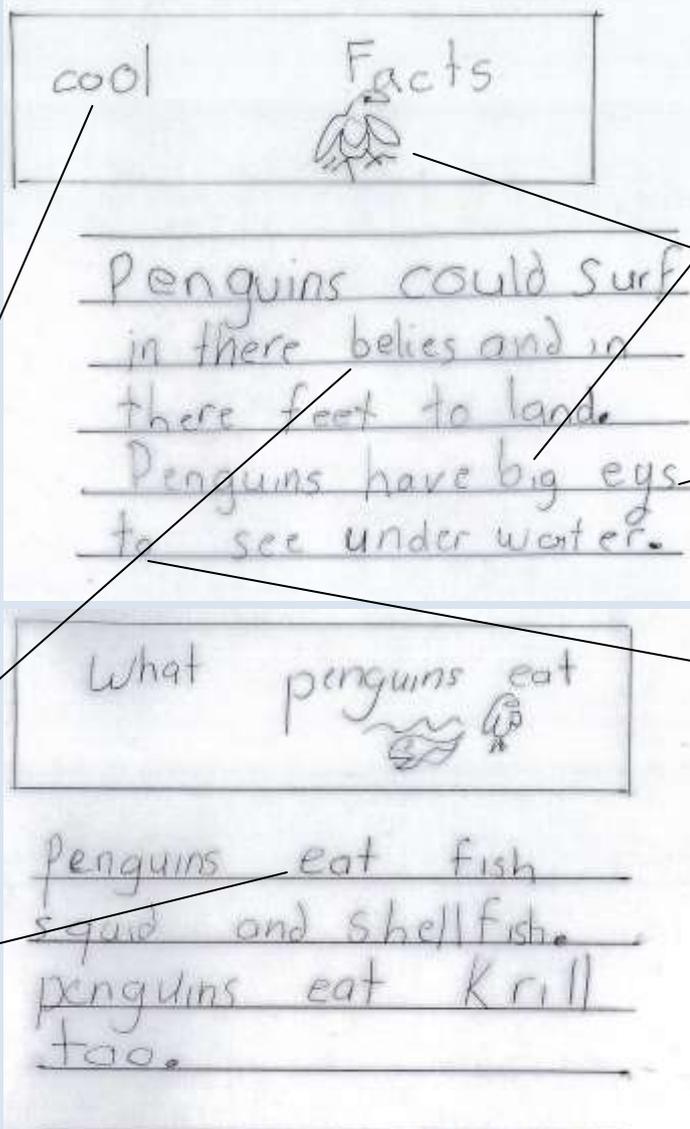
#### What penguins eat

Penguins eat fish squid and shellfish. Penguins eat krill too.

Sophie gives her writing a topic. She exceeds the standard in that she organizes her ideas under headings. (W.K.2)

Sophie can phonetically spell words she is unsure of and she has a visual knowledge of spelling patterns. (LS.K.2.c)

Sophie exceeds the standards in that she has picked up on the pattern of language from non-fiction texts and is writing in the present tense. She is able to distance herself as a writer. (W.K.2, LS.K.1f)



Sophie includes more than one idea in her piece without teacher support. (W.K.2)

Sophie draws as a way of planning for writing. (W.K.2)

Sophie is beginning to use more complex sentence structures. (W.K.2)

Adds detail to provide more information for the reader. (W.K.2)

Sophie exceeds the standard in that she extends her writing over a number of pages and grouping ideas under headings. (W.K.2)

What do penguins do?

penguins lay there eggs  
and keep them warm.  
penguins swim with there  
flippers. Penguins e  
to be alive.

Sophie exceeds the standards in that she went back to the text to gather further information for her writing. She checked how many different kinds of penguins there were. (W.K.2)

What kinds of penguins

There are 17 diffoot  
penguins theres a fairy,  
a galapagos, snore  
a rock hopper and  
african penguins. These  
are the loudest penguins that  
they sound like donkeys

where penguins live?

penguins live in the  
vicar/antarctic of the earth and  
that place is called  
~~too~~ is antarctica too.

Sophie is above average in her ability to revise and edit her work, which she does without prompting. (W.K.5 \*\*not assessed in task)

## Context for the writing

Sophie wrote a piece on penguins, revising and editing her work as she wrote. Sophie went back to the text to search for information when naming the various types of penguins. She drew on the extensive “immersion” by the teacher (read aloud, shared, guided reading, and independent reading of informational texts, and shared writing charts) to support the writing of her own piece. Sophie chose to write an additional informational text about spiders using the charts created during the unit and a book on spiders to get information for her writing.

## Sophie’s writing Rubric

### Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

**Student:**

**Teacher:**

**Class:**

**Kindergarten**

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	– orally recounts own ideas	– chooses to write on a narrow range of familiar topics	– gathers information from reading and forms and expresses simple ideas	– writes on unfamiliar topics gathering ideas from listening to and reading texts
	– tells what writing/drawing is about	– holds an idea in head long enough to write it down	– begins to support ideas with some detail	– begins to add or delete details and comments, showing some selectivity in the process
Organization	– shows some evidence of planning by drawing	– plans by drawing pictures that match writing	– plans for writing using talk, drawing, and simple graphic organizers with support	– plans for writing by using, talk, drawing, and simple graphic organizers
	– beginning to separate writing and drawing	– often writes lists of unconnected ideas	– gives writing a title and uses diagrams with guidance	– gives writing a title and uses features such as diagrams and illustrations and labels
	– places letter/drawings randomly on the page	– uses some organizational structures, with support	– uses a partial organizational framework, e.g., groups ideas under headings	– organizes ideas and information with confidence and uses headings to support the reader
Language Features	– repeats a few known symbols, often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
	– attempts to write down words	– uses vocabulary from oral language	– uses vocabulary drawn from oral language and reading	– uses a large and increasing bank of topic-specific and personal-content words to create meaning
	– thinks ‘writing’ can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using a writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

## Teacher-student conversations

Sophie’s learning step from her previous information text was to add on to her ideas with details to add interest for the reader.

The teacher reminded Sophie of this during her conference. Together they looked at the shared writing

model where the teacher had added comments. Sophie then added to her writing.

Throughout the unit the focus had been on asking questions, and this was the organizing framework demonstrated in shared writing (using a question as a heading) with the students providing answers from the text. Sophie has followed this model, although her headings are actually statements.

# Kindergarten: At Grade Level

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing, answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model

#### Transcript: *Penguins*

1. What do penguins look like?

Penguins have beak. and we feet and flPr. and eyes.

2. Where do penguins live?

Penguins live in the cold ice and the ice water.a

3. What do penguins do?

Penguins cannot fly. penguins wddle on the ice

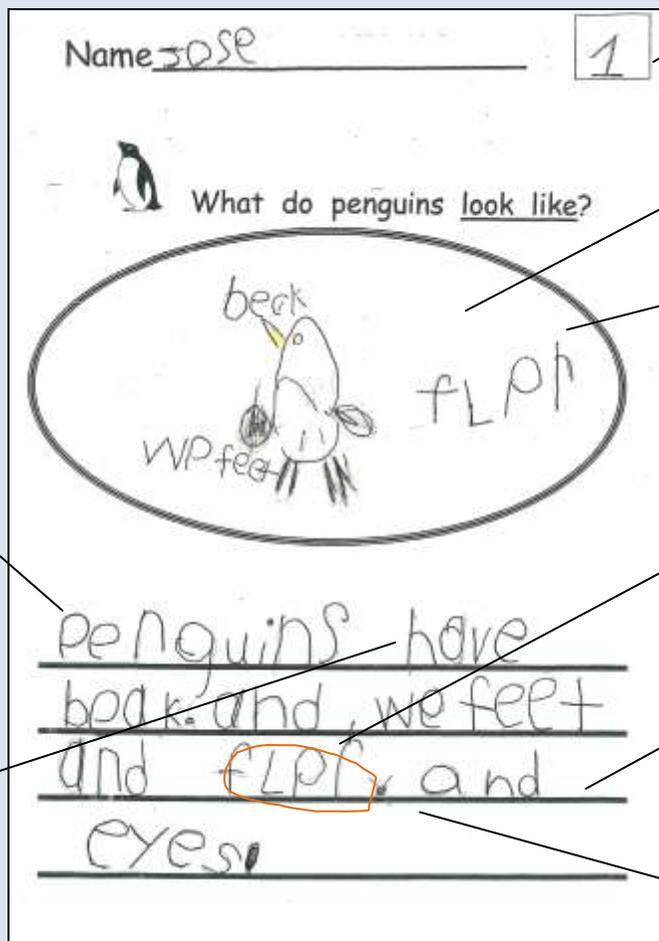
4. What do penguins eat?

Penguins like fish and skd.

Jose establishes the topic in the first sentence and supplies information about the topic. Penguins have ‘beak’ ‘feet’ ‘flPr’, and ‘eyes’. (W.K.2)

Jose exceeds the standards in that he has picked up on the pattern of language from non-fiction texts and is writing in the present tense. He has distanced himself as a writer. Jose is also able to group ideas. (W.K.2)

This piece of writing shows a clear response to the task, with Jose using a combination of drawing and writing to convey information about penguins. This piece meets the standard for kindergarten.



Jose extends writing over a number of days. Page 1 of 4 (W.K.2)

Jose draws as a way of planning for writing. (W.K.2)

Jose uses some content specific vocabulary such as “we’ feet, ‘flPr’ ‘penguins’, ‘beak’. (W.K.2)

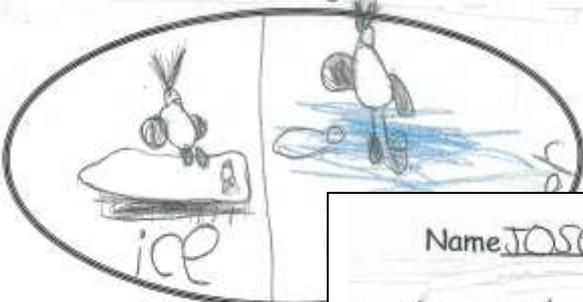
Jose can phonetically spell words he is unsure of. He identifies the dominant sounds. (W.K.2)

Jose uses a conjunction ‘and’ to join ideas in a sentence. (W.K.2)

Jose is attempting to use periods, but tends to over-use them. (W.K.2, LS.K.2.b)

Name JOSE 2

Where do penguins live?

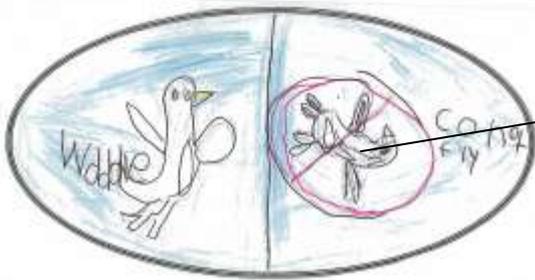


penguins  
on the ice  
and the  
water.

Jose began by selecting the paper with the question he wanted to answer. On pages 2, 3, and 4 he selected paper without questions and wrote in his own. (RI.K.1)

Name JOSE 3

What do penguins do?



penguins cannot fly.  
penguins waddle  
on the

Jose uses labeled illustrations in his writing. He uses the circle with the line through it to show penguins cannot fly. (W.K.2)

Name JOSE 4

What do penguins eat?



penguins like  
fish and squid

Jose is beginning to revise and is able to identify some of the words he is not sure how to spell. Observations of Jose showed he frequently reread what he had written to retain meaning before continuing writing. (LS.K.4.a)

## Teacher Student Conversations

After the first draft, Jose explained that he had diagrams to help readers. He read what he had written, commenting on the diagram of the penguin not being able to fly and how he put a line through it.

Teacher: That is really interesting. Do you have anything else to tell the reader about penguins?

Jose: No.

Teacher: Do you think it is ready for others to read – what are you going to do next?

Jose: Find words I don't know.

Teacher praises and moves away leaving Jose rereading his work.

## Jose's Writing Rubric

### Writing Standard 2: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

**Student:**

**Teacher:**

**Class:**

**Kindergarten**

	Level 1 Well Below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
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Language Features	– repeats a few known symbols often using letters from own name	– uses simple sentences with or without punctuation	– composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	– begins to use a variety of sentence structures, beginnings, and lengths
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	– thinks 'writing' can be read by others	– writing reflects oral language	– includes some written language structures	– uses written language structures
Conventions	– uses drawings, signs, and symbol to convey message	– uses dominant sounds to represent whole word. Hears/records some sounds in words with support	– spells some high-frequency words correctly and begins to use some common spelling patterns	– spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	– writes random strings of letters	– recognizes some words in print but does not yet use these in writing	– locates words in the classroom on the word wall in the environment	– demonstrates independence by using writing resources, e.g., word lists, word wall
	– forms some letters correctly	– leaves a space between words	– uses capital letters and full stops to begin and end sentences	– uses capitals, periods, and question marks appropriately

## Where to next

To move Jose towards the next learning step, the teacher might help him to focus on:

- supporting ideas with some simple details or comments;
- varying sentence beginnings;
- paying more attention to correct use of periods.

## This could be done by...

- asking questions while conferring that prompt Jose to add detail;
- modeling of writing using these strategies, and discussion about the process;
- exploring models of writing which exemplify these strategies, giving feedback against the criteria that have been set with Jose.

## ILLUSTRATING WRITING STANDARD 2

### We are Experts: Penguins

This task was undertaken two weeks into a four-week unit on non-fiction reading and writing. The students drew and wrote an information piece that included a title and one or two facts. The students:

- took part in shared reading of the text “Penguins”
- brainstormed lists of facts they have learned about penguins
- worked in groups to identify questions that people who weren’t experts about penguins might want to ask

- watched while these were charted by the teacher
- took part in a shared writing answering one of the questions where the teacher modeled how to use the question as a prompt for writing
- selected the questions they felt best prepared to answer
- used the graphic organizer to draw as planning for writing
- wrote what they learned about penguins and used the shared writing as a model.

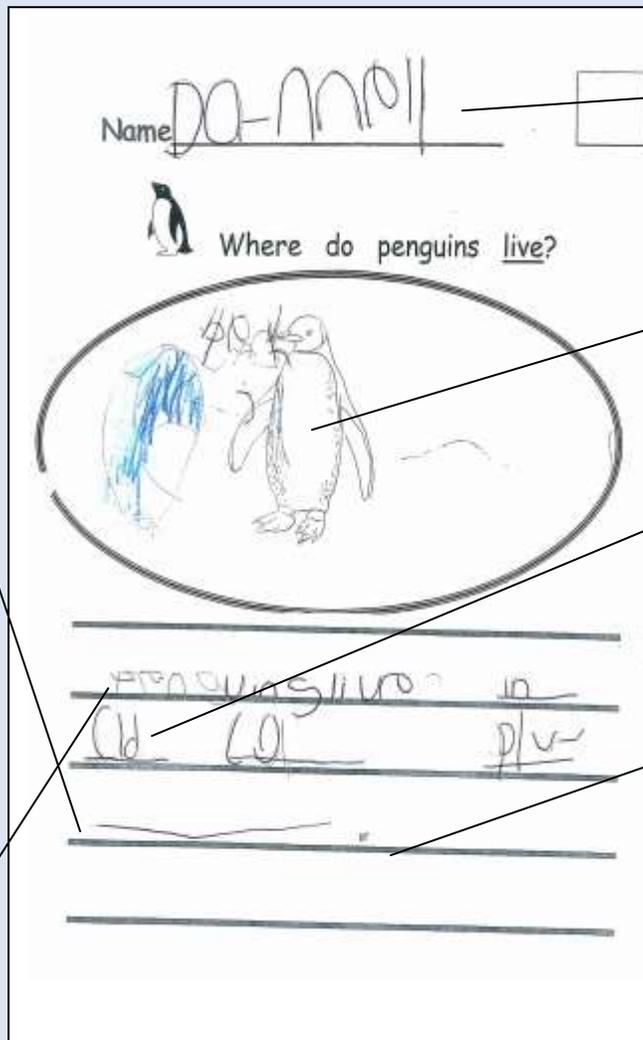
Transcript: *Where do Penguins live?*

This piece of writing shows an attempt at a response to the task, with Do-nnell using a combination of drawing and writing to convey information about penguins. This piece does not meet the standard for kindergarten.

Where do penguins live?  
penguins live in Cl d Col plu-  
cold cold

Do-nnell’s writing does not meet standard because the teacher needed to draw for her (she did add to the picture). The picture has a label “beck” and this does not match his writing. The first two words were copied from the question (which shows independence). Do-nnell then became stuck. The teacher supported by having her orally rehearse what she wanted to say then helped her count the words. The teacher drew lines for the words as a support. (W.K.2)

Do-nnell has used the model provided by the teacher and begun her writing “penguins live...” (W.K.2)



Do-nnell can write her name

Do-nnell is beginning to draw as a way of planning. (W.K.2)

Do-nnell can phonetically spell words she is unsure of. She can identify most sounds. (LS.K.2.d)

Do-nnell is not yet punctuating her work. The period was put there by the teacher. (LS.K.2.b)

Do-nnell has difficulty sustaining writing independently.

## Teacher Student Conversations

During the first draft:

- Teacher: Can you tell me what you want to tell the reader?
- Do-nnell: Where the penguins live
- Teacher: That will be interesting – I like the label in your diagram. Can you read what you have written so far?
- Do-nnell: penguins live
- Teacher: What do you want to say next?
- Do-nnell: in (pause) in cold cold places
- Teacher: You know how to write ‘in’ (teacher waits while she writes) – well done – tell me again what you are going to write next.
- Do-nnell: Penguins live in cold, cold places (counting on her fingers). Teacher draws the lines for each word and leaves Do-nnell to finish.

Do-nnell’s writing rubric.

## Writing Standard 2: Kindergarten

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Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

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	Level 1 Well below Grade Standard	Level 2 Approaching Grade Standard	Kindergarten Performance Indicators	Level 4 Exceeds Grade Standard
Ideas	- orally recounts own ideas	- chooses to write on a narrow range of familiar topics	- gathers information from reading and forms and expresses simple ideas	- writes on unfamiliar topics gathering ideas from listening to and reading texts
	- tells what writing/drawing is about	- holds an idea in head long enough to write it down	- begins to support ideas with some detail	- begins to add or delete details and comments, showing some selectivity in the process
Organization	- shows some evidence of planning by drawing	- plans by drawing pictures that match writing	- plans for writing using talk, drawing, and simple graphic organizers with support	- plans for writing by using talk, drawing, and simple graphic organizers
	- beginning to separate writing and drawing	- often writes lists of unconnected ideas	- gives writing a title and uses diagrams with guidance	- gives writing a title and uses features such as diagrams and illustrations and labels
	- places letter/drawings randomly on the page	- uses some organizational structures, with support	- uses a partial organizational framework, e.g., groups ideas under headings	- organizes ideas and information with confidence and uses headings to support the reader
Language Features	- repeats a few known symbols often using letters from own name	- uses simple sentences with or without punctuation	- composes simple sentences and some compound sentences using conjunctions such as <i>and</i> or <i>but</i>	- begins to use a variety of sentence structures, beginnings, and lengths
	- attempting to write down words	- uses vocabulary from oral language	- uses vocabulary drawn from oral language and reading	- uses a large and increasing bank of topic-specific, and personal-content words to create meaning
	- thinks 'writing' can be read by others	- writing reflects oral language	- includes some written language structures	- uses written language structures
Conventions	- uses drawings, signs, and symbols to convey message	- uses dominant sounds to represent whole word. Hears/records some sounds in words with support.	- spells some high-frequency words correctly and begins to use some common spelling patterns	- spells most high-frequency words correctly and shows a growing knowledge of common spelling patterns
	- writes random strings of letters	- recognizes some words in print but not yet using these in writing	- locates words in the classroom on the word wall in the environment	- demonstrates independence by using a writing resources, e.g., word lists, word wall
	- forms some letters correctly	- leaves a space between words	- uses capital letters and full stops to begin and end sentences	- uses capitals, periods, and question marks appropriately

## Where To Next

To move Do-nnell towards her next learning step, the teacher might help her focus on:

- extending ideas with some simple comments;
- getting her ideas down efficiently by using word resources around the room;
- orally rehearsing her writing to help clarify her ideas.

## This could be done by...

- ongoing class and individual discussion, prompting further detail through questioning;
- further shared reading and writing of informational texts;
- conferencing in reading and writing programs.

# Kindergarten: Grade level

## ILLUSTRATING READING STANDARD 10

Eri is reading independently (96-100% accuracy) texts at the kindergarten level of complexity.

Once the title was introduced Eri read the text with 97% accuracy. He attempted all words and uses a range of sources of information to make predictions. He self corrected all errors that affected meaning. He rereads when necessary to gain meaning. Eri retold what he had read and commented on the text. His reading was fluent and he used expression. He read the line where he made the error of "it" for "its" very slowly and knew there was something wrong.

Bumble Bee By Pat Quinn photographs by Nic Bishop

Is a non-fiction text with supportive photographs but readers need to pay more attention to the print. The text is clearly laid out with large print and consistent placement of text. The illustrations will help readers confirm rather than make predictions. There are two to four lines of text per page with sentences carrying across pages. The sentences are longer with a greater range of punctuation such as dashes and ellipses.

Bumble Bee Eri (Kindergarten)		Information used	
		Errors	SC
Eri rereads when meaning is lost and self corrects.	By Pat Quinn	97% accuracy	
	The bumble bee has a big <u>body</u> ...	1	MSV IF
Eri self corrects when his errors don't make sense.	... but <u>its</u> wings are not very big at all.	1	MSV I
	A big <u>body</u> and tiny wings...	1	1 MSV IF MSV
Eri rereads when meaning is lost.	How can the bumble bee fly?		
	It can make its wings go fast-		
Eri reads in phrases and some parts were read expressively.	very, very VERY fast!		
	That is how it can fly.		
	Up goes the bumble bee.		
	Up, up and away!		
<p>Eri read slowly on the second page but as he gathered meaning he read expressively and fluently. He could easily tell what he had read about.</p>		ation	

Substituting baby for body could make sense in the first line but by the second substitution it no longer made sense in the story

Eri uses multiple cues when making predictions on unknown words.

Eri can use meaning structure and visual cues to make predictions but does not yet use them all together.

Eri was able to retell what he had read. He included detail and commented on aspects of the texts, i.e., "the wings have no holes in them".

## Reading Standard 10 Rubric: Kindergarten

Student: Eri

Grade Kindergarten

Teacher Ms Cool

Year 2010-2011

Texts at the kindergarten level of complexity (D) have up to about 200 words and can be read comfortably in one reading session. They have familiar topics and supportive illustrations, but readers need to pay more attention to the print. The contexts and settings are generally familiar to students through their prior knowledge and experiences (or the teacher may discuss them to make them more accessible). Texts at this level begin to include diagrams and speech bubbles, which require the reader to 'pull in' the information and add it to their existing understanding of the running text. The sentences are becoming longer with a greater range of punctuation.

Text Title:	In the Sky	Level:	B	Date:	Feb 2011	Pink highlight
Text Title:	The Bumble Bee by Pat Quinn	Level:	D	Date:	May 2011	Yellow Highlight

	Level 1	Level 2	Level 3	Level 4
<b>Reading Strategies</b>	<ul style="list-style-type: none"> <li>☐ Control over one-to-one word matching.</li> <li>☐ Starts building a reading vocabulary of high-frequency words.</li> <li>☐ Expect a text to make sense and sound right.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Control over using a return sweep with multiple lines of text.</li> <li>☐ Rereads when prompted.</li> <li>☐ Self corrects when prompted.</li> <li>☐ Makes some attempts at unknown words mainly using initial sounds and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>☐ All concepts about print under control.</li> <li>☐ Uses meaning structure and visual cues to solve unknown words.</li> <li>☐ Rerunning text or checking further sources of information.</li> <li>☐ Monitors own reading and self-corrects where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Uses all cueing systems in an integrated way.</li> <li>☐ Predictions make sense in the sentence and the story.</li> <li>☐ Self corrects all errors that affect meaning.</li> <li>☐ Rereads when meaning is lost.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>☐ Reads word by word.</li> <li>☐ Can use expression when re-reading familiar texts.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads primarily in two-word phrases with occasional three or four word phrases.</li> <li>☐ Rereads appropriate expression or intonation when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Some smaller phrases may be present.</li> <li>☐ Some of the text is read with appropriate expression and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reading sounds fluent.</li> <li>☐ Reads with expression and intonation.</li> </ul>
<b>Prediction/ Questioning</b>	<ul style="list-style-type: none"> <li>☐ With support can use title and illustrations to make prediction.</li> <li>☐ Beginning to adjust predictions in light of new information with support.</li> <li>☐ With guidance and support is beginning to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Uses the title and illustrations to make reasonable predictions.</li> <li>☐ Begins to rethink prediction when more information is available.</li> <li>☐ Able to ask 1 or 2 questions related to the text.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Makes several reasoned predictions before and during reading.</li> <li>☐ Changes predictions according to text evidence when prompted.</li> <li>☐ Is able to ask questions that focus the reading.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Makes thoughtful predictions before and while reading.</li> <li>☐ Adjusts predictions in light of evidence from the text reading.</li> <li>☐ Confidently asks questions to focus and monitor reading.</li> </ul>
<b>Retelling</b>	<ul style="list-style-type: none"> <li>☐ Can include one or two events in own language when prompted.</li> <li>☐ With support includes details.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Partial summary includes some relevant information.</li> <li>☐ When prompted includes details.</li> <li>☐ May connect one or two sections of the text when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Adequate summary that includes relevant information.</li> <li>☐ Includes some supporting evidence.</li> <li>☐ Make some links through the text when retellings.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Connects important ideas to each other.</li> <li>☐ Uses text to support comments.</li> <li>☐ Integrates information with prior understandings.</li> </ul>

# Kindergarten: below grade level

## ILLUSTRATING READING STANDARD 10

Michael is reading independently (94% accuracy) texts at well below the level of complexity.

Once the title was introduced Michael read the text with 94% accuracy. He attempted all words but only used visual sources of information to make predictions. Michael used initial sounds and then appealed to the teacher for help. He did not self-correct errors that affected meaning. Michael retold what he had read and included one or two details with prompting. Michael read in one or two word phrases.

Playing by Ronald Gary (Fountas and Pinnell kit)

Below Grade level

Texts at **level B** have a simple storyline or idea and have strong links between the illustrations and text. At this stage, the texts often have more than one line of print per page. To read texts at this level, students need to have left to right, one to one matching and return sweep.

	Playing By Ronald Gary 56 WORDS Nonfiction level B	Michael (Kindergarten)	E	SC	Information used	
					Errors	SC
Michael has one to one matching and the return sweep.	I like to play with a truck I like to play with a car. I like to play with the ball. I like to play with my doll. I like to play with a train I like to play with a boat I like to play with a plane	Teacher introduced the pattern 'I liked to play' in her introduction of the book. appealed, teacher told Teacher prompted to look at the picture. Michael did and read accurately from then on	1		M S (V)	
Michael did not attempt to self-correct any errors. He simply stopped reading until the teacher gave him the word when his errors don't make sense.						
Once Michael was given the word he did not repeat it.						
When Michael does not know a word he gives the initial sound then appeals to the teacher for help.						
Michael uses the initial sound as his means of predicting unknown words.						
Michael read work by word finger pointing as he went. He used the illustrations to help retell what he had read.						

## Reading Standard 10 Rubric: Kindergarten

Student Michael

Grade Kindergarten

Teacher

Year 2011

Texts at kindergarten level of complexity (D Fountas and Pinnell) have up to about 200 words and can be read comfortably in one reading session. They have familiar topics and supportive illustrations but readers need to pay more attention to the print. The contexts and settings are generally familiar to students through their prior knowledge and experiences (or the teacher may discuss them to make them more accessible). Texts at this level begin to include diagrams and speech bubbles, which require the reader to 'pull in' the information and add it to their existing understanding of the running text. The sentences are becoming longer with a greater range of punctuation.

Note Michael is reading below grade level. He is reading at level B and grade level complexity is D

Text Title:	Animals, Animals	Level:	A	Date:	Pink highlight
Text Title:	Playing	Level:	B	Date:	Yellow Highlight

	Level 1	Level 2	Level 3	Level 4
Reading Strategies	<ul style="list-style-type: none"> <li>☐ Control over one-to-one word matching.</li> <li>☐ Starts building a reading vocabulary of high-frequency words.</li> <li>☐ Expect a text to make sense and sound right.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Control over using a return sweep with multiple lines of text.</li> <li>☐ Rereads when prompted.</li> <li>☐ Self corrects when prompted.</li> <li>☐ Makes some attempts at unknown words mainly using initial sounds and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>☐ All concepts about print under control.</li> <li>☐ Use meaning structure and visual cues to solve unknown words.</li> <li>☐ Rerunning text or checking further sources of information.</li> <li>☐ Monitors own reading and self-corrects where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Uses all cueing systems in an integrated way.</li> <li>☐ Predictions make sense in the sentence and the story.</li> <li>☐ Self corrects all errors that affect meaning.</li> <li>☐ Rereads when meaning is lost.</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>☐ Reads word by word.</li> <li>☐ Can use expression when re-reading familiar texts.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reads primarily in two-word phrases with occasional three or four word phrases.</li> <li>☐ Rereads appropriate expression or intonation when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Some smaller phrases may be present.</li> <li>☐ Some of the text is read with appropriate expression and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Reading sounds fluent.</li> <li>☐ Reads with expression and intonation.</li> </ul>
Prediction/ Questioning	<ul style="list-style-type: none"> <li>☐ With support can use title and illustrations to make predictions.</li> <li>☐ Beginning to adjust predictions in light of new information with support.</li> <li>☐ With guidance and support is beginning to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Uses the title and illustrations to make reasonable predictions.</li> <li>☐ Begins to rethink predictions when more information is available.</li> <li>☐ Able to ask 1 or 2 questions related to the text.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Makes several reasoned predictions before and during reading.</li> <li>☐ Changes predictions according to text evidence when prompted.</li> <li>☐ Is able to ask questions that focus the reading.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Makes thoughtful predictions before and while reading.</li> <li>☐ Adjust predictions in light of evidence from the text reading.</li> <li>☐ Confidently asks questions to focus and monitor reading.</li> </ul>
Retelling	<ul style="list-style-type: none"> <li>☐ Can include one or two events in own language when prompted.</li> <li>☐ With support includes details.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Partial summary that includes some relevant information.</li> <li>☐ When prompted includes details.</li> <li>☐ May connect one or two sections of the text when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Adequate summary that includes relevant information.</li> <li>☐ Includes some supporting evidence.</li> <li>☐ Make some links through the text when retellings.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Connects important ideas to each other.</li> <li>☐ Uses text to support comments.</li> <li>☐ Integrates information with prior understandings.</li> </ul>



# GRADE K LITERACY IN SCIENCE: WE ARE EXPERTS

## INSTRUCTIONAL SUPPORTS

This unit outline and learning plan provides an example of how teachers may integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

## Unit Outline

**INTRODUCTION:** This unit outline provides an example of how to integrate performance tasks into a unit. *Teachers may (a) use this unit outline as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic. The length of the unit includes suggested time spent on the classroom instruction of lessons and administration of assessments. Please note that this framework does not include individual lessons.*

### Grade K Literacy in Science: We Are Experts

#### UNIT TOPIC AND LENGTH

- This unit introduces kindergarten students to reading and writing informational texts. Both the texts they are reading and the texts they are writing use a non-chronological structure, while at the same time using formal written language structures such as writing in the third person.
- This unit will be four weeks with the Performance Task coming in the third week. The final week of the unit allows for an opportunity to use the information gathered in the analysis of the performance task writing. During this final week, some students may need additional guidance through the process of organizing ideas and taking facts and using them in sentences. There will also be students who have met the standard, and week four offers them an opportunity to demonstrate independent mastery of the standard by selecting their own areas of expertise to write about.
- Please note that this framework does not include individual lessons.

#### COMMON CORE LEARNING STANDARDS

##### Standards assessed by the task:

- **RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.10** Actively engage in group reading activities with purpose and understanding.
- **W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which you name what you are writing about and supply some information about the topic.

##### Standards addressed by the unit:

- **RFS.K.1** Demonstrate understanding of the organization and basic features of print.
- **RFS.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RFS.K.4** Read emergent-reader texts with purpose and understanding.
- **W.K.3** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **W.K.3** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

<p><b>BIG IDEAS/ENDURING UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>➤ Thinking, talking and asking questions about a text helps readers to understand information.</li> <li>➤ Informational texts have features that help the reader: diagrams; labels; information organized under headings; contents page, etc.</li> <li>➤ Sometimes we need to read more than one text to answer our questions.</li> <li>➤ Writers share information that they have learned from informational texts through their writing.</li> <li>➤ Writing is a process, and good writers make many changes to their writing.</li> <li>➤ There are many resources that will help students with their writing (e.g., teacher, word wall, environmental print, etc.)</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>➤ How can I become an expert in a topic so I can write about it?</li> <li>➤ What questions do I have about my topic that I would like to find the answer to?</li> <li>➤ What are the text features of informational texts and how do the text features help the reader?</li> <li>➤ How can I organize my ideas to help the reader?</li> <li>➤ How do I make sure my meaning is clear for the reader?</li> </ul>
<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>➤ Informational texts organize ideas under headings, have photographs, diagrams, and labels, and have a contents page.</li> <li>➤ The purpose of informational texts is to inform others “tell us about.”</li> </ul>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>➤ Identify and describe the text features of informational texts</li> <li>➤ <b>Ask</b> questions of others in an attempt to clarify the text</li> <li>➤ <b>Answer</b> questions asked by others to clarify the text</li> <li>➤ <b>Organize facts under headings</b></li> <li>➤ Plan for writing using talk, text or drawing</li> <li>➤ Begin to use structures of written language, i.e., write in the third person</li> <li>➤ Use simple conjunctions such as: and, so, because</li> <li>➤ Use timeless verbs to maintain present tense (no endings) e.g., fight, eat, climb</li> <li>➤ Reread what students have written as they write to maintain meaning</li> </ul>
<p><b>ASSESSMENT EVIDENCE AND ACTIVITIES</b></p> <p><b>INITIAL ASSESSMENT:</b></p> <p>The <i>initial assessment</i> for this unit will come from:</p> <ul style="list-style-type: none"> <li>➤ The ongoing assessment of students’ reading and writing conferences, running records and students’ writing in previous units.</li> <li>➤ <b>Shared</b> reading of a big book. After close reading students will engage in a discussion paying attention to the following questions: <ul style="list-style-type: none"> <li>○ <i>What did you find out that you didn’t know before?</i></li> <li>○ <i>What else would you like to find out about...?</i></li> </ul> </li> </ul>	

- *What do you notice about this book (text features)?*

The reading begins in this unit before the writing. In preparation for the initial writing assessment:

- The teacher introduces the students to a variety of non-fiction material (on insects) such as big books, video, diagrams, and leveled texts;
- Students are invited to write about an insect they knew a lot about – this is to be used as a pre-assessment.

The samples will be collected and students' use of writing strategies and understanding of informational text will be assessed using the rubric. This information is used to make instructional decisions and further steps for whole class, small group, and individual student needs (see Annotated Student Work Section).

### **FORMATIVE ASSESSMENT:**

*Formative assessment is an ongoing process in a kindergarten class.*

The purpose is to:

- Surface misconceptions and, through the course of the unit; to provide ways for students to resolve these misconceptions; and
- Deepen students' understanding of reading and writing informational texts.

Information will come from student discussions, conferences and their writing. By surfacing misconceptions, the teacher is then able to make mid-unit plans for instruction. Thus, students' experiences help to improve learning, rather than waiting until the final assessment to uncover students' learning needs.

Kindergarten students are emergent readers and writers who are still coming to terms with the writing and reading processes. While at one level teachers will be monitoring their students' understanding of non-fiction texts they will also carefully need to monitor their growing control of the emergent and early reading and writing strategies. Information will be gathered through:

- Small group and individual student conferences;
- Student responses during shared reading and writing, and guided reading;

Running records (see Rubric Section for sample running record rubric).

### **FINAL PERFORMANCE TASK:**

The performance task occurs in the third week of the unit. It is a three-day activity with shared writing and reading, culminating in independent writing to teach others about what students learned. In this task, students are asked to become the experts and write in order to teach others what they know about penguins. Students will read and respond to informational texts and write an informative writing piece, sharing what they know about penguins. Students are supported in gathering information, asking questions, and charting information from shared texts. Demonstrations in shared writing are provided to show how to group ideas and turn facts into sentences.

*See the task/task instructions for details.*

## LEARNING PLAN & ACTIVITIES

### Learning Experiences and Experiential Learning

Anchor learning experiences that begin a unit provide students with shared common knowledge and experience that directly tie to key concepts taught throughout the unit. Continued experiential learning throughout the unit helps students develop vocabulary, allow for models of conversations, and provide opportunities to generate questions about topics. Young students especially benefit from starting with concrete experiences that they can relate back to as they move into more abstract concepts.



Examples of anchor learning experiences to begin this unit include the following:

- Become experts on animals in the schoolyard or neighborhood. Watch, draw, discuss and record the actions of animals, or observe all the places animals might be able to hide/live/eat.
- Bring in a class pet
- Visit a zoo/aquarium
- Go to the pet store

#### READING FOCUS

During this unit the students will be immersed in non-fiction information in a variety of mediums and forms (e.g., text, diagrams, video, and real-life observations). The goal of this unit is to immerse students in a selection of high interest non-fiction material that will support them in becoming an 'expert' in a given topic. The students will become familiar with non-fiction text features such as diagrams and labeling and will explore how information can be presented in many different forms.

The teacher will use the immersion phase to support students in reading, observing, viewing, speaking, and listening as sources for information and will model how information can be recalled, recorded, and categorized in preparation for writing a non-fiction report. Throughout the immersion phase, charts will be created to support the students in the content of the study, the language features of non-fiction writing, the text organization of a report, and the features of non-fiction texts. This environmental print created during the immersion will support the students in writing a non-fiction report independently.

The students will be introduced to informational texts in shared reading but will also take part in guided reading and independent reading of informational texts.

Mini-lessons will focus on:

- Differentiating between fact/fiction

#### WRITING FOCUS

Students will be introduced to informational writing in the form of an 'All About Text'. Consideration will be given to how information is presented to the students and in what form. Students will be exposed to informational texts. As students become an 'expert' in a given topic (Grade K – mammals or insects) they will be supported as they orally recall their knowledge, record their information, and sort and organize their information so that it makes sense for the reader. With teacher supports, students will learn the writing process (planning, composing, drafting, revising, and editing) in order to produce a published piece. The teacher will work with each student closely during the revising and editing stage to support the writer in making changes to their work that is within their zone of proximal development. The teacher will then take the role of final editor to get the piece to a conventional state so it can be shared with a public audience. The student should be part of this final edit process.

Environmental print (subject-specific vocabulary charts, copyright lists, and the word wall) will be created to use as a resource for students to write

<ul style="list-style-type: none"> <li>➤ How to extract facts from a non-fiction text</li> <li>➤ Asking and responding to questions</li> <li>➤ How information can be sorted and presented in different forms</li> <li>➤ Text organization, language features, and non-fiction text features</li> </ul> <p>Students will also continue to develop early reading strategies:</p> <ul style="list-style-type: none"> <li>➤ Concepts of print</li> <li>➤ Making predictions using meaning structure and visual cues, rereading when meaning is lost</li> </ul>	<p>independently.</p> <p>Mini-lessons will focus on:</p> <ul style="list-style-type: none"> <li>➤ Planning for writing using speaking, drawing and graphic organizers</li> <li>➤ Giving a title and using diagrams with guidance</li> <li>➤ Grouping ideas under headings</li> <li>➤ Making writing easier for the reader</li> <li>➤ Developing ideas with by adding detail</li> <li>➤ Using vocabulary drawn from oral language and reading</li> <li>➤ Making changes to writing such as adding or changing punctuation or spelling</li> <li>➤ Locating words in the classroom on the word wall in the environment</li> <li>➤ Creating checklists/charts for non-fiction writing</li> <li>➤ Publishing for an audience</li> </ul>
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<p>Reading: Environmental Print</p> <hr/> <p>Reading Routines Chart with pictures of students (Visual Support)</p> <p>Reading strategies Chart</p> <p>Text to Self Connections Chart</p>	<p>Beginning/Middle/End Retell Pictures</p> <hr/> <p>(Planning/Composing/Drafting Stage)</p> <p>Rehearsing Chart – Think it, Say it, Write it (Composing/Drafting Stage)</p>
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**LEARNING CENTERS**

Centers offer students multiple opportunities to extend learning, make and apply meaning, practice language, and develop the academic and personal behaviors that will allow them to be successful in future learning.

“Student-directed” centers are play-based centers intentionally designed by teachers to provide children with the opportunity to build on the concepts of a unit of instruction through play, in a risk-free way. For more information on learning through play, see article “Research News You Can Use: Debunking the Play vs. Learning Dichotomy” [here](#).

“Teacher-directed centers” are typically more closely related to skills and strategies explicitly taught in class. A mixture of center types in early childhood grades should be expected. Older students typically engage in teacher-directed centers, but “student-directed” centers still offer opportunities for growth. When students engage in centers, teachers must observe, record, and when necessary, scaffold activities to determine next steps and support student learning.

**Samples of centers to be considered are:**

“Student-directed centers”:



- Put plastic penguins in the water table. Add ice cubes and encourage students to act out how penguins move on ice vs. in the water
- Add books about animals and zoos in the blocks center. Encourage students to build a zoo and take on the roles of the zookeeper, visitors, animals, etc.
- Include magazines about animals, index cards with pictures and names of animals, and other photographs in the writing center. Encourage students to write about how to take care of animals, animals they would like for pets, etc.
- Work with students to transform the dramatic play center into a zoo. Help students brainstorm what needs to be included in the zoo, and how they can create those components from classroom materials. Collaborate as a class to create the zoo and then support students as they play and take on roles of different people in the zoo.

"Teacher---directed centers":

- Read and sort a variety of books and magazines by topic or animal types
- Search through books and write or draw facts learned
- Sort words or animals under headings
- Match pictures of animals with their initial letter

## **ACADEMIC VOCABULARY**

Waddle, Underwater, Surf, Feet, Beak, Flipper, Squid, Krill, Eyes, Environment, Etc.

## **FAMILY ENGAGEMENT**



It is important, from the very beginning, to show parents how their involvement in their child's education is a vital component of a successful educational partnership. Their involvement in their child's early experiences can be the first step towards a pattern of involvement that can enhance their child's education in a lasting way.

As we begin this "We Are Experts" unit, provide parents with an overview of what their child will learn, including what their child will know and be able to do by the end of the unit.

You may also wish to ask parents to:

- Talk to your child about something you are an expert on. Explain what you did to become an expert.
- Ask your child what he/she is an expert on. Talk about how he/she became an expert on that topic.
- Choose a topic that your child is interested in. Take museum and library trips to research that topic as a family.
- Observe and compare birds in the neighborhood while walking to school.
- Create a collage about a topic that interests your child. Use photographs from National Geographic or other child-friendly magazines.

## SHARING OUR WORK

- Students will publish one of the informational pieces written during the unit. The students will revise and edit with the teacher being the final editor to make sure students have an accurate model to publish from. The students' writing will be a shared with another class and put into the class library.
- Students will reflect on their writing and identify what they did well.

## RESOURCES

- Big Books (informational, non-chronological-texts on animals) for shared reading. The texts used in this performance task are:
    - Bauer, J. (2007) Cool Penguins; Scholastic. NY
    - Taberski, S. (2002) Penguins are Waterbirds. Mondo. NY
- Pacific Learning, Mondo, Scholastic, Sunshine Galaxy Kids (available in E Books), and Rosen all have a range of informational texts suitable for kindergarten.

### Field Trips

- The Bronx Zoo
- Central Park Zoo
- Queens Zoo
- New York Aquarium

### Video/Media

- <http://video.nationalgeographic.com/video/kids/>
- <http://kids.sandiegozoo.org/animal-cams-videos>
- <http://pbskids.org/go/video/index.php?category=Science/Animals>
- <http://animal.discovery.com/birds/penguin/>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=25788&CategoryID=3870>
- <http://dsc.discovery.com/tv-shows/planet-earth/videos/ice-world-penguins.htm>
- March of the Penguins

## TEACHER PROFESSIONAL RESOURCES

- "The Common Core Lesson Book, K-5, Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills" by Gretchen Owocki
- "From Play to Practice - Connecting Teachers' Play to Childrens' Learning" by Marcia Nell and Walter Drew
- "Literacy through Play" by Gretchen Owocki
- National Association for the Education of Young Children. [www.naeyc.org](http://www.naeyc.org)



### Taking a Running Record

The running record procedure provides a framework for systematically observing a student's reading. When taking a running record, the purpose is to observe as much of the student's reading behavior as possible. Through careful observation, reliable scoring, and analysis, teachers gain valuable insight into a student's:

- strategies for solving unknown words;
- ability to integrate the sources of information;
- self monitoring and self-correction strategies;
- willingness to take risks.

By analyzing these reading behaviors, you can then decide how to support the students in learning what to do next to improve their reading.

### When Taking a Running Record

- you and the student sit comfortably;
- your student has the text;
- you have a blank recording sheet or an appropriate sheet from a benchmark kit. Do a brief introduction and ask the student to read aloud;
- you record everything the student says using the recognized conventions (resist the temptation to prompt or teach);
- it is important to ask the student questions after the reading to check they have more than a literal understanding and to either have them retell the story ("If you were going to tell Jason this story what would you say?") or summarize the information in factual texts.

### Things to Think About

What texts should you use?

For this task the text should be a non-fiction text. Any of the benchmark kits: Fountas and Pinnell; Rigby; DRA; Teachers College, have texts that are suitable.

In order to build confidence with early or struggling readers, it can be helpful to start with a familiar text before moving on to unseen or unfamiliar texts. If the student reads every text accurately, you are not getting the opportunity to observe their behaviors when solving difficult texts (which is the whole point of the exercise). However, if they are too discouraged by starting with texts that are difficult, you are unlikely to get as accurate a record of student ability. Therefore, start with an easy book so the student is comfortable, praise them, and move on to a more difficult text. You want it to be an objective record of the sources of information and strategies used. This will provide information on what you need to teach afterwards. The recognized conventions provide a common language for teachers, which is useful when you and a colleague discuss a student.



## Analyzing a Running Record

It is essential to complete an analysis of the sources of information/cues used for errors and self-corrections and following this to make a statement on how the reader is using the sources of information – in other words, what strategies (s)he is using.

The Three Main Sources of Information are:

<b>meaning</b>	(sometimes called semantic cues)	<b>M</b>
<b>structure</b>	(sometimes called grammar or syntactic cues)	<b>S</b>
<b>visual</b>	(sometimes called grapho-phonic cues)	<b>V</b>

### When analyzing the running record

- Read the sentence (as the student did) **up until the point of an error** and ask yourself, “What led the student to make this mistake?”. Try to determine if the student was using cues from meaning, structure of language, the visual information in the print, or a combination of these (often **M** and **S** seem to go together).
- Every time the student makes an error print M S V in the errors column and circle the cues used by the student in the appropriate column for the source(s) used. Ask:
  - Does it make sense? (M)
  - Does it sound right? (S)
  - Does it look right? (V)
- For each self correction print M S V in the Self-corrections column and ask yourself what led the student to correct the error. Were they noticing more of the meaning? Perhaps it was the visual information. Circle the sources of information used. Ask why the student self corrected, was it because:
  - It didn't make sense? (M)
  - It didn't sound right? (S)
  - It didn't look right? (V)
- When you have completed the MSV analysis you may see obvious patterns of particular sources checked or not checked, e.g., lots of V checked and no M or S.
- Look carefully at the strategies the student is using at difficulty points (how they are using the MSV cues).
- Are they **self-monitoring** (noticing when they are wrong)?
- Are they a risk taker (attempting unknown words)?
  - Are they **cross-checking** the sources of information against each other? (Are they making sure it makes sense, sounds right, and looks right?)
  - Which of their errors are they self-correcting? (e.g., only when meaning is affected);
  - Are they reading **fluently** and with **phrasing**?

You then use this information to write a short description of what the student can do and identify the strategies the student needs to learn next. This information is then used to plan further teaching.

## Conventions for Taking a Running Record

These recognized conventions provide a common language for teachers, which is useful when you and a colleague discuss a student.

- Every word the student reads correctly is marked with a check.

✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

**Mom went shopping to buy some sausages.**

- Record all attempts and errors by showing the student's response above the text

**Student:**     she | see  
**Text:**         said |

- If the student self-corrects an error, record it as a self-correction, not an error.

**Student:**     she | SC  
**Text:**         said |

- If the student leaves out a word mark it with a dash. This counts as an error.

**Student:**     \_\_\_\_\_  
**Text:**         said |

- If the student inserts a word record this.

✓ ✓ ✓ ✓ ✓ ✓ **big** ✓

**Mom went shopping to buy some -- sausages**

- If the student is told the word, record it with a T

**Student:**     is | \_\_\_\_\_  
**Text:**         said | T

- If the student appeals (looks for help) tell them to try. If the student is unable to continue give them the word and record an A

**Student:**     is | A | \_\_\_\_\_  
**Text:**         said | | T

- Repetition is not counted as an error but is recorded by an R, as well as the number of repeats if more than 1

**R or R3**  
 ✓     ✓

- Record R for repeats plus an arrow going back to where the repetition began if the student repeats a number of words

**Student:**     ✓ ✓ ✓ ✓ ✓ ✓ | R ✓  
**Text:**         ▼ Mom went shopping to buy some sausages

- If the student becomes confused say "Try that again" and record **TTA**.

What did you notice from the writing analysis process?

- Some students picked up the language patterns and were able to write in the third person.
- 

### Whole Group

#### Strengths

- Students were able to generate ideas.
- Students shared their ideas with an audience.
- Students were able to plan their writing through pictures and labeling.
- Students used symbols, words and pictures to communicate ideas.

#### Needs

- To organize ideas;
- To develop ideas by adding detail;
- to use the resources around the room to support writing;
- To use connective words to combine two ideas into one sentence;
- To use subject specific vocabulary in their writing.

### Small Group Needs

Jose, Angelica, Pedro, Marianna, Do-nell

- To orally rehearse ideas and add more detail, i.e., from oral to written text;
- Developing consistency with one to one correspondence when rereading own writing;
- Hear and record sounds – initial/dominant sounds;
- Using resources around the room to support writing – word wall, high frequency work, subject specific vocabulary.

Sophie, Phillip, Jesus, Liana

- Work to set personal goals.
- Begin to link paragraphs to form a cohesive whole.

### Individual Students

Tyrell: Hearing and recoding sounds when writing (medial and final).

Marcus: Orally rehearsing to help keep the idea in his head long enough to write it down.

Julia: Match writing to drawing.

Jose T: Use written language structures – write in complete sentences.

NAME \_\_\_\_\_

X Each box when you finish



write my name



write my penguin question on the

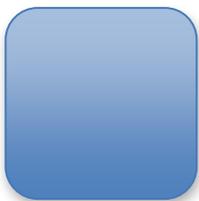
line



draw my penguin



label my penguin

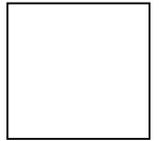


write my penguin facts

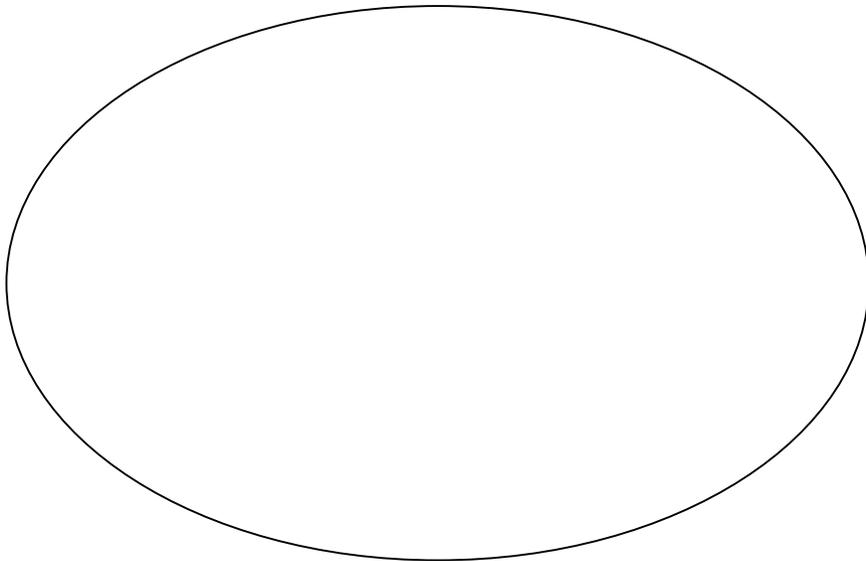


Name: \_\_\_\_\_

Date: \_\_\_\_\_



Heading: \_\_\_\_\_



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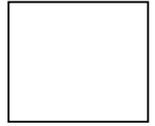
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Date: \_\_\_\_\_



Heading: \_\_\_\_\_



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# GRADE **K** LITERACY IN SCIENCE: WE ARE EXPERTS

## TEXT SUPPORTS

The instructional supports on the following pages include information on how to select text that is appropriate for Grades K-2 and an example of a qualitative analysis of text complexity for a Grade K text.

## Guidelines for Selecting Grade Level Text K-2

	<i>Simple Texts</i>	<i>Kindergarten</i>	<i>Grade One</i>	<i>Grade 2</i>
Layout	Simple books with one line of one to six words per page, easy-to-see print, and ample space between words	1-4 lines of text per page. 200-300 words.	Print still blocked but placement on the page may vary	May have larger chunks of text. Chapter books. The layout may vary.
	Consistent placement of the text	May include diagrams or speech bubbles	Labeled diagrams, inset photographs, and bold text for topic words that are linked to a glossary	Subheadings, text boxes, and diagrams that are clearly explained and linked to the body text
	Direct link between the illustrations and text. May have no text.	Illustrations that support and extend the meaning but may not exactly match the words	Illustrations that support the meaning and will help confirm rather than make predictions	Some pages with no illustrations
Content	The content of the text is familiar	Some new content accessible through text and illustrations	Some settings and contexts that may be outside the students' prior knowledge but can easily be related to	Some unfamiliar contexts and settings as well as shifts in time and/or place
	Content explicitly stated and clearly represented in illustrations	Contains one or two simple ideas and uses a lot of repetition	Most content explicitly stated but also some implicit content	Mix of explicit and implicit content
Structure	Simple structure. Repetition of sentence patterns (1 or 2 word changes per page).	Repetitive sentence patterns with variation at beginning and end	The organization of the text is clear or chronological and/or easy to predict	Ideas and information organized in paragraphs
	Wordless texts	Texts are very short with a series of facts	Texts are longer with one text type evident	Texts are longer and may have more than one text type evident
	One-line caption texts that require left to right and one to one matching by the reader	One topic for each page	Narrative has beginning middle and end. Informational texts may have Question/answer, list-like structure.	Informational texts may have question/answer, list like, compare and contrast structure
Language Features	Simple sentences and natural language structures	Mostly simple sentences, natural language structures blended with written language structures	A variety of sentence structures, including compound sentences and a few complex sentences	Sentences are sometimes expanded with prepositional phrases or other structures
	One complete sentence per page	Present tense and active verbs	More varied sentences	May include some figurative language
	Simple punctuation – periods and commas	A range of punctuation, including speech marks and commas, to support phrasing and meaning	Dashes, ellipses, and increasing use of commas	May include a range of types of punctuation
	Mainly high frequency words	Most vocabulary words known by students through oral language or reading; some new content-specific words introduced, explained, and illustrated in the text	Topic words and interest words that are likely to be in a student's oral vocabulary and that are strongly supported by the context and/or illustrations	Some unfamiliar domain-specific words and phrases, the meaning of which is supported by the context or illustrations

# Kindergarten

## EXAMPLE ILLUSTRATING READING TEXT COMPLEXITY FOR STANDARD 10

Bumble Bee by Pat Quinn, photographs by Nic Bishop

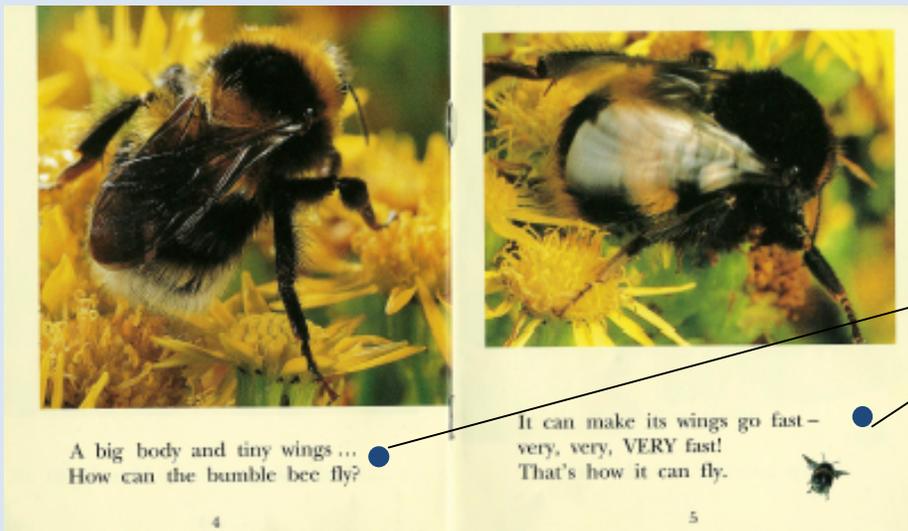
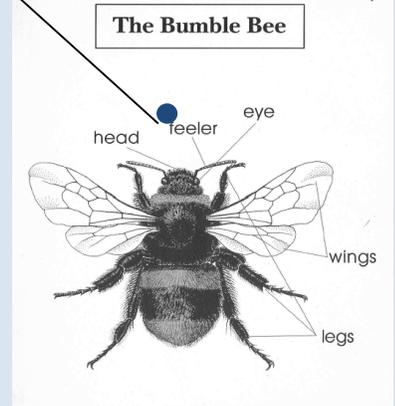
This is a non-fiction text with large colorful photographs. The text is clearly laid out with large print. The illustrations will help readers confirm rather than make predictions. Readers will, therefore, need to pay more attention to the print when making predictions on unknown words. There are two to four lines of text per page with sentences carrying across pages.

The sentences are longer with a greater range of punctuation such as dashes and ellipses. There is less text than many other texts at this level, but the compound sentences increase the complexity. There is a large clearly labeled diagram included. The topic may be unfamiliar, and therefore, need to be introduced by the teacher.

The text has large clear photographs and is placed consistently throughout. There are one to four lines of text per page. Compound sentences are introduced that often run across two pages.



The text has many features of non-fiction texts including photographs and clearly labeled diagrams.



The range of punctuation increases from less complex texts. Ellipses and dashes are used.

The language pattern varies from page to page.