English Language Arts/Literacy: Retelling Information

Overview

Skillful readers summarize and synthesize information they read. Comprehension is deepened by a process that involves building knowledge, actively reading for specific purposes and applying new knowledge. Throughout the kindergarten year, reading instruction should be thoughtfully designed and carefully implemented to support the understanding of informational text. Teacher prompting and support are vital for students to achieve success.

This task is designed to be used with the whole class during the spring of kindergarten. Because students respond individually, the task may also be used with a small group. The teacher uses a preselected informational text to be read aloud to assess students’ comprehension by eliciting responses about the topic and key details of the text. “What’s It Like to Be a Fish?” by Wendy Pfeffer is used to model how to conduct this task over three days. Teachers can substitute another high-quality book that clearly articulates a main topic and key details and then develop a response booklet specific to that text if this book is not available.
TASK: Retelling Information (Whole-Class Activity)

Standards Assessed

Reading Informational Text

Key Ideas and Details
- **CCSS.ELA-Literacy.RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.K.2** With prompting and support, identify the main topic and retell key details in a text.

Range of Reading and Level of Text Complexity
- **CCSS.ELA-Literacy.RI.K.10** Actively engage in group reading activities with purpose and understanding.

Writing

Research To Build and Present Knowledge
- **CCSS.ELA-Literacy.W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Teacher Preparation

Materials Needed
- “What’s It Like to Be a Fish?” by Wendy Pfeffer (one copy)
- “What’s It Like to Be a Fish?” Response Booklet
- Crayons
- Pencils
- Class Recording Sheet — Retelling Information

Preparation
- Review the task sequence.
- Gather appropriate number of crayons and pencils.
- Make one copy of the “What’s It Like to Be a Fish?” Response Booklet per student. Staple each.
- Make as many copies of the Class Recording Sheet as necessary to include all students in your class.
- A clock or timer will help you maintain the appropriate pace for the assessment administration.
- Allow 30 minutes each day to complete the entire task.

Scoring

Use the Class Recording Sheet during and after the session to record student performance. This sheet can be supplemented with personal notes.
Task Assessment Activities

Written below is the sequence of activities needed to complete this assessment task over three days.

Day One (Allow 30 minutes)

1. Introduce the Assessment
   a. The assessment is designed to help you get to know more about your students as learners and readers. During the next few days they will be listening to an informational text and then answering questions — sometimes by themselves and sometimes together as a group.

2. First Reading
   a. Introduce the book briefly, pointing out the title and the author. Explain that you will be reading the book together to learn a little about fish. Do a first reading of pages 1–15. You may allow students to ask questions and make brief comments. Do not lead a full discussion of the text.

3. Previewing the Activity
   a. Explain that the class will now look more carefully at specific pages to see what everyone can learn from the words and illustrations in “What’s It Like to Be a Fish?” You will reread just one or two pages at a time. Then the students will color, write and talk to a partner about what they have learned. These pages are about the special body parts fish have that help them live underwater.

4. Second Reading (pages 10–11) and Retelling Information (fins)
   b. Draw attention to the illustrations but do not discuss the pages.
   c. Make sure the book remains open to these pages as students complete their work.
   d. Distribute the “What’s It Like to Be a Fish?” Response Booklet.
   e. Distribute crayons and pencils (as needed).
   f. Direct students to color the part of the fish that shows what these pages are mostly about.

NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.
5. Third Reading (pages 10–11) and Retelling Information (fins)
   a. Explain that you will now read pages 10–11 again. Tell students that they should listen carefully so that they will be able to write and tell about this part of the fish’s body when you have finished.
   c. Draw attention to the illustrations but do not discuss the pages.
   d. Make sure the book remains open to these pages as students complete their work.
   e. Read the first sentence starter (“Fish have ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.
   f. Read the second sentence starter (“This helps them ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.

6. Follow-Up Discussion
   a. Turn & Talk (1–2 minutes): Have students turn and talk to a partner to answer the question, “How does this part of the fish’s body help it live underwater?”
   b. Class Discussion (1–2 minutes): Quickly debrief with the entire class.
   c. Collect all materials and analyze students’ responses. Note results on the Class Recording Sheet.

Day Two (Allow 30 minutes)

1. Previewing the Activity
   a. Remind students about yesterday’s reading and activity. Explain that the class will now look more carefully at other pages to see what everyone can learn from the words and illustrations in “What’s It Like to Be a Fish?” You will reread just one or two pages at a time. Then the students will color, write and talk to a partner about what they have learned. These pages are about the special body parts fish have that help them live underwater.
   b. Redistribute the “What’s It Like to Be a Fish?” Response Booklet.

2. Second Reading (pages 12–13) and Retelling Information (scales)
   b. Draw attention to the illustrations but do not discuss the pages.
   c. Make sure the book remains open to these pages as students complete their work.

NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.
d. Distribute crayons and pencils (as needed).

e. Direct students to color the part of the fish that shows what these pages are mostly about.

3. Third Reading (pages 12–13) and Retelling Information (scales)

a. Explain that you will now read pages 12–13 again. Tell students that they should listen carefully so that they will be able to write and tell about this part of the fish’s body when you have finished.

b. Reread pages 12–13 (scales). Read slowly and clearly.

c. Draw attention to the illustrations but do not discuss the pages.

d. Make sure the book remains open to these pages as students complete their work.

e. Read the first sentence starter (“Fish have ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.

f. Read the second sentence starter (“This helps them ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.

4. Follow-Up Discussion

a. Turn & Talk (1–2 minutes): Have students turn and talk to a partner to answer the question, “How does this part of the fish’s body help it live underwater?”

b. Class Discussion (1–2 minutes): Quickly debrief with the entire class.

c. Collect all materials and analyze students’ responses. Note results on the Class Recording Sheet.

Day Three (Allow 30 minutes)

1. Previewing the Activity

a. Remind students about yesterday’s reading and activity. Explain that the class will continue to look more carefully at other pages to see what everyone can learn from the words and illustrations in “What’s It Like to Be a Fish?” You will again reread just one or two pages at a time. Then the students will color, write and talk to a partner about what they have learned. These pages are about the special body parts fish have that help them live underwater.

b. Redistribute the “What’s It Like to Be a Fish?” Response Booklet.

2. Second Reading (pages 14–15) and Retelling Information (tail)


b. Draw attention to the illustrations but do not discuss the pages.

NOTE: This is an individual student activity. Make sure that students complete this work on their own to understand their development in regard to the standards.
c. Make sure the book remains open to the pages as students complete their work.

d. Direct students to color the part of the fish that shows what these pages are mostly about.

3. **Third Reading (pages 14–15) and Retelling Information (tail)**

   a. Explain that you will now read pages 14–15 again. Tell students that they should listen carefully so that they will be able to write and tell about this part of the fish’s body when you have finished.


   c. Draw attention to the illustrations but do not discuss the pages.

   d. Make sure the book remains open to these pages as students complete their work.

   e. Read the first sentence starter (“Fish have ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.

   f. Read the second sentence starter (“This helps them ...”) and direct students to complete this sentence using their own words. You may help with spelling or take dictation as needed.

4. **Follow-Up Discussion**

   a. **Turn & Talk (1–2 minutes):** Have students turn and talk to a partner to answer the question, “How does this part of the fish’s body help it live underwater?”

   b. **Class Discussion (1–2 minutes):** Quickly debrief with the entire class.

   c. **Final Class Discussion Prompt:** “How is the fish’s body just right for living underwater?”

   d. Collect all materials and analyze students’ responses. Note results on Class Recording Sheet.
What’s It Like to Be a Fish?

A fish’s body is just right for living underwater.

Color in the part of the fish that shows what these pages are mostly about. Then finish the sentences below to show what you learned from this reading.

Fish have ____________________________________________

This helps them ________________________________________

© Microsoft
Fish have

This helps them
Use after reading pages 14 and 15.

Fish have

This helps them
Class Recording Sheet — Retelling Information

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<tr>
<th>Correct response</th>
<th>Incorrect response</th>
<th>No response/did not attempt</th>
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<th>Retell Key Details (writing)</th>
<th>Observation/Notes</th>
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