

# Lesson 25

## Assessment

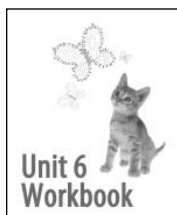
### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Ask and answer questions, orally and in writing, about “The Harvest Marvel,” requiring literal recall and understanding of the details and facts of a fiction text (RL.1.1)
- ✓ Read and understand decodable text of appropriate complexity for Grade 1 that incorporates the specific code knowledge taught (RL.1.10)
- ✓ Read and understand decodable text in the story “The Harvest Marvel” that incorporates the letter-sound correspondences taught in one- and two-syllable words, with purpose and understanding (RF.1.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Assessment</b>	Story Comprehension Assessment	Worksheets 25.1. 25.2	25
<b>Break</b>	Wiggle Cards	cards from Lesson 24	10
<b>Small Group</b>	“The Harvest Marvel”	Grace; Worksheet 25.3	25

## 10 Story Comprehension Assessment



Worksheets 25.1, 25.2

- Tell students to turn to Worksheets 25.1 and 25.2.
- Tell students that you would like them to read the story (“The Prince Gets a Pet”) on Worksheet 25.1 and then answer the questions on Worksheet 25.2.
- Have students use the story to answer the questions. Both worksheets are double-sided.

**Note:** At a later time today, use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to plan exercises for remediation.

# Break

10 minutes

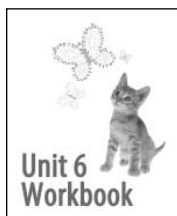
## Wiggle Cards

- Show students a Wiggle Card, have them read it, and let them perform the action on the card.
- Continue with the remaining cards.

# Small Group

25 minutes

## “The Harvest Marvel”



Worksheet 25.3



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- Please use this time to provide remediation or enrichment to students. You may use exercises from the Pausing Point or from the *Assessment and Remediation Guide* to review skills that students need to practice.
- ✪ **Group 1:** Work closely with students in this group to read “The Harvest Marvel” and complete Worksheet 25.3, providing scaffolding and support as necessary. You may also choose to target specific skills that students struggle with, using the Pausing Point and *Assessment and Remediation Guide* as needed.
- ✪ **Group 2:** Have students in this group, who need less support, read “The Harvest Marvel” independently and complete Worksheet 25.3. If students finish early, they can reread stories from the *Grace Reader*. Ask them to choose one story to summarize and retell to a partner.

**Note:** Remind students that when we summarize, we retell just the important parts of the story, and not every single detail. A summary tells who was in the story and the main events, using words like *first*, *next*, *then*, and *last*.

## ***Analysis of Student Errors: Story Comprehension Assessment***

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### ***Directions***

The questions on the Story Comprehension Assessment are grouped on the analysis chart according to whether the question is literal or inferential. Place an X in the column of any question that the student did not correctly identify. For the Literal column, please mark the number of the question answered incorrectly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask them to explain their thinking to you. This may help you to understand the student's confusion and allow you to clear up the misunderstanding. You may also use previous Pausing Points to address errors with today's spelling words, as well as the *Assessment and Remediation Guide*.

### ***Literal***

**What an error in this column means:** Literal questions assess students' recall of key details from the story; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the story in which the specific answer to the question is provided.

**What you should do:** Remind students that they should always go back to the text to find an answer. Most questions ask them to retell details from the text, and students should always find the answer in the text and never skip this important step. Have students retell the plot of the story to you in order.

### ***Inferential***

**What an error in this column means:** Inferential questions ask students to infer information from the text and think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making.

**What you should do:** Inferential questions ask students to come to a conclusion based on facts and/or evidence from the text. These inferential questions ask students to use details from the text to make connections and draw conclusions. In prompting students to answer these questions correctly, first make sure students understand the story at a literal level. Then, lead students in a discussion that uses the facts and details presented in the story to help students make the inferences asked in the questions.

### ***General Guidelines***

- Students scoring 7 out of 8 or above are doing well. However, if you have students who score 6 out of 8 or below on the assessment, look for opportunities during the remainder of the unit to have these students read aloud "The Prince Gets a Pet" to you and discuss each question with you.

**Analysis of Student Errors (Story Comprehension Assessment)**

Student Name	Reading Comprehension Assessment		Notes
	Literal Questions (Questions 1–6)	Inferential Questions (Questions 7 and 8)	