

Collecting Student Information: L.1.1/L.1.2 Knowledge of Language and Conventions Student Checklist

Use with diary writing in STEP 1.5.

Use with Student Resource: A Day in the Life of _____ (p.62) in STEP 7.3.

Standards
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS	Student Name:	Yes	No
L.1.1.A	Prints all upper- and lowercase letters.		
L.1.1.B	Uses common, proper, and possessive nouns.		
L.1.1.C	Uses singular and plural nouns with matching verbs (e.g., He hops; We hop).		
L.1.1.D	Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).		
L.1.1.E	Uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).		
L.1.1.F	Uses frequently occurring adjectives.		
L.1.1.G	Uses frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>).		
L.1.1.H	Uses determiners (e.g., articles, demonstratives).		
L.1.1.I	Uses frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>).		
L.1.1.J	Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.		
L.1.2.A	Capitalizes dates and names of people.		
L.1.2.B	Uses end punctuation for sentences.		
L.1.2.C	Uses commas in dates and to separate single words in a series.		
L.1.2.D	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		
L.1.2.E	Spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.		

Insert ✓ in the appropriate box.

Prepare individual student copies of this checklist.

Collecting Student Information: RI.1.1/RI.1.5/RI.1.6 Comprehension Checklist

Use with oral responses during shared note taking in STEPs 5.3, 5.5, & 5.6.

Standard	Evidence (Scoring tool uses bold evidence)
RI.1.1 Ask and answer questions about key details in a text.	Provides questions and answers that show understanding of the key details in a text. (1)
RI.1.5 Know and use various text features to locate key facts or information in a text.	Demonstrates knowledge and use of text features to locate key facts or information in a text. (e.g., headings, table of contents, glossaries, electronic menus, icons). (1)
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by words in the text.	Provides an identification of the difference between information provided by pictures or other illustrations and information provided by the words in the text. (1)

	RI.1.1		RI.1.5		RI.1.6	
	Provides key details for the class chart.		Uses text features to locate key facts.		Identifies if the information was found in the words or illustrations.	
Student Name	Yes	No	Yes	No	Yes	No

Insert ✓ in the appropriate box.

Prepare additional copies of this checklist to collect information on the entire class.

Collecting Student Information: RI.1.2 Comprehension Checklist

Use with Student Resource: How Does the Dragonfly Change Over Time? (p.60) in STEP 5.7.

Standard	Evidence (Scoring tool uses bold evidence)
RI.1.2 Identify the main topic and retell key details of a text.	Provides an identification of the main topic of a text. (1) Provides a retelling of key details in a text. (2)

	RI.1.2.2		
	Provides a retelling of key details to distinguish the three stages of the dragonfly's life cycle.		
Student Name	Yes	No	Comments

Insert ✓ in the appropriate box.

Prepare additional copies of this checklist to collect information on the entire class.

Collecting Student Information: W.1.3/RI.1.1 Writing and Comprehension Checklist

Use with Student Resource: A Day in the Life of _____ (p.62) in STEP 7.3.

Standard	Evidence (Scoring tool uses bold evidence)
W.1.3 Write a narrative from which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<p>Recounts two or more appropriately sequenced events in a narrative writing. (1) Includes details regarding what happened in a narrative writing. (2)</p> <p>Uses temporal words to signal event order in a narrative writing. (3) Provides some sense of closure in a narrative writing. (4)</p>
RI.1.1 Ask and answer questions about key details in a text.	Provides questions and answers that show understanding of the key details in a text. (1)

	W.1.3.1		RI.1.1		W.1.3.3		W.1.3.4	
	The student writes two or more appropriately sequenced events.		The student includes key details about the nymph or adult dragonfly stage.		The student uses temporal words to signal event order.		The student provides some sense of closure.	
Student Name	Yes	No	Yes	No	Yes	No	Yes	No

Insert ✓ in the appropriate box.

Prepare additional copies of this checklist to collect information on the entire class.

Collecting Student Information: W.1.5 Writing Checklist

Use with Student Resource: Helping Other Writers (p.64) and with Student Resource: A Day in the Life of _____(p.62) in STEP 8.3.

Standard	Evidence (Scoring tool uses bold evidence)
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Provides writing that is focused on a topic. (1) Provides a response to questions and suggestions from peers. (2) Adds details that strengthen writing as needed after review of drafts. (3)

	W.1.5.2		W.1.5.3	
	Appropriately responds to suggestions from peers.		After the review process, adds details that strengthen writing, if needed (or supplies a reason not to use suggestion).	
Student Name	Yes	No	Yes	No

Insert ✓ in the appropriate box.
Prepare additional copies of this checklist to collect information on the entire class.

If/Then Chart

If...	Then...
<p>RI.1.1 students have difficulty answering questions about key details in the text</p>	<ul style="list-style-type: none"> • Reread the particular pages to increase familiarity. • Continue lessons focused on recalling facts. • Practice with student-created language experience informational texts.
<p>RI.1.2 students struggle to retell key details</p>	<ul style="list-style-type: none"> • Provide prompting by showing the relevant pages from the book for students to recall key details. • Practice with student-created language experience informational texts. • Meet with the student(s) in a small group to implement similar lessons over time.
<p>RI.1.4 students are not using content-specific vocabulary correctly, either orally or in writing</p>	<ul style="list-style-type: none"> • Coach students to compose sentences using key vocabulary. • Take dictation from students as they try to compose texts and prompt for key vocabulary. • Meet with students to talk about the text, using key vocabulary. • Provide opportunities for students to develop their own definitions of words embedded in supportive contexts. • Ask students to illustrate their meanings for words. • Play word games.
<p>RI.1.5 students cannot use various text features to locate key facts or information in a text</p>	<ul style="list-style-type: none"> • Reread a familiar informational text and call attention to the features. • Ask students to cut up articles with text features and to divide the text features by type.
<p>RI.1.6 students are not able to distinguish between information provided in the pictures and information provided by the words in the text</p>	<ul style="list-style-type: none"> • Project just a photograph from the book and cover any words (in labels and so forth) to discuss information in the photograph. • Project just a sentence from the book or a label to discuss information in the words.

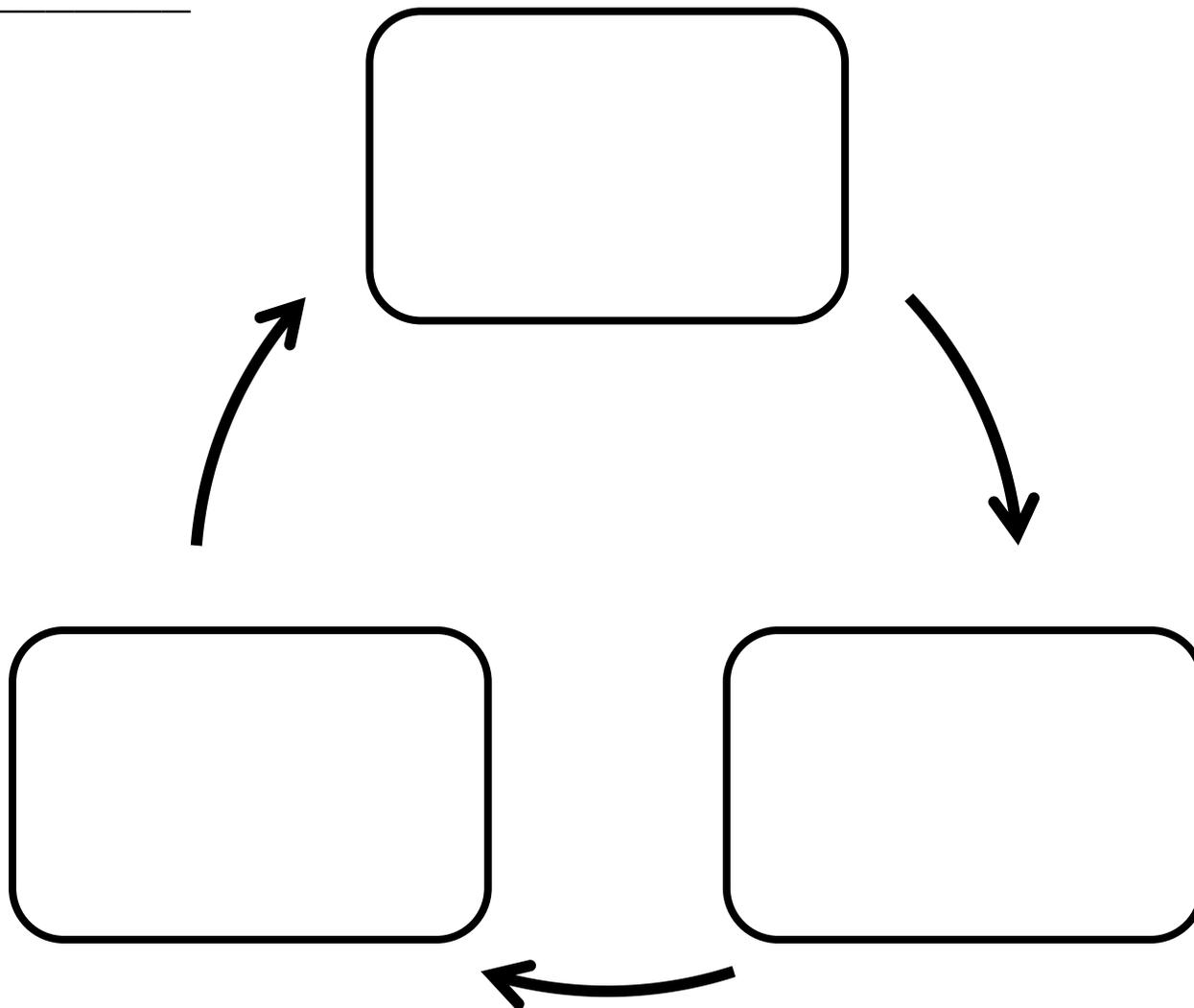
If...	Then...
<p>W.1.3 student writing does not recount two or more appropriately sequenced events, including some details regarding what happened and using temporal words</p>	<ul style="list-style-type: none"> • Lead student to list the sequence of the story in retellings of favorite storybooks. • Use physical supports such as Pinch Cards and Fist List to retell story events in sequence. • Pick highly salient events and ask students to list the details involved in the event. • Ask students to write a sequence for highly familiar activities (e.g., brushing teeth, getting ready for bed, etc.) • Play sorting games to place event cards (one event on each card) in an appropriate sequence.
<p>W.1.5 student does not respond to questions and suggestions from peers to add details to strengthen writing as needed</p>	<ul style="list-style-type: none"> • Make revisions on mentor text in small groups, allowing all students to participate in suggesting and implementing revisions. • Allow time for students to talk in pairs before making any revisions. • Read familiar text and ask students what might make it stronger or easier to understand.

Student Resource: How Does the Dragonfly Change Over Time?

Use RI.1.2 Comprehension Checklist (p.55) in STEP 5.7.

Name _____

Life Cycle



Teacher Resource: A Day in the Life of a Dragonfly Egg

Use as mentor text for narrative writing in STEPs 6.2 through 6.8.

A Day in the Life of a Dragonfly Egg

My mother is a dragonfly. Today, she laid 200 eggs. I was one of them! Then, our mother flew away and left us!

A fish came and almost ate me! I floated under a rock in the water so he couldn't find me.

Later, I will become a nymph. After I'm a nymph, I won't be afraid of a fish.

Student Resource: A Day in the Life of _____

Use with W.1.3/RI.1.1 Writing and Comprehension Checklist (p.56) for collaborative writing in STEPs 7.2 and 7.3.

Student Name _____

Student Name _____

A Day in the Life

of _____

Student Resource: Helping Other Writers

Use with W.1.5 Writing Checklist (p.57) for peer review in STEPs 8.2 and 8.3.

Helper #1 _____

Helper #2 _____

	✓ in the box	
	Yes	No
1. We listened to their dragonfly story.		
2. They wrote about two or more things that happened.		
3. There were true details in their story.		
4. They used time words.		
5. Their story has a closing sentence.		
6. We made a suggestion to make their story stronger.		

Writer #1 _____

Writer #2 _____

Retrospective Journal

Performance Task _____ Date _____

What do I know about my class because of this performance task (including strengths/needs of the class relative to specific CCSS, as well as general information learned about my students)?

What do I know about the strengths and needs of individuals or groups of students relative to specific CCSS?

After reflecting on the outcomes of this performance task, these are the curricular/instructional actions I want to take:

Comments: