

Collecting Student Information: RL.1.2 Comprehension Checklist

Use with oral response in STEP 1.3.

Standard	Evidence (Scoring tool uses bold evidence)
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Provides a retelling of a story including key details. (1) Provides an identification of the central message or lesson in a text. (2)

	RL.1.2.1		
	Collaboratively retells a story including key details.		
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: RL.1.4 Vocabulary Checklist

Use with Student Resource: Bear's Sign (p.49) in STEPs 1.5 and 1.6.

Standard	Evidence
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Provides an identification of words and phrases in a story or a poem that suggest feelings or that appeal to the senses. (1)

	RL.1.4				
	Identifies a word (or two words) that suggests feelings.		Suggests the feelings the identified words caused the character to feel.		
Student Name	Yes	No	Yes	No	Comments

Insert ✓ in the appropriate box.

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

Collecting Information: RL.1.7 Illustration Checklist

Use with oral response in STEPs 2.4 and 2.5.

Standard	Evidence
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Provides a description of characters, setting, or events from a story using illustrations and details from a story. (1)

	RL.1.7				
	Accurately describes a specific character on a targeted page.		Provides details from the illustration to support a character description on a targeted page.		
Student Name	Yes	No	Yes	No	Comments

Insert ✓ in the appropriate box.

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

Collecting Student Information: RL.1.3 Comprehension Checklist

Use with Student Resource: Describing Bear on Pages 33 and 52 (p.50) in STEPs 3.6 and 3.7.

Standard	Evidence (Scoring tool uses bold evidence)
RL.1.3 Describe characters, settings, and major events in a story, using key details.	<p>Provides an identification of characters in a story using key details. (1)</p> <p>Provides an identification of settings in a story using key details. (2)</p> <p>Provides an identification of major events in a story using key details. (3)</p>

	RL.1.3.1							
	Page 33				Page 52			
	Provides a description of Bear.		Provides key details related to the description.		Provides a description of Bear.		Provides key details related to the description.	
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: L.1.1/L.1.2 Knowledge of Language and Conventions Student Checklist

Use with Student Resource: Describing Bear on Pages 33 and 52 (p.50) in STEPs 3.6 and 3.7.

Use with Student Resource: Why the Mouse Wanted Bear to Be His Friend (p.51) in STEP 4.6.

Standard
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.

Date:

CCSS	Student Name:	Yes	No
L.1.1.A	Prints uppercase and lowercase letters.		
L.1.1.B	Uses common, proper, and possessive nouns correctly.		
L.1.1.C	Uses singular and plural nouns with matching verbs (e.g., <i>I hop, he hops</i>).		
L.1.1.D	Uses personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).		
L.1.1.E	Uses verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).		
L.1.1.F	Uses frequently occurring adjectives.		
L.1.1.G	Uses frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		
L.1.1.H	Uses determiners (e.g., articles, demonstratives).		
L.1.1.I	Uses frequently occurring prepositions (e.g., <i>during, beyond, 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 Information: W.1.2 Writing Checklist

Use with Student Resource: Why the Mouse Wanted Bear to Be His Friend (p.51) in STEP 4.6.

Standard	Evidence
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Names the topic they are writing about in an informational or explanatory writing. (1) Includes some facts about a topic in an informational or explanatory writing. (2) Provides some sense of closure in an informational or explanatory writing. (3)

	W.1.2.1		W.1.2.2		W.1.2.3	
	Names a topic.		Provides details about the topic.		Provides a closing sentence.	
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.

If/Then Chart

If...	Then...
<p>RL.1.1. students have difficulty asking and answering questions about key details in the text</p>	<ul style="list-style-type: none"> • Reread the story to increase familiarity. • Practice with favorite, familiar stories. • Practice with student-created language experience stories.
<p>RL.1.2 students have difficulty retelling a familiar story, including key details</p>	<ul style="list-style-type: none"> • Use props or puppets. • Practice with student-created language experience stories. • Create a retelling center with familiar books. • Encourage retelling after listening to texts in the retelling center. • Provide opportunities to listen and retell at a retelling center. • Meet with students in a small group to implement similar lessons over time.
<p>RL.1.3 students have difficulty describing characters, settings, and major events in a story, using key details</p>	<ul style="list-style-type: none"> • Practice using words from the story to describe the characters, setting, and major events. • Use a graphic organizer to provide written practice to describe the characters, setting, and major events.
<p>RL.1.4 students are not able to identify characters' feelings as suggested by the words or illustrations</p>	<ul style="list-style-type: none"> • Think aloud for students, identifying a feeling word like "unhappy" and stating explicitly the details in the text or illustration that made you identify this feeling. • Continue adding to a list of characters' feelings over the course of several stories that you read aloud, including adding a "w" for "in the words" and a "i" for "in the illustration" to denote where students identified characters' feelings in the text.

If...	Then...
<p>RL.1.7 students have difficulty describing the relationship between illustrations and the story in which they appear</p>	<ul style="list-style-type: none"> • Have them illustrate passages from familiar texts, including language experience stories and journal entries. • Have them match the illustrations with phrases written on sentence strips in a pocket chart. • Have them write or dictate captions for illustrations in wordless picture books.
<p>W.1.2 student writing does not reveal understanding of information learned about the topic</p>	<ul style="list-style-type: none"> • During dictation, engage the student in orally composing what he or she will write; follow by sharing the pen (both teacher and student write) to label and/or draw. • Continue to model labeling, and writing during whole- and small-group instruction.

Student Resource: Bear's Sign

Use with RL.1.4 Vocabulary Checklist (p.40) in STEP 1.6.

The Words on Bear's Sign

Name _____

Place sticky note here:

Explain what the mouse was feeling when he saw those words. _____

Explain why the words on the sign make the mouse feel that way. _____

Student Resource: Describing Bear on Pages 33 and 52

Use with RL.1.3 Comprehension Checklist (p.43) in STEPs 3.6 and 3.7.

Describing Bear

Name _____

On pages 32-33, I would describe Bear as _____

I know this because _____

On page 52, I would describe Bear as _____

I know this because _____

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: