

Collecting Student Information: RL.1.4 Vocabulary Checklist

Use with written and/or oral response in STEP 1.3.

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 suggests feelings or that appeal to the senses. (1)

	RL.1.4		
	Yes	No	Comments

Insert ✓ in the appropriate box.

Prepare additional copies to collect information on the entire class.

Collecting Student Information: RL.1.3 Comprehension Checklist

Use with oral response during shared writing in STEP 1.4.

Standard	Evidence (Scoring tool uses bold evidence)
RL.1.3 Describes characters, settings, and major events in a story, using key details.	Provides a description of characters in a story using key details. (1) Provides a description of the setting of a story using key details. (2) Provides a description of the major events in a story using key details. (3)

	RL.1.3.3		
	Describes a major event in the story.		
Student Name	Yes	No	Comments

Insert ✓ in the appropriate box.

Prepare additional copies to collect information on the entire class.

Collecting Student Information: RL.1.1 Comprehension Checklist

Use with written response using the Student Resource: The Story Game Answers (p.54) in STEP 2.4.

Standard	Evidence
RL.1.1 Ask and answer questions about key details in a text.	Provides questions and/or answers that show understanding of key details in a text. (1)

	RL.1.1		
	Provides answers that show understanding of key details in <i>Duck</i> .		
Student Name	Yes	No	Comments

Insert ✓ in the appropriate box.

Prepare additional copies to collect information on the entire class.

Collecting Student Information: RL.1.2 Comprehension Checklist

Use with written response on the reverse side of the Student Resource: The Story Game Answers (p.54) in STEP 2.5.

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.1.2.2		
	Accurately provides a central message or lesson from <i>Duck</i> , focusing on the concept of friendship.		
Student Name	Yes	No	Comments

Insert ✓ in the appropriate box.

Prepare additional copies to collect information on the entire class.

Collecting Student Information: RL.1.7/RL.1.3 Comprehension Rubric

Use with Student Resource: My Description of Duck on Page 30 (p.55) in STEP 3.9.

Standard	Evidence (Scoring tool uses bold 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.1.3 Describes characters, settings, and major events in a story, using key details.	Provides a description of characters in a story using key details. (1) Provides a description of the setting of a story using key details. (2) Provides a description of the major events in a story using key details. (3)

	Meeting	Developing	Emerging
	<i>Provides a full and accurate description of the character Duck on page 30 of the story, providing the key details from the text and the illustrations.</i>	<i>Provides a limited description of the character Duck on page 30 of the story, including some, but not all the key details from the text and the illustrations.</i>	<i>Does not provide a description of the character Duck on page 30 in the story or describes Duck inaccurately.</i>
Student Name	Meeting	Developing	Emerging

Insert ✓ in the appropriate box.

Prepare additional copies to collect information on the entire class.

Collecting Student Information: W.1.1 Opinion Writing Checklist

Use with Student Resource: My Opinion About Duck (p.56) in STEP 5.4.

Standard	Evidence
<p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>States an opinion in writing. (1) Includes the topic or name of the book they are writing about when sharing an opinion in writing. (2) Includes a reason when sharing an opinion in writing. (3) Provides some sense of closure when sharing an opinion in writing. (4)</p>

	W.1.1.1		W.1.1.2		W.1.1.3		W.1.1.4	
	States an opinion.		Includes the topic or name of the book.		Provides a text-based reason for the opinion.		Provides some sense of closure.	
Student Name	Yes	No	Yes	No	Yes	No	Yes	No

Insert ✓ in the appropriate box.

Prepare additional copies 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: My Description of Duck on Page 30 (p.55) in STEP 3.9. and/or Student Resource: My Opinion About Duck (p.56) in STEP 5.4.

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.

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. • Create a learning center, using familiar books and the Number Cube Retelling Activity to give the students additional practice. • Create a predictable structure of asking who, where, and when using call and response with each read aloud. • Practice asking and answering questions with favorite, familiar stories. • Practice asking and answering questions with student-created language experience stories.
<p>RL.1.2 students have difficulty identifying or determining the central message</p>	<ul style="list-style-type: none"> • Practice with familiar and favorite stories. • Practice with fables and other stories with obvious central messages. • Create a Central Message Center where students match the central message with the story.
<p>RL.1.3 students are having difficulty describing characters, settings, and major story events</p>	<ul style="list-style-type: none"> • Practice describing characters and settings of favorite and familiar stories. • Practice describing characters and settings during the daily read-alouds. • Engage students in a "Who am I?" guessing game about favorite story characters. (This may also become a center activity.) • Practice describing the settings and characters in wordless picture books.
<p>RL.1.4 students have difficulty explaining words and phrases that suggest feelings</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 picture 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 an "i" for "in the illustration" to denote where students identified characters' feelings in the text.
<p>RL.1.7 students have difficulty using</p>	<ul style="list-style-type: none"> • Ask students to illustrate passages from familiar texts, including language experience stories and journal entries.

If...	Then...
<p>illustrations and details in a story to describe its characters, settings, or events</p>	<ul style="list-style-type: none"> • Provide opportunities to match illustrations with phrases written on sentence strips in a pocket chart. • Provide multiple opportunities to write or dictate captions for illustrations in wordless picture books. • Provide frequent opportunities for students to describe experiences in terms of the feelings the experiences (academic or social) engender.
<p>W.1.1 students have difficulty writing opinions</p>	<ul style="list-style-type: none"> • Provide practice using opinion polls. • Read opinion mentor text. • Rate read-aloud books. • Write opinion pieces using shared writing.

Teacher Resource: The Story Game Questions

Use with STEPs 2.2 through STEP 2.4.

The Story Game Questions

1	What is a key detail from the beginning of the story?
2	What is a key detail from the middle of the story?
3	What is a key detail from the end of the story?
4	What did Duck need from Duckling?
5	What did Duckling need from Duck?
6	What did Duck and Duckling do together?

Student Resource: The Story Game Answers

Use with RL.1.1 Comprehension Checklist (p.46) in STEP 2.4.

Use the reverse side with RL.1.2 Comprehension Checklist (p.47) in STEP 2.5.

The Story Game Answers

Name _____

1. What is a key detail at the beginning of the story?	
2. What is a key detail at the middle of the story?	
3. What is a key detail at the end of the story?	
4. What did Duck need from Duckling?	
5. What did Duckling need from Duck?	
6. What did Duck and Duckling do together?	

Student Resource: My Description of Duck on Page 30

Use with RL.1.7/RL.1.3 Comprehension Rubric (p.48) in STEP 3.9.

Name _____

My Description of Duck on Page 30

I describe Duck as _____

I know this because _____

Student Resource: My Opinion About Duck

Use with W.1.1 Opinion Writing Checklist (p.49) in STEP 5.4.

My Opinion: Did Duck Need Duckling?

Name _____

I read a book called _____

My opinion is that Duck _____

I know this because _____

I close by saying _____

Teacher Resource: Author Chair Signs

Use for writers' celebration in STEP 5.5.

Author

Author

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: