

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

Use with oral response in STEPs 1.5, 1.10, 2.6, 2.8, 4.4, and 4.5.

Standard	Evidence
RL.1.3 Describe characters, settings, and major events in a story, using key details.	<p>Provides a description of characters in a story using key details. (1)</p> <p>Provides a description of the setting of a story using key details. (2)</p> <p>Provides a description of the major events in a story using key details. (1)</p>
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.1.3.1/RL.1.7	RL.1.3.2/RL.1.7	RL.1.3.3/RL.1.7			
	Provides an oral or written description of characters using key details from the text and/or the illustrations.	Provides an oral or written description of setting using key details from the text and/or the illustrations.	Provides an oral or written description of events using key details from the text and/or the 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: RL.1.4 Vocabulary Checklist

Use with gestures and/or oral responses in STEP 2.5.

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 phrase in the story that suggests feelings.		
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.1.9 Comprehension Checklist

Use with Student Resource: Compare and Contrast in Versions 1 and 2 (p.56) in STEP 3.6.

Standard	Evidence
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Provides a compare and contrast of the adventures and experiences of characters in two or more stories. (1)

	RL.1.9		
	Provides a compare and contrast of the adventures and experiences of characters in two versions of the same story.		
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.1.3 Comprehension Checklist

Use with Student Response: Describing an Event in Version 3—Tarlow (pp.57-58) in STEP 4.6.

Standard	Evidence (Scoring tool uses bold evidence)
RL.1.3 Describe 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		
	Works with a partner to provide a written description of a major event in a story using 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: L.1.1/L.1.2 Knowledge of Language and Conventions Student Checklist

Use with independent writing in the Student Resource: The Character Who Was the Most Determined (p.59) in STEP 5.3.

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.1.3 students struggle to describe characters, settings, and major events in a story</p>	<ul style="list-style-type: none"> • Provide prompting by showing the relevant pages from the book for students to recall key details and major events. • Incorporate the use of a story map to review the setting, characters, and events. • Practice with student-created language experience texts to identify settings, characters, and event.
<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 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 a "i" for "in the illustration" to denote how students may identify characters' feelings in the text.
<p>RL.1.7 Students are not able to use illustrations to describe characters, settings, and events</p>	<ul style="list-style-type: none"> • Provide repeated readings of texts with rich illustrations that clearly mirror the events in the story. • Model using the details from an illustration to describe the events they are depicting. • Form student partners that allow discussion before writing or delivering a description to others.
<p>RL.1.9 students are not able to compare or contrast details in two or more stories</p>	<ul style="list-style-type: none"> • Engage students in reading another series of retold folktales, leading similar lessons and conversations focused on contrasting and comparing details. • Provide opportunities for students to act out more than one version of a story as another way to consider the similarities and differences.
<p>W.1.1 student writing does not reveal an opinion or a reason for their opinion</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 sketch, label, and/or draw. • Engage in shared writing of opinions on various topics that are of interest to the student.

Student Resource: Compare and Contrast Events in Versions 1 and 2

Use with RL.1.9 Comprehension Checklist (p.51) in STEP 3.6.

Partner 1 _____ Partner 2 _____

Comparing and Contrasting EVENTS in Versions 1 and 2

This is the same	This is different
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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: