

Collecting Student Information: RI.1.5 Text Features Checklist

Use with individual copies of "Shake to the Beat" article to circle features of the text in STEP 1.4.

Use with individual copies of "Draw People" article to circle features of the text in STEP 2.3.

Standard	Evidence
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) 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.1.5				
	Step 1.4 Demonstrates knowledge of text features in "Shake to the Beat."		Step 2.3 Demonstrates knowledge of text features in "Draw People."		
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: RI.1.4 Vocabulary Checklist

Use with Student Resource: My Word Collector (p.51) in STEP 1.5

Use with Student Resource: My Word Collector (p.52) in STEP 2.4.

Standard	Evidence
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Demonstrates the ability to ask or answer questions to determine the meaning of or clarify the meaning of words and phrases in a text. (1)

	RI.1.4									
	Determines the meaning of words in a text.									
	decorate		add		coat		cover		fold	
Student Name	Yes	No	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: RI.1.1 Comprehension Checklist

Use with individual student copies of “Shake to the Beat” for following directions and assembling shakers in STEP 1.6.

Use with individual student copies of “Draw People” for following directions in STEP 2.5.

Standard	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.1.1				
	Shows understanding of the key details in “Shake to the Beat” by following directions and assembling shakers.		Shows understanding of the key details in “Draw People” by following directions and drawing.		
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: RI.1.9 Same and Different Checklist

Use with Student Resource: Same and Different (p.53) in STEP 3.2.

Standard	Evidence
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Provides an identification of the similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). (1)

	RI.1.9				
	Provides an identification of the basic similarities between the facts in two texts.		Provides an identification of the basic differences between the facts in two texts.		
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: W.1.7/W.1.2/RI.1.5 Writing and Text Features Checklist

Use with Student Resource: "My How-To" Article (p.54-55) in STEP 4.6.

Standard	Evidence (Scoring tool uses bold evidence)
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.	Participates in shared research and writing projects. (1)
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)
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) 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)

	W.1.7		W.1.2.1		W.1.2.2		RI.1.5	
	Participates in a shared research and writing project.		Names the topic.		Includes some facts about the topic.		Demonstrates use of text features.	
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.2.2 Knowledge of Language and Conventions Student Checklist

Use with Student Resource: My "How-To" Article (pp.54-55) in STEP 4.6 and/or 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.

Collecting Student Information: W.1.5 Writing Checklist

Use with Student Resource: "How-To" Article (p.54-55) in STEP 5.4.

Standard	Evidence
<p>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.</p>	<p>Provides writing that is focused on a topic. (1)</p> <p>Provides a response to questions and suggestions from peers. (2)</p> <p>Adds details that strengthen writing as needed after review of drafts. (3)</p>

	W.1.5.1		W.1.5.2		W.1.5.3		
	Provides writing that is focused on a topic.		Responds to suggestions from a peer.		Adds details that strengthen writing.		
Student Name	Yes	No	Yes	No	Yes	No	Comments

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 asking and answering questions about key details in the text</p>	<ul style="list-style-type: none"> • Reread books to increase familiarity. • Continue lessons focused on recalling facts. • Practice with student-created language experience “true story” texts.
<p>RI.1.4 Students are not (accurately) using domain-specific vocabulary when responding orally and in writing to the text</p>	<ul style="list-style-type: none"> • Model having a conversation with a student in front of the larger group; ask the students to show a “thumbs up” when they hear you or your student partner use a word from the Key Word Chart.
<p>RI.1.5 Students are not distinguishing text features within a text or are unable to locate them when asked</p>	<ul style="list-style-type: none"> • Read text containing salient text features multiple times. • Call attention to text features frequently during new reads or when able to project digitally. • Read multiple titles that contain the same text features. • Allow students to cut up and rearrange text according to text feature sections.
<p>RI.1.9 Students are not recognizing basic similarities and differences between two texts on the same topic</p>	<ul style="list-style-type: none"> • During conversations, continue using prompts like “What do you notice?” • Give students two photographs of the same subject (e.g., chickens, race cars, frogs) and ask the students to engage in conversation about the similarities and differences.
<p>W.1.2 Students are not identifying their topic in writing and/or are not providing some facts about the topic</p>	<ul style="list-style-type: none"> • Give students extended time for discussion before asking them to write. • Use visual strategies (e.g., Fist List) to structure discussions around topics and related facts. • Deconstruct multiple texts to identify the topic and the facts supporting the topics. • Give students opportunities to write about topics with which they are familiar and comfortable recounting.

If...	Then...
<p>W.1.5 Students are not providing writing that is focused on a topic and/or not responding to questions and suggestions from peers, and/or adding details after reviewing a draft</p>	<ul style="list-style-type: none"> • Have students identify sentences that are not related to the topic in a sample of writing. • Engage students in group revision of a sample of student writing in which the writer does not stay focused on the topic. • Model revising writing using suggestions from others. • Engage the students in a shared writing task over a number of sittings. Create a draft, and on subsequent days return to it adding details. • Use mentor texts to show how authors use details to enhance their writing. • Engage students in pocket chart activities in which they identify and remove the sentence strips that are not related to the topic.
<p>W.1.7 Students explore a number of “how-to” articles on a given topic but cannot use them to write a sequence of instructions. procedure</p>	<ul style="list-style-type: none"> • Break the task down into smaller chunks and explicitly model each step. • Decrease the cognitive and physical load of the task by scribing for students. • Engage students in shared writing throughout the process. • Increase the frequency of writing conferences with those students. • Support the students through small groups guided writing. • Closely examine published mentor texts to see how they work (e.g. <i>Growing Vegetable Soup</i> [Elhert, 2013]). • Generate a list of key words essential to the writing.

Student Resource: My Word Collector

Use with RI.1.4 Vocabulary Checklist (p.43) for writing definitions of words from "Shake to the Beat" in STEP 1.5 and "Draw People" in STEP 2.4.

Name _____

My Word Collector for "Shake to the Beat"

The Word and My Definition	My Illustration
decorate	
add	
cover	
coat	

Copy p.52 on reverse side.

Name _____

My Word Collector for "Draw People"

The Word and My Definition	My Illustration

Includes space for additional words. Copy on the reverse side of p.51.

Student Resource: Same and Different

Use with RI.1.9 Same and Different Checklist (p.45) in STEP 3.2.

“Shake to the Beat” and “Draw People”

Name _____

Same and Different

The Same Both articles have . . .	Different Only one article has . . .
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Student Resource: My "How-To" Article

Use with W.1.7/W.1.2/RI.1.5 Writing and Text Features Checklist (p.46) in STEP 4.6.

Name _____

Topic: How to _____

Materials:

	Illustration
	Illustration
	Illustration

Name _____ **My How-to Article Page 2**

Illustration

Illustration

Illustration

Illustration

Student Resource: "How-To" Writing Checklist

Use to support independent "How-To" writing with W.1.5 Writing Checklist in STEP 5.3/5.4.

My name _____

My partner's name _____

My Topic: _____

Circle **Yes** or **No**

1. My directions have a title .	Yes	No
2. My directions have a materials list .	Yes	No
3. My directions have numbered steps .	Yes	No
4. My directions include illustrations .	Yes	No
5. I read my paper to a partner.	Yes	No
6. I asked my partner for a suggestion to make my directions easier for a reader to understand. <div style="border: 1px dashed blue; padding: 20px; margin: 10px auto; width: 80%;"> <p>Put partner's sticky note with suggestion here.</p> </div>		
7. I thanked my partner for the suggestion.	Yes	No
8. I used my partner's suggestion.	Yes	No

Student Resource: Thirds Template for “Draw People” Activity

Optional for use with paper folding in “Draw People”: STEP 2.5.

Name _____

A large rectangular box divided into three horizontal sections by two dotted lines, intended for drawing people.

Retrospective Journal

Performance Task _____ Date _____

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

What do I know about specific students?

Based on this experience, these are the instructional actions I want to take:

Comments: