

Initial Oracy Task 1 Checklist

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool as needed to be able to record information for each student.

During the initial oracy activity, the teacher will observe students and take anecdotal notes on the participation of each student using the form below.

Anecdotal notes will include observations on students’ development of receptive (listening) and productive (speaking) academic language. This data will be used to determine which students need additional practice in building oracy prior to moving on the next phase of the unit.

How to use the graph: Add the date (and any other necessary notes) indicating when it is observed that each student has met the criteria listed in the top row. Because oracy building is recursive and requires extensive practice, students will demonstrate their proficiency over time.

	Receptive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can show understanding of the academic language by pointing to a picture of or mimicking a movement for the academic language.	Receptive Language: (Observed when asked individually or during independent work) When prompted, the student can accurately show, point to, or otherwise match the language (words) with the pictures, and the movements in a manner that shows understanding of the academic language.	Productive Language: (Observed in whole group, small group, and/or pairs) With modeling and picture support, the student can say the academic language when a picture or movement that represents the academic language is referenced.	Productive Language: (Observed when asked individually or during independent work) When prompted, the student can accurately say the academic terminology when shown the corresponding picture or the movement.
Student Name:				
Example: Karen	9/4- not observed 9/6 – can match 5 out of 10 words 9/7 – can match 9 out of 10 words 9/10 – can match all words to pictures or movements	9/9 – during independent work, able to match 9 out of 10 words with corresponding pic and show movement for each.	9/8 – said the correct term for 8 out of 10 academic phrases while working with partner	9/10 – said the correct term for 9 out of 10 pictures

[illegible]

Science Task 2 Checklist
(Observations of the sun, moon, and stars - 1-ESS1-1)

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas”

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool as needed to be able to record information for each student. Write the date to indicate when the student is observed to accurately sort to show/explain/describe the parts of a plant. Use the data to help make instructional decisions for continued support.

Task: Provide each student with their graphical displays (of illustrations) of the objects in the sky (or, if these are not available, provide students with cut outs of the sun, the stars, and the moon). For this assessment, it is important to have an image, illustration, and/or graphical display of the sun at different points in the sky, and of the moon at different points in the sky. Have the student sort the objects into two columns – objects that appear during the day (the sun and the moon), and objects that appear during the night (the moon and the stars).

Student Name	Can name (with words and/or gestures) each of the objects found in our sky (the sun, the moon, and the stars).	Can accurately sort the objects into two categories: objects seen in the sky during the day and objects seen in the sky during the night.
Example: Karen	9/12/19 – Pointed to each picture and correctly used the TPR for each of the pictures. Was able to name the sun and the stars, but forgot the name for moon.	9/13/19 – Accurately sorted all the objects into day and night. When got to the picture of the moon, at first put all the moon pictures at night. But then moved one moon picture to the day (the one that she drew when we observed the moon in the sky during lunch).

Student Name	Can name (with words and/or gestures) each of the objects found in our sky (the sun, the moon, and the stars).	Can accurately sort the objects into two categories: objects seen in the sky during the day and objects seen in the sky during the night.

Science and Writing Task 3 Rubric (Make observations to construct an evidence-based account - 1-PS4-2)

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas”

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool for each of the students in your class. Use the data to help make instructional decisions for continued support. Use the reverse side to collect anecdotal notes.

Note: The shoebox with the holes and the objects inside needs to be assembled prior to the assessment.

Student:							
Task: Provide the student with a shoe box that has two small holes (one at the top, and one at the side) and some small objects inside (such as a Lego piece, a toy car, a pencil, and an eraser). Through the hole at the top, moderate the amount of light allowed into the shoebox. Ask the student to observe what they see inside through hole. Part 1: Shine a flashlight through the hole at the top of the box. Ask the student to describe what they see. Part 2: Remove the flashlight and partially cover the hole at the top of the box. Ask students to describe what they see and describe what happened to the objects inside the box. Part 3: Cover the hole at the top of the box completely. Ask students to describe what they see and what happened to the objects inside the box. Sentence prompts provided to students include (but are not limited to): • Inside the box I can see ____. • When the light shines in the box I notice that ____. • When there is less light ____.	Rubric and Observations List date below for when mastery of each descriptor is observed: <table border="1"> <thead> <tr> <th>Student makes concrete observations of objects in the box. (Ex: When the light shines in the box, I can see a pencil in the box.)</th> <th>Student makes observations to serve as the basis for evidence. (Ex: When there is light, I can see the objects in the box.)</th> <th>Student logically connects evidence to support the phenomenon (Ex: When light is present in a space, it causes objects to be seen. But when there is no light, the same objects cannot be seen in that space.)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> 4 – By the end of the unit, the student is able use observations to make an evidence-based account of what is seen inside the box (with words, movements, drawings, or a combination of each). The student is able to accomplish all of the descriptors above (with or without prompting and support). 3 – By the end of the unit, the student is able use observations to make an evidence-based account of what is seen inside the box (with words, movements, drawings, or a combination of each). The student is able to accomplish 2 out of the 3 of the descriptors above with prompting and support. 2 – By the end of the unit, the student is able use observations to make an evidence-based account of what is seen inside the box (with words, movements, drawings, or a combination of each). The student is able to accomplish 1 out of the 3 of the descriptors above without a lot of follow up prompting. 1 – By the end of the unit, the student is NOT able make observations nor make an evidence-based account of what is seen inside the box. Notes:	Student makes concrete observations of objects in the box. (Ex: When the light shines in the box, I can see a pencil in the box.)	Student makes observations to serve as the basis for evidence. (Ex: When there is light, I can see the objects in the box.)	Student logically connects evidence to support the phenomenon (Ex: When light is present in a space, it causes objects to be seen. But when there is no light, the same objects cannot be seen in that space.)			
Student makes concrete observations of objects in the box. (Ex: When the light shines in the box, I can see a pencil in the box.)	Student makes observations to serve as the basis for evidence. (Ex: When there is light, I can see the objects in the box.)	Student logically connects evidence to support the phenomenon (Ex: When light is present in a space, it causes objects to be seen. But when there is no light, the same objects cannot be seen in that space.)					

• When no light is allowed into the box, ____. • The objects in the box ____.	
Writing: The student will write a note to their parents (or other audience) about what she/he/they did with the shoebox	Notes and observations about student writing:

Science Task 4 Checklist
(Amount of daylight related to time of year – 1-ESS1-2)

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas”

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool as needed to be able to record information for each student. Write the date to indicate when the student is observed to use data from the class chart to make predictions about the length of time for the following day or generalize the length of the day versus night during particular seasons.

Task: Using the class data collection chart, prompt the student to make observations about the time that the sun sets and the sun rises. (For example, the student might say, *“I notice that the time that the sun rises changes every day. It gets later by a few minutes. I also notice that the time that the sun sets changes every day. It gets earlier!”*). The prompt the student to make prediction about when the sun will rise and when the sun will set the following day (For example, the student might indicate by pointing that the time the sun will rise tomorrow will be later and the time the sun will set will be earlier.) Then prompt the student to make a generalization and ask questions about their observation. (For example, the student might say *“the days are getting shorter and shorter. Will the days always get shorter and shorter?”*)

Student Name	Data-driven Observation	Data-driven Predictions	Data-driven Generalization and Questions
Example: Karen	9/20/19 – Noticed that the sunrise and sunset time changed every day. Shared that sunset every day was getting a little earlier. Did not share this same observation about sunrise.	9/20/19 – Predicted that sunset tomorrow would be a little earlier than yesterday’s.	9/21/19 – Asked “Why do the days keep getting shorter?”

Student Name	Data-driven Observation	Data-driven Predictions	Data-driven Generalization and Questions

Science and Writing Task 5 Rubric
(Use observations to describe patters that can be predicted – 1-ESS1-1)

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas”

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool for each of the students in your class. Use the data to help make instructional decisions for continued support. Use the reverse side to collect anecdotal notes.

Note: For this task, students will need to use their own graphical displays of the objects in the sky (for example, drawings they have made of the sun in different places in the sky, drawings they have made of the moon in different places in the sky, and drawings they have made of the stars they have observed in the sky at night.)

Student:									
Task: Provide students with their graphical displays (drawings or pictures) of the sun, the moon, and the stars. Prompt the student to select their drawings of the sun. The prompt the student to sequence the illustrations in order to match how the sun moves across our sky. Then prompt the student to make a prediction about the movement of the sun tomorrow. Sentence prompts provided to students include (but are not limited to): • First, the sun ____. • Then, the sun is ____. • At the end of the day, the sun ____. • Tomorrow, I predict that the sun ____ because ____.	Rubric and Observations List date below for when mastery of each descriptor is observed: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #e0e0e0;"> <td style="padding: 5px; font-size: small;">Student can sort their graphical displays and select only the images that contain the sun in the sky.</td> <td style="padding: 5px; font-size: small;">Student can accurately sequence their images to show the movement of the sun across our sky.</td> <td style="padding: 5px; font-size: small;">Student can make an accurate prediction about the movement of the sun across the sky tomorrow (or another day in the future).</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table> 4 – By the end of the unit, the student is able to use observation to describe patterns that can be predicted as defined by the descriptors above (with words, movements, drawings, or a combination of each). The student is able to accomplish <u>all</u> of the descriptors above (with or without prompting and support). 3 – By the end of the unit, the student is able to use observation to describe patterns that can be predicted as defined by the descriptors above (with words, movements, drawings, or a combination of each). The student is able to accomplish <u>2 out of the 3</u> of the descriptors above (with or without prompting and support). 2 – By the end of the unit, the student is able to use observation to describe patterns that can be predicted as defined by the descriptors above (with words, movements, drawings, or a combination of each). The student is able to accomplish <u>1 out of the 3</u> of the descriptors above (with or without prompting and support). 1 – By the end of the unit, the student is NOT able make observations or describe patterns that can be predicted using their graphical displays of the sun. Notes:			Student can sort their graphical displays and select only the images that contain the sun in the sky.	Student can accurately sequence their images to show the movement of the sun across our sky.	Student can make an accurate prediction about the movement of the sun across the sky tomorrow (or another day in the future).			
Student can sort their graphical displays and select only the images that contain the sun in the sky.	Student can accurately sequence their images to show the movement of the sun across our sky.	Student can make an accurate prediction about the movement of the sun across the sky tomorrow (or another day in the future).							

Writing: 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.	Students will write their observations and predictions in their science journal, using invented spelling and developmental writing. Notes and observations about student writing:
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Reading Task 6 Checklist

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy this measurement tool for each of the students in your class. Use this document to capture notes on student reading behaviors every time you work with the student during this unit (this can happen during whole group, small group, partner work, individual conferring, or watching students work independently). Use the anecdotal notes to make informed decisions regarding instruction.

Student:	
SPECIAL NOTE: The texts used to make these observations should be grade-level texts related to the science content. The texts should be informational texts that explain how the presence of light allows objects to be seen (1-PS4-2), how the moon, stars, and sun are objects in the sky that are predictable (1-ESS1-1), and/or about how the relative length of day will determined (1-ESS1-2).	
Task:	Evidence from Observations
- Student can ask questions about the individuals, events, ideas, or pieces of information in a text that meet the criterial listed in the special note above. (R.I.1.1, R.I.1.3, R.I.1.10) - Student can answer questions about the individuals, events, ideas, or pieces of information in a text that meet the criterial listed in the special note above. (R.I.1.1, R.I.1.3, R.I.1.10) - Student can describe the connection between two individuals, events, ideas, or pieces of information in a text that meet the criterial listed in the special note above. (R.I.1.1, R.I.1.3, R.I.1.10)	Date: Description of Instructional Context and Observational Notes:
- Student can ask questions to help determine or clarify the meaning of words and phrases texts that meet the criterial listed in the special note above (R.I.1.1, R.I.1.4, R.I.1.10). - Student can answer questions to help determine or clarify the meaning of words and phrases texts that meet the criterial listed in the special note above (R.I.1.1, R.I.1.4, R.I.1.10).	Date: Description of Instructional Context and Observational Notes:
Student can ask questions about the structure of the text (how information is organized - such as sequence or question and answer) texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10)	Date: Description of Instructional Context and Observational Notes:

• Student can answer questions about the structure of the text (how information is organized - such as sequence or question and answer) texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can ask questions about how to use the structure of a text (such as sequence or question and answer) to locate key facts or information in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can answer questions about how to use the structure of a text (such as sequence or question and answer) to locate key facts or information in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can ask questions about the text features (such as headings, tables of content, glossaries) in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can answer questions about the text features (such as headings, tables of content, glossaries) in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can ask questions about how to use the text features (such as headings, tables of content, glossaries) to locate key facts or information in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10) • Student can answer questions about how to use the text features (such as headings, tables of content, glossaries) to locate key facts or information in texts that meet the criteria listed in the special note above (R.I.1.1, R.I.1.5, R.I.1.10)	
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Additional Notes:

Writing Task 7 Checklist (Sample)

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas”

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy a blank version of this checklist for each child (on subsequent page). This page serves as an example only. Use this document to capture notes on observed student writing behaviors throughout every phase of the writing process in this unit. Use the anecdotal notes to make informed decisions regarding instruction.

Student Name: Karen				
Brainstorming:		Drafting:	Revising:	
After modeling how to brainstorm topics to write about on the Brainstorming chart below, the student can draw or list at least two objects that can move across the sky. (In this phase, only topics to write about are listed and drawn in the ‘objects in our sky’ column: the moon, the stars, or the sun.) After modeling how to draw pictures or list words in the corresponding information boxes on the “Brainstorming and Pre-Writing” chart below, the student can draw or list when, where, and why the object can be seen in the sky for at least one object. After modeling how to use the “Brainstorming and Pre-Writing” chart below to share their topic and facts with a partner, the student can use the chart to share facts about when, where, and why their object can be seen in the sky.		After modeling how to use the Brainstorming chart below to sketch pictures that will illustrate their facts, the student can sketch pictures that illustrate their facts in the corresponding boxes. After modeling how to use the “Brainstorming and Pre-Writing” chart below to write sentences that tell facts about the object, the student can write sentences that tell facts about their selected object.	After modeling how to revise a draft to include specific scientific words, the student revises their own text to add domain specific words. After modeling how to revise a draft to include text features (such as headings, labels and/or other features highlighted during the reading phase of this unit) to provide more information to the reader, the student revises their fact sheet to include these features. After modeling how read their sentences and their text features to ensure they are all about the topic, the student revises their draft to ensure that all parts of their text are about their topic. After using mentor texts and modeling how authors provide closure to an informative text, students revise their texts to include a closure. After modeling how to edit for capitalization, punctuation and spelling according to individual student data that indicates what type of editing students are ready for, the student edits his or her draft for correct capitalization of the title and headings.	
11/2/2019 Drew a picture of the sun and the moon.	11/4/2019 Illustrated the when, where and why boxes for the sun.	11/7/2019 Sketched an evidence-based (observational) picture of the moon in the sky (during the day). Also sketched a diagram of the moon moving across the sky by illustrating it with arrows.	11/9/2019 Bolded words “across, the moon, and sky in her text”	11/13/2019 In blue, capitalized the appropriate letters in the title
11/3/2019 Named the sun and the moon as topics that she would like to write about because she likes these “the best”.	11/5/2019 Illustrated the when box. Got stuck in how to illustrate the ‘how it moves across the sky’ box.	11/8/2019 Wrote her sentence for what it is and when we can see it. Did not finish second box (where it can be seen or why it can be seen) yet.	11/10/2019 Added labels to her diagrams	11/14/2019 In red, circled the periods at the end of each sentence (she forgot one, so she added it).
	11/6/2019 Selected to write about the moon. Was able to use her brainstorming chart to share the facts of the moon with her partner.		11/11/2019 Removed sentences that shared her opinion about how the moon was her favorite.	11/15/2019 In green, she edited spelling of: in, the, it, can
			11/12/2019 Added a closing sentence.	

Writing Task 7 Checklist

Grade: 1

Unit: 1 – Spanish

Title: “Patrones del sol, la luna y las estrellas

Content Area: Ciencias y Artes del Lenguaje

Instructions: Copy a blank version of this checklist for each child (on subsequent page). Use this document to capture notes on observed student writing behaviors throughout every phase of the writing process in this unit. Use the anecdotal notes to make informed decisions regarding instruction.

Student Name:		
Brainstorming: (W.1.2, W. 1.7, W. 1.8) After modeling how to brainstorm topics to write about on the “Brainstorming and Pre-Writing” chart below, the student can draw or list at least two objects that can move across the sky. (In this phase, only topics to write about are listed and drawn in the ‘objects in our sky’ column: the moon, the stars, or the sun.) After modeling how to draw pictures or list words in the corresponding information boxes on the “Brainstorming and Pre-Writing” chart below, the student can draw or list when, where, and why the object can be seen in the sky for at least one object. After modeling how to use the “Brainstorming and Pre-Writing” chart below to share their topic and facts with a partner, the student can use the chart to share facts about when, where, and why their object can be seen in the sky.	Drafting: (W.1.2, W. 1.7, W. 1.8) After modeling how to use the “Brainstorming and Pre-Writing” chart below to sketch pictures that will illustrate their facts, the student can sketch pictures that illustrate their facts in the corresponding boxes. After modeling how to use the “Brainstorming and Pre-Writing” chart below to write sentences that tell facts about the object, the student can write sentences that tell facts about their selected object.	Revising: Editing: (W. 1.5 and several Language standards) The teacher can model how to edit one’s writing for the following, which students can then do with their own writing: - include specific scientific words - include text features (such as headings, labels and/or other features highlighted during the reading phase of this unit) to provide more information to the reader singular and plural nouns with matching verbs - read their sentences and their text features to ensure they are all about the topic, - provide closure to an informative text using mentor texts as a guide - edit for capitalization and spelling based on student writing data

Student Name: _____

Brainstorming– Objects in our Sky

Object in Our Sky	When it can be seen	Where it can be seen and how it moves	Why we can see it

Fact Sheet –Draft

Illustration of Object in the Sky	What it is and When we can see it
Where it can be seen and why it can be seen	Illustration of how it moves in the sky
Student Name:	

Student Name:	