

4th grade Science and Spanish Language Arts Unit 3: Our Quest for Energy
Formative Assessment 1: Initial Oracy for Science Anecdotal Record Chart – SAMPLE

Outcomes						
4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	A. Identify examples of natural resources. B. Identify examples of energy and fuels that come from natural resources. C. Identify examples of renewable energy sources. D. Identify examples of non-renewable energy sources.					
	Sensory Supports		Graphic Supports		Interactive Supports	
	Pictures/images Total Physical Response		T-chart (concept attainment) Sentence Prompts		Whole group Strategic partners	
Student name:	Identifies examples of natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of renewable and non-renewable energy sources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of energy and fuels that come from natural resources by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>los recursos naturales</i> <i>la luz solar</i> <i>el viento</i> <i>el agua</i> <i>la materia vegetal</i> <i>el carbón</i> <i>el petróleo</i> <i>el gas natural</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>las fuentes de energía renovables</i> <i>no renovables</i> <i>reponer</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>La fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>	<i>el aparato o el mecanismo</i> <i>captura</i> <i>lo convierte</i> <i>la energía</i> <i>los paneles solares</i> <i>las turbinas eólicas</i> <i>la represa hidroeléctrica</i> <i>la minería</i> <i>la fábrica</i> <i>la bomba de fracturación</i> <i>extrae</i> <i>un pozo</i> <i>poner en marcha</i>

Formative Assessment 2 Oracy Before Reading Specific Informational Texts Anecdotal Record Chart – SAMPLE

Standards		Outcomes (to be decided based on the needs of students and the planned activities)				
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		E. Identify what a text says explicitly. F. Identify inferences that can be drawn from a text. G. Distinguish between what the text says explicitly, and inferences drawn from the text.				
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		V. Identify concepts in a text.				
Language Development Supports:		Sensory Supports	Graphic Supports		Interactive Supports	
Student name:	Identifies examples of concepts in a text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR	Identifies examples of what the text says explicitly.	Identifies examples of inferences that can be drawn from a text.	Distinguishes between what the text says explicitly, and inferences drawn from the text by exhibiting receptive language (actions during TPR)	Demonstrates productive language by speaking words with TPR
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>
	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>	<i>Proviene</i> <i>Biocombustibles</i> <i>Combustibles fósiles</i> <i>Queman</i> <i>Por lo tanto</i> <i>A pesar de que</i>			<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>	<i>Lo que dice el texto explícitamente</i> <i>Una inferencia usando detalles y ejemplos del texto</i>

Formative Assessment 3 Reading and Writing About Informational Texts Anecdotal Record Chart – SAMPLE

Student Name: (Standards and outcomes selected based on student need. Those in the table below are listed as example of how it may be completed for small group instruction for ONE particular student in a group)

RI.4.1 outcomes: DD. Explain what the text says explicitly, using details and examples from the text.	RI.4.3 FF. Refer to details and examples in a text about renewable and non-renewable energy sources to describe events, procedures, ideas, or concepts.	RI.4.10 outcomes: OO. Engage in small group reading with texts (print and digital) at the high end of the grades 4-5 text complexity band.
	RI 4.7 • Not assessed at this time	
	RI 4.7 • Not assessed at this time	

Reading Foundational Skills, Language, and/or Speaking & Listening Standards:

Teacher selects standards and outcomes based on the needs of the students.

Language Development Supports:

Sensory Supports	Graphic Supports	Interactive Supports

Date and anecdotal notes and observations of student reading behaviors: