
## Sample 1st Grade Level Narrative Writing that Meets Standard

The Lonly Horse

Once upon a time there was a horse. his name was paches. he lived ulown in a big field. he ran arownd the field feeling lonly. then one day when he was runing arownd he saw a barn and in one of the stalls he saw another horse. her name was star. because she had a star on her cheek. then she saw him. She luped over the fence and the two horses ran arownd the feaild together. By the next day they were feainds and they ran anond the field together and from then on paches was never lonly agein. The end!

Source: http://achievethecore.org/page/505/common-core-narrative-writing-list-pg

### Narrative Writing Scoring Guide

*Exceeds*
- All "Meets" criteria plus:
- The writing has more than two sequenced events

*Meets*
- The writing is a narrative
- The writing has a topic sentence or introduction
- The writing has two sequenced events
- The writing includes some details
- The writing uses temporal words
- The writing has a sense of closure

*Nearly Meets*
- Meets five of the "Meets" criteria

*Low*
- Meets fewer than five of the "Meets" criteria
- Task to be repeated after re-teaching

Comments:

## Sample 1st Grade At Level Reading Text

Furgang, Kathy. Saving the Bald Eagles. Benchmark Education Company. New Rochelle, NY. 2015. p.5.

Bald eagles have great eyesight.
This helps them find food.
They eat fish, rabbits, turtles, and other
small animals. They catch food
In their strong beaks and strong claws.

### Characteristics of 1st Grade Readers

- Able to process mostly short texts (eight to sixteen pages); some easy illustrated chapter books
- Able to sustain attention and memory over longer periods of time
- Can process longer (ten words or more) and more complex sentences
- Have a large sight-word vocabulary
- Able to use word-solving strategies for complex spelling patterns, multi-syllable words, and words with inflectional endings, plurals, contractions, and possessives
- Read many texts silently, following text with their eyes and without pointing
- Oral reading reflects appropriate rate, stress, intonation, phrasing, and pausing

## Sample 1st Grade Math Problem Solving

**Operations and Algebraic Thinking**

Example 1: At the pet shop I saw 6 kittens, 2 puppies, and 8 hamsters. How many pets did I see?

- Represent the problem with an equation using a symbol to represent the unknown number
- Use objects or drawings to model the problem and find the solution
- Answer the question in a sentence

Example 2: The grocer wanted to make a pack of 10 apples.

- How many different ways could the grocer make a ten pack with some red and some yellow apples?
- Use pictures, numbers, or words to show your thinking.

**Number and Operations In Base Ten**

Materials: container of counters, container of buttons, soup ladle
- Take one scoop of counters and one scoop of buttons.
- Count how many in each group.
- Is the group of counters greater than, less than, or equal to the group of buttons? Show and tell how you know.

Source: http://www.k-5mathteachingresources.com/1st-grade-number-activities.html

## Reading Focus

- ASK and ANSWER questions to help DETERMINE or CLARIFY the meaning of words and phrases in a text
- RETELL stories, including key details, and DEMONSTRATE understanding of their central message or lesson
- DESCRIBE characters, settings, and major events in a story, using key details
- IDENTIFY the main topic and RETELL key details of a text
- IDENTIFY basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- 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
- COMPARE and CONTRAST the adventures and experiences of characters in stories

## Writing & Language Focus

- 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
- WRITE informative/explanatory texts in which they NAME a topic, SUPPLY some facts about the topic, and PROVIDE some sense of closure
- WRITE narratives in which they RECOUNT two or more appropriately sequenced events, INCLUDE some details regarding what happened, USE temporal words to signal event order, and PROVIDE some sense of closure.
- DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking. PRINT all upper- and lowercase letters

## Speaking & Listening Focus

- PARTICIPATE in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. BUILD on others' talk in conversations by RESPONDING to the comments of others through multiple exchanges

## Math Focus

### Measurement

- EXPRESS the length of an object as a whole number of length units, by LAYING multiple copies of a shorter object (the length unit) end to end
- ORDER three objects by length; COMPARE the lengths of two objects indirectly by using a third object

### Addition and Subtraction

- USE addition and subtraction within 20 to SOLVE word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions
- SOLVE word problems that call for addition of three whole numbers whose sum is less than or equal to 20
- APPLY properties of operations as strategies to add and subtract
- ADD and SUBTRACT within 20, DEMONSTRATING fluency for addition and subtraction within 10
- UNDERSTAND the meaning of the equal sign, and DETERMINE if equations involving addition and subtraction are true or false
- DETERMINE the unknown whole number in an addition or subtraction equation relating to three whole numbers

### Number Sense

- COMPARE two two-digit numbers based on meanings of the tens and ones digits, RECORDING the results of comparisons with the symbols >, =, and <
- UNDERSTAND that the two digits of a two-digit number represent amounts of tens and ones
- ADD within 100 UNDERSTAND that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten
- SUBTRACT multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 RELATE the strategy to a written method and EXPLAIN the reasoning used

## 8 Mathematical Practices

#1 Make sense of problems and persevere in solving them
Understand the problem, find a way to attack it, and work until it is done. The hardest part is pushing students to solve tough problems by applying what they already know and to monitor themselves when problem-solving.

#2 Reason abstractly and quantitatively
If students have a problem, they should be able to break it apart and show it symbolically, with pictures, or in any way other than the standard algorithm.

#3 Construct viable arguments and critique the reasoning of others
Be able to talk about math, using mathematical language, to support or oppose the work of others.

#4 Model with mathematics
Use math to solve real-world problems, organize data, and understand the world around you.

#5 Use appropriate tools strategically
Students can select the appropriate math tool to use and use it correctly toproblems. In the real world, no one tells you that it is time to use the meter stick instead of the protractor.

#6 Attend to precision
Students speak and solve mathematics with exactness and meticulousness.

#7 Look for and make use of structure
Find patterns and repeated reasoning that can help solve more complex problems.

#8 Look for and express regularity in repeated reasoning
Keep an eye on the big picture while working out the details of the problem.

Source: http://www.scholastic.com/teachers/top-teaching/2013/03/guide-8-mathematical-practice-standards