



Sample Kindergarten Narrative Writing that Meets Standard

Ice Cream

My best frend kame to My haws the iscrem trukc kame. me and Agry took a strobery shourt cake. We Eat it. And after that we went in the springkulr. it was fun. And after that we bakte mufins and we icet them. And put on wipt cram it was alot of fun.

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

Narrative Writing Scoring Guide

Exceeds

- All of the meets criteria plus elaborates in responses

Meets

- Puts story is in sequential order
- Retells events in the story
- Includes key details

Nearly Meets

- Meets two of the “Meets” criteria

Low

- Meets fewer than two of the “Meets” criteria
- Task to be repeated after re-teaching

Sample Kindergarten At Level Reading Text

Bryson, Theresa. Farm Work. Benchmark Education Company. New Rochelle, NY. 2015. p.6-9.

Who will milk the cows?
“The farmer will,”
Said Rooster.
Who will feed the pigs?
Rooster said,
“The farmer will.”

Characteristics of Kindergarten Readers

- Eyes can track print over two to six lines per page
- Can process texts with fewer repeating language patterns
- Voice-print match is smooth and automatic
- Notices and uses a range of punctuation and read dialogue, reflecting the meaning through phrasing
- Can solve many regular two-syllable words, usually with inflectional endings (-ing).
- Consistently monitors reading and cross-checks one source of information against another; self-corrects

Sample Kindergarten Math Problem Solving

Counting/Playdough Counting

Materials: Playdough Number Cards

1. Choose a card.
2. Roll your playdough into a long snake and use it to make the numeral on your card.
3. Make small playdough balls to match the number on your card and place them on the ten-frame.
4. Repeat with other cards.

Operations and Algebraic Thinking/Dot Card Addition

Materials: Numeral cards (0-10), dot cards, pencils, paper

1. Turn over a numeral card
2. How many pairs of dot cards can you find to equal this number?
3. Record your work.

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

Reading Focus

- With prompting and support, RETELL familiar stories, including key details
- With prompting and support, IDENTIFY the main topic and RETELL key details of a text
- With prompting and support, IDENTIFY the reasons an author gives to support points in a text
- With prompting and support, COMPARE and CONTRAST the adventures and experiences of characters in familiar stories
- With prompting and support, ASK AND ANSWER questions about unknown words in a text

Writing & Language Focus

- USE a combination of drawing, dictating, and writing to COMPOSE opinion pieces in which they TELL a reader the topic or the name of the book they are writing about and STATE an opinion or preference about the topic or book
- USE a combination of drawing, dictating, and writing to COMPOSE informative/explanatory texts in which they NAME what they are writing about and supply some information about the topic
- USE a combination of drawing, dictating, and writing to NARRATE a single event or several loosely linked events, TELL about the events in the order in which they occurred and PROVIDE a reaction to what happened
- With guidance and support from adults, EXPLORE word relationships and nuances in word meanings
- DEMONSTRATE command of the conventions of standard English capitalization, punctuation, and spelling when writing
- DETERMINE or CLARIFY the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content
- With guidance and support from adults, RECALL information from experiences or GATHER information from provided sources to ANSWER a question
- DEMONSTRATE command of the conventions of standard English grammar and usage when writing or speaking

Speaking & Listening Focus

- PARTICIPATE in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
- ASK and ANSWER questions in order to seek help, get information, or clarify something that is not understood

Math Focus

Counting and Cardinality

- COUNT forward beginning from a given number within the known sequence
- COUNT to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, COUNT out that many objects
- IDENTIFY whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies

Operations & Algebraic Thinking

- SOLVE addition and subtraction word problems, and ADD and SUBTRACT within 10
- DECOMPOSE numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation
- Fluently ADD and SUBTRACT within 5

Numbers & Operations

- COMPOSE and DECOMPOSE numbers from 11-19 into ten ones and some further ones, e.g., by USING objects or drawings, and RECORD each composition or decomposition by a drawing or equation (e.g. $18=10+8$); UNDERSTAND that these numbers are composed of tens ones and one, two, three, four, five, six, seven, eight, or nine ones

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 to problems. 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.