

# Grade 1 Reading

## Additional Samples

The BC performance standards for Grade 1 reading consist of a rating scale that describes student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scale.

The additional sample tasks for Grade 1 reading included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

**SAMPLE 1: RETELLING A STORY.....2**

**SAMPLE 2: LOCATING FACTS; POSING QUESTIONS.....10**

**SAMPLE 3: DESCRIBING BEGINNING, MIDDLE, AND END.....17**

## Grade 1 Reading

### ***Sample 1: Retelling a Story***

#### **Context**

In this class, students listened to the teacher read engaging stories on a daily basis. The class would discuss the setting, characters, and events, and the problem and solution. Students often retold or acted out scenes from the stories.

Before independent reading activities, the teacher provided prereading experiences that connected story ideas and language to students' experiences. These experiences often included discussions, small-group tasks, shared readings of similar stories, or activities to build vocabulary and further understanding.

#### **Process**

The teacher introduced the story "Henny Penny." The students had been involved in a unit on traditional folk tales and fairy tales and were familiar with some of the structures of this genre (e.g., "Once upon a time" as a way to begin the story). The class discussed real versus imaginary events and how authors may portray animals as having human-like abilities. They made a list of the stories they had previously read and the characteristics and skills that the animals in them possessed.

The teacher asked the students to think about a time when they might be in a situation where they could have something fall on their heads. Students in small groups told each other their ideas. Together, the class shared ideas.

The teacher explained that they were going to read a story about something falling. Students independently read a short, simple version of "Henny Penny" that included illustrations supporting the text. They then retold the story in their reading response journals.

**Note:** This was an integrated reading and writing activity. Only the analysis for reading is presented here.

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### ***Teacher's Observations***

The story was somewhat familiar to this student, and she was able to read and provide a basic retelling with little support.

- retells some key events (misses a key element of the story)
- identifies main characters
- locates some specific details

here Penny That  
The saidy was fat  
ten on Hon his fat  
The duck said can  
I go with you to the

kingcat go to is said  
The rabbit so  
That wact and wact  
inil that wact for  
he feb Tyen to he  
den the rabbit  
Said he won stop

The rabbit said  
run Henry penny  
run duck

Henry penny  
forgot to  
bowt him

## **FULLY MEETS EXPECTATIONS**

### *Teacher's Observations*

This student read the story independently, and clearly identified key elements without support.

- retells most key story events in sequence
- identifies main characters
- locates some specific, relevant details in response to task (incorporated them in the retelling)

Drake 03-29-99  
wans a porcia tm  
ther was a her  
hoo i was eating  
Leante plop  
she thot it  
was the sky  
talling so she  
went to tell th  
king on the  
wait she ment  
a duck

the duck dsides  
to go with  
Henny penny  
Henny penny and  
the duck ment  
a rabbit  
the rabbit  
dsides to go  
and then they  
meet a fox  
the fox said  
make your  
selv a home

the fox trise  
to eat the rabbit  
But the rabbit  
runs fast  
the rabbit ses  
run! run! Henny  
penny runs  
and nevr toold  
the king.

The End

## Grade 1 Reading

### ***Sample 2: Locating Facts; Posing Questions***

#### **Context**

Students in this class had frequent opportunities to read information, including books, simple magazines, classroom charts, and materials written by their older buddies. The teacher and students had discussed and identified some of the important structures of informational material, such as headings, diagrams, illustrations, captions, and key ideas.

#### **Process**

Students were working on a theme about the seasons. They had previously created classroom Know-Wonder-Learn charts about summer and winter, illustrated and dramatized activities and celebrations that fall in different seasons, illustrated their favourite seasons, and talked about how people adapt to the different weather in each season.

Prior to reading the selection, the teacher asked the students to complete the “I Know” and “I Wonder” sections of their charts on the topic of spring. Students each recorded and illustrated what they knew about spring and wrote a question they were wondering about.

The teacher distributed copies of “Spring,” an informational piece written collaboratively by the students’ Grade 7 buddies. The selection was short and simple, with illustrations and diagrams that supported the written text. After students read the selection independently, they completed the last frame, “I Learned,” based on their reading. The teacher worked with a small group of students who had difficulty reading independently.

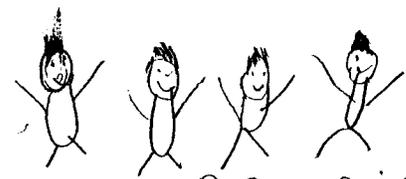
## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### ***Teacher's Observation***

After some prompting and encouragement, this student was able to read the material and complete the task independently.

- retells some key events and ideas
- locates some specific details in response to the task
- can tell one way events are like their own experiences

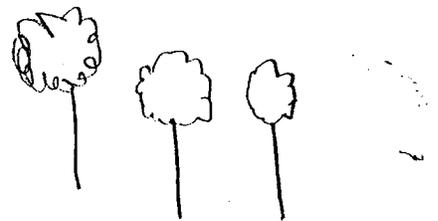
I know



Spring is Soccer season

Three horizontal lines for writing.

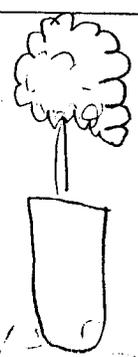
I wonder



How do plants make seeds?

Two horizontal lines for writing, with a question mark at the end of the second line.

I learned



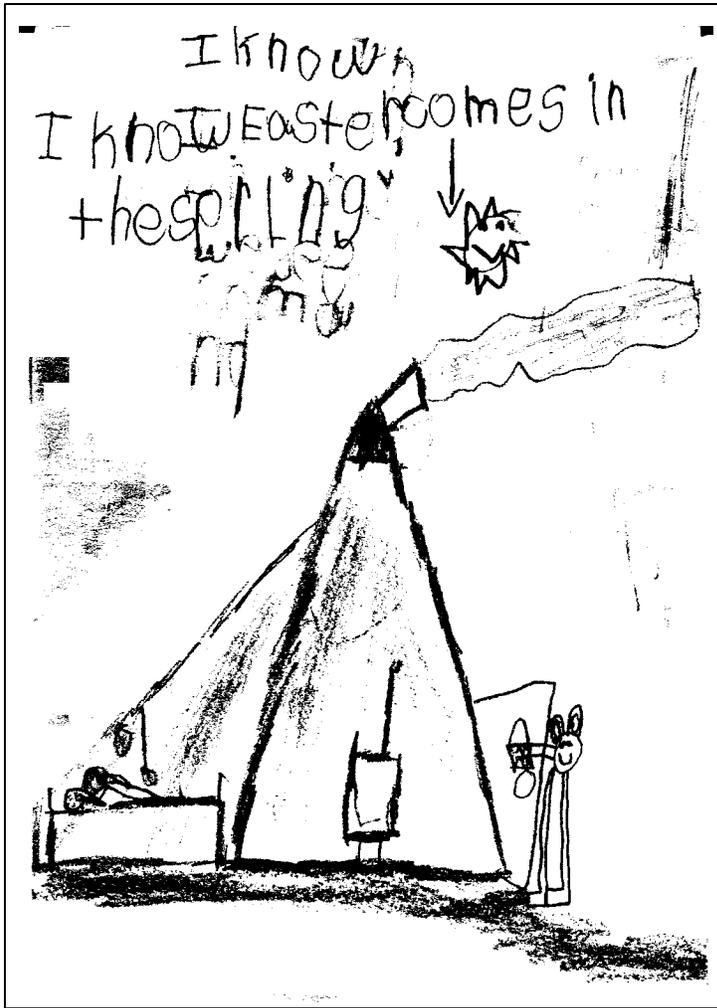
All plants  
I learned about seeds.

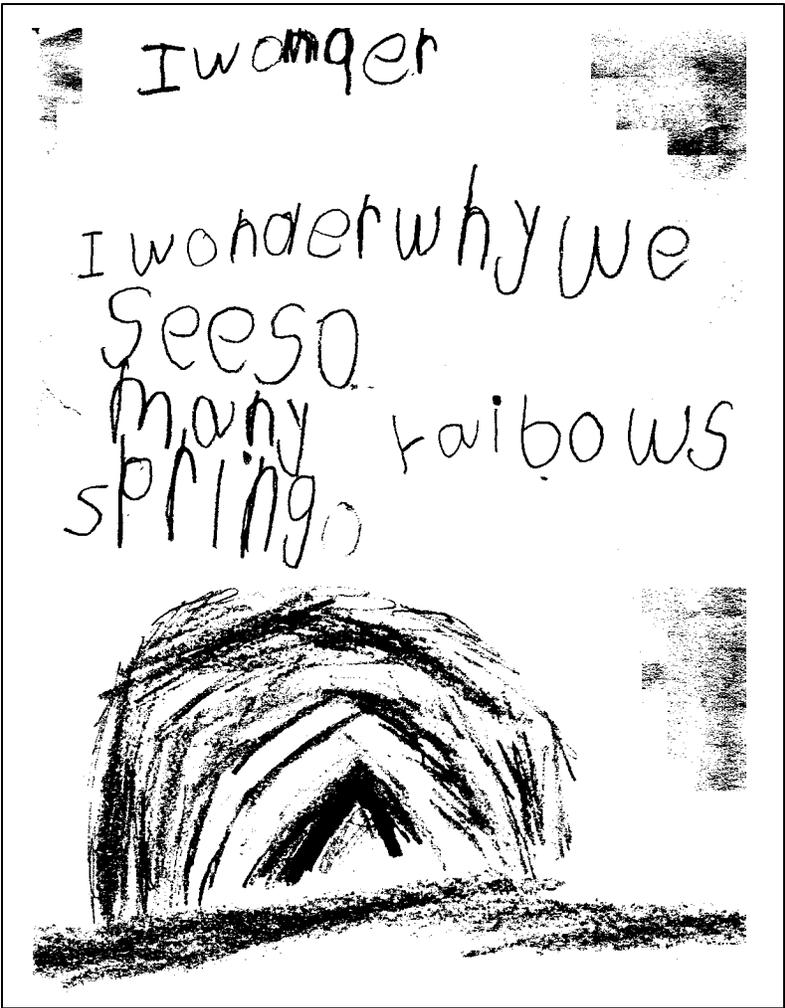
## **FULLY MEETS EXPECTATIONS**

### ***Teacher's Observation***

This student was able to complete the reading and the task independently. He chose information from the selection that is not commonly discussed in respect to the season.

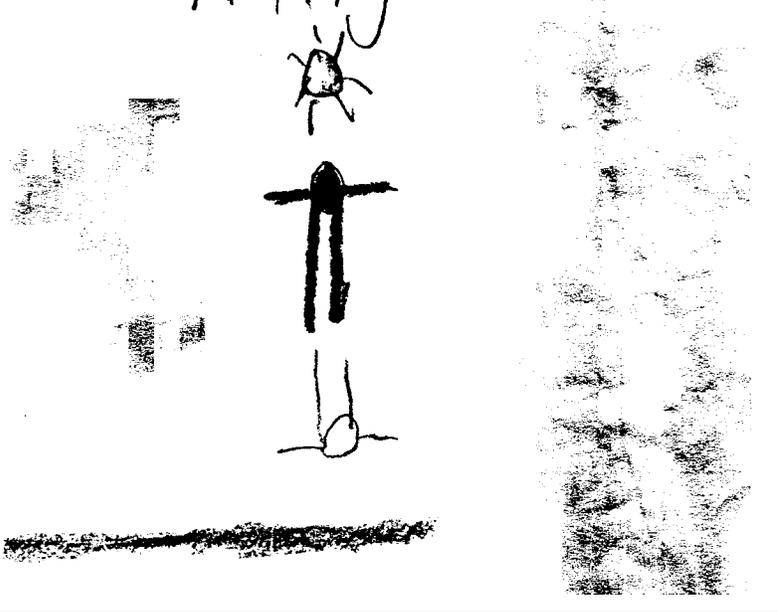
- recounts main ideas and key information from an information selection; includes some details
- locates some specific, relevant details in response to tasks (uses them to develop illustrations as well as written response)
- can tell how events are the same or different from their own experiences (e.g., a family celebration)





I learned

that shadows  
get shorter in the  
spring



## Grade 1 Reading

### ***Sample 3: Describing Beginning, Middle, and End***

#### **Context**

The students in this class frequently participated in comprehension activities such as:

- retelling stories
- asking and answering questions in reading conferences and in group discussions
- completing story grammar outlines to identify the setting, main characters, sequence of events, and problem and solution
- illustrating story events
- role-playing story characters and events
- identifying key events at the beginning, middle, and end of a story

#### **Process**

Students had read and listened to a variety of stories about living in the country. The teacher asked students to illustrate one of the things they liked about “country living.” (The students lived in a semi-rural area.) They shared their illustrations and created a classroom display.

The class then worked together to think of advantages of living in the country and advantages of living in the city, while the teacher recorded their ideas on a chart.

The teacher explained that they were going to read a story about someone who went to visit a new place, and asked them to think about a time when they had gone somewhere new—maybe on a vacation, visiting a relative, or even moving to a new home—and the feelings they had felt. Some students volunteered to share stories of visiting new places. (The teacher was careful to respect children’s privacy.)

The teacher gave students “The Town Mouse and the Country Mouse” by Susan Akass. This version of the story is told in simple and familiar language, and the written text is supported by illustrations. Students read the story independently, and then completed a beginning, middle, and end frame. Students who were not able to read independently worked with an adult to read the story as a shared selection.

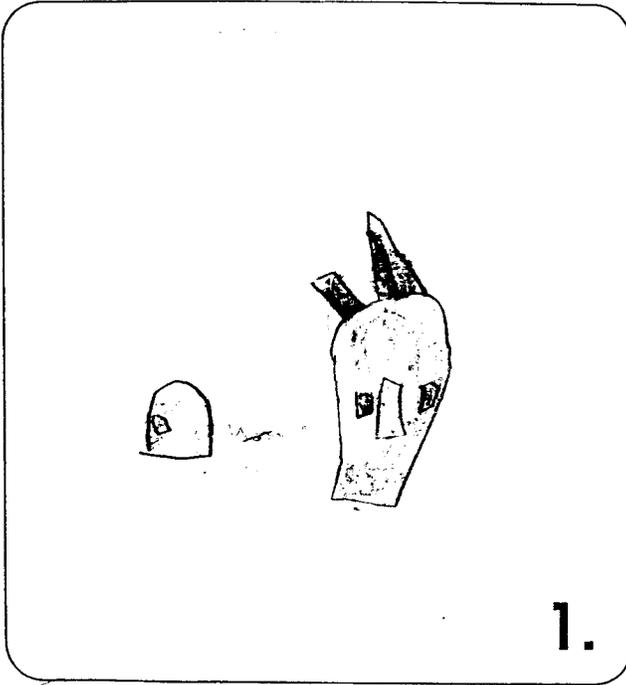
## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### ***Teacher's Observation***

This student was able to read the story independently and provide basic information about the beginning, middle, and end.

- retells some key events; identifies main characters
- strongly focused on literal meaning; has difficulty making inferences about characters' intentions or feelings

# Beginning

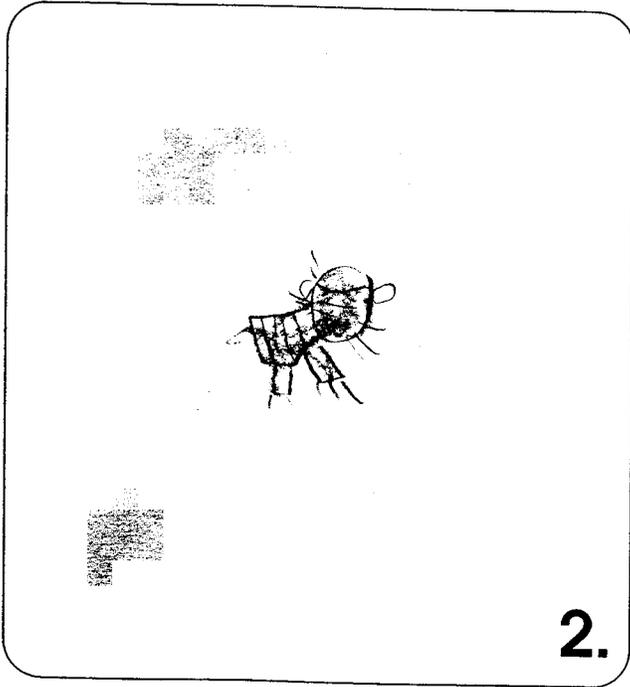


the town mouse

went to see

country mouse

## Middle

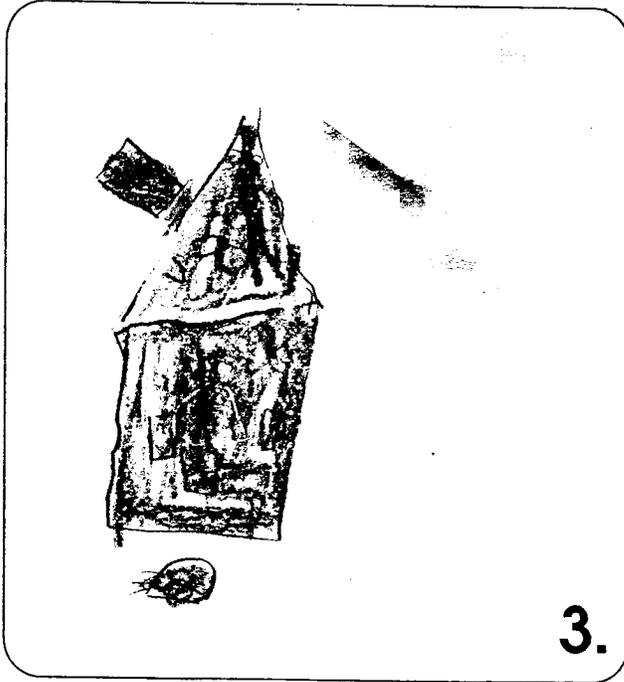


when the country

mouse went to see

town mouse, he almost got  
eaten by a cat

End



Country Mouse ran to  
his house.

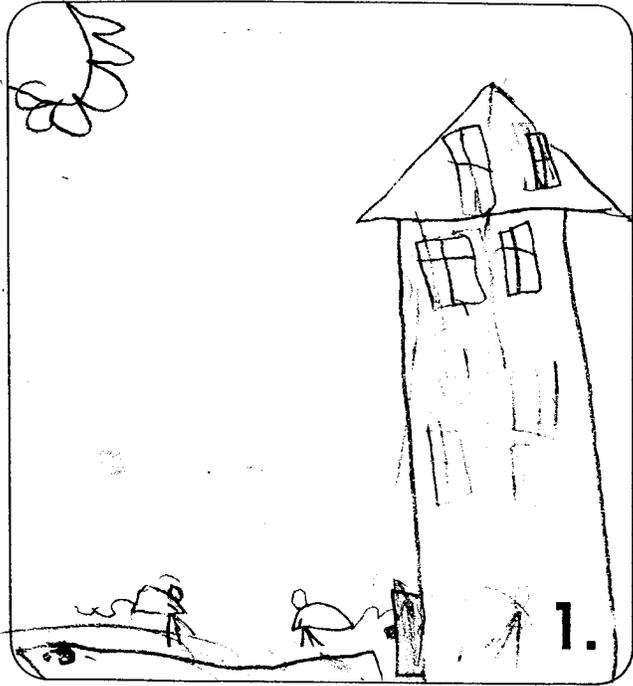
## **FULLY MEETS EXPECTATIONS**

### ***Teacher's Observation***

This student approached the task confidently, had little difficulty reading the story, and provided some detail about the beginning, middle, and end.

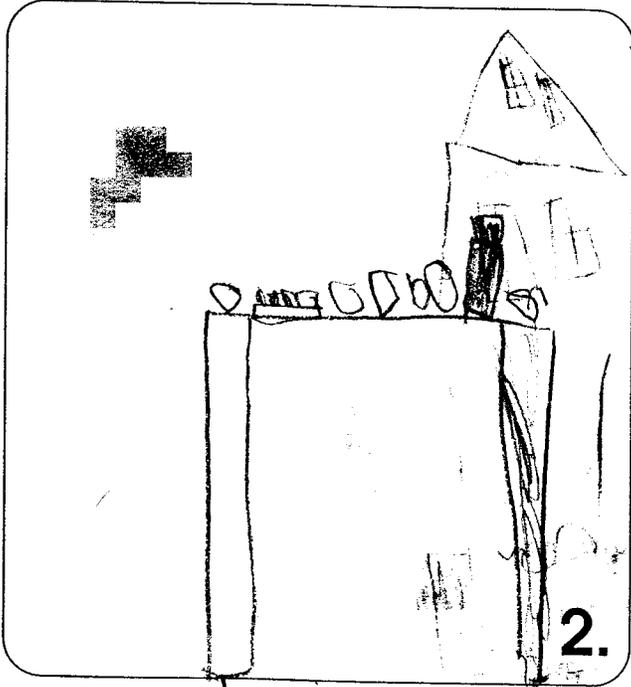
- retells most key story events in sequence; identifies main characters
- locates some specific, relevant details (i.e., included supporting details in writing and in pictures: “day/night,” “heard the cat”)
- makes inferences to describe the characters’ intentions (“ran home where it was safe”) and feelings (“they were scared”)

## Beginning



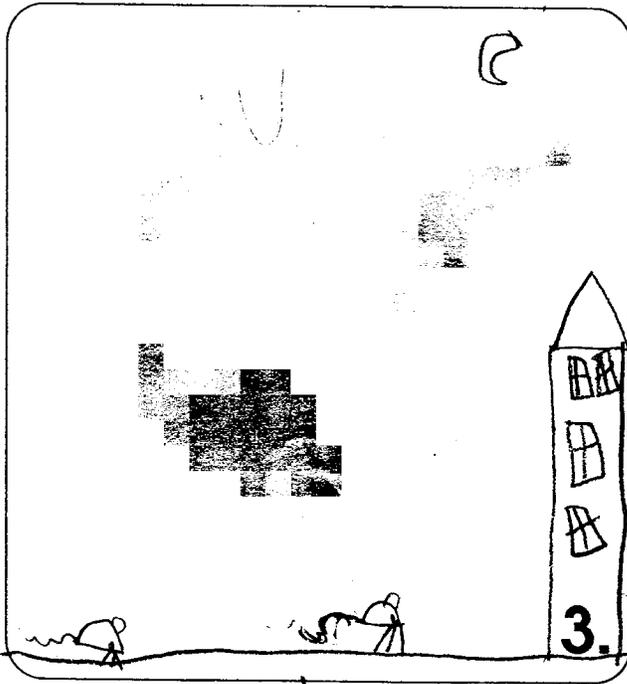
The town mouse  
came to visit  
the country mouse

## Middle



They ate and ate  
but they had a  
e. dog and a cat.  
They wr scind.

End



The country mouse  
ran home when it  
was safe.