

First Grade Theme 10 Story Selection

Student Name: _____

Date: _____

	Questions	Excellent Progress	Good Progress	Some Progress	Needs Improvement
Phonics	(Questions 1-6) 6 points M. C.	6	5-4	3	2-0
High Frequency Words	(Questions 1-5) 5 points M.C.	5	4-3	2	1-0
Making Predictions	(Questions 1-5) 4 points M. C. 3 points Open Ended	7	6-5	4-3	2-0
Sequence of Events	(Questions 1-5) 4 points M. C. 3 points Open Ended	7	6-5	4-3	2-0
Cause and Effect	(Questions 1-5) 4 points M.C. 3 points Open Ended	7	6-5	4-3	2-0
Writing & Language/ Proofreading	(Questions 1-4) 4 points	4	3	2	1-0
Writing & Language/ Research Report	8 points Rubric Score x 2	8	6	4	2

Total score: / 44

Open Ended Rubric

Making Predictions: The Flute

3 points: Answer written as a statement. (Restates Question)
1 accurate example listed.

2 points: Answer written as a statement. (Restates Question)
No accurate example listed.

--OR--

Answer not written as a statement.
1 accurate example listed.

1 point: Answer not written as a statement.
0 accurate examples listed.

0 points: Incomplete or no work shown.

Sequence of Events: A New Kind of Pet

3 points: Answer written as a statement. (Restates Question)
1 accurate detail listed.

2 points: Answer written as a statement. (Restates Question)
No accurate detail listed.

--OR--

Answer not written as a statement.
1 accurate detail listed.

1 point: Answer not written as a statement.
0 accurate details listed.

0 points: Incomplete or no work shown.

Cause and Effect: What a Good Dog!

3 points: Answer written as a statement. (Restates Question)

2 points: Answer written as a statement. (Restates Question)

No accurate prediction listed.

--OR--

Answer not written as a statement.

1 accurate prediction listed.

1 point: Answer not written as a statement.

0 accurate predictions listed.

0 points: Incomplete or no work shown.

Writing and Language: Writing Instructions

Score	0	1	2	3	4
Criteria	Illegible or no answer	Does not meet the criteria for instruction; includes few sentences, with little or no sense of sequence; time-order words are not used; sentences are unclear; mistakes interfere with comprehension	Meets the criteria minimally; tells some, but not all, of what is needed; uses form of instructions but sequence is illogical; uses time-order words minimally or not at all; sentences not always clear.	Meets some criteria; tells most of what is needed; steps are logically sequenced; some time-order words are used; instructions are readable.	Meets the criteria for instructions; tells everything that is needed; steps are clear and sequenced correctly; time-order words are used correctly; instructions are easy to follow.
		You can do things. Ride a bike. I need a bike.	How to Fingerpaint You need paints and your fingers. Place newspaper on the table. Make a pretty picture.	How to Draw a Cat Get a pencil and some paper. Draw a circle for its head. Draw another circle for its body. Then put in eyes and a nose and a mouth. Draw point ears and a tail. Color it black or yellow.	How to Make a Sandwich To make a sandwich, you need bread. You need something to put between the slices, such as peanut butter. First, get out two slices of bread. Next spread peanut butter on on slice. Last, put the other slice of bread on top of the peanut butter. Enjoy your sandwich.

Phonics

Read each sentence. Then fill in the circle next to the word that completes the sentence.

1. Marge says, "I need _____ paint!"

- ☐ more
- ☐ mark
- ☐ moose

2. Mom goes to the _____ to get the paint.

- ☐ sort
- ☐ star
- ☐ store

3. Dad says, "Marge, you need to _____ that paint."

- ☐ herd
- ☐ burn
- ☐ stir

4. Bart asks if painting stars is _____ work.

☐ her

☐ hard

☐ dirt

5. Bart wants to have a _____ painting big stars.

☐ torn

☐ tar

☐ turn

6. He plans to paint the _____ stars of all.

☐ big

☐ bigger

☐ biggest

High Frequency Words

Read each sentence. Then fill in the circle next to the word that completes the sentence.

1. We were playing _____ the best team in town.

- ☐ against
- ☐ divide
- ☐ thoughts

2. It was only the third _____ of the game.

- ☐ eyes
- ☐ began
- ☐ minute

3. The other team _____ had a home run.

- ☐ head
- ☐ present
- ☐ already

4. Their player hit the ball, but I _____ it.

- ☐ begin
- ☐ caught
- ☐ sure

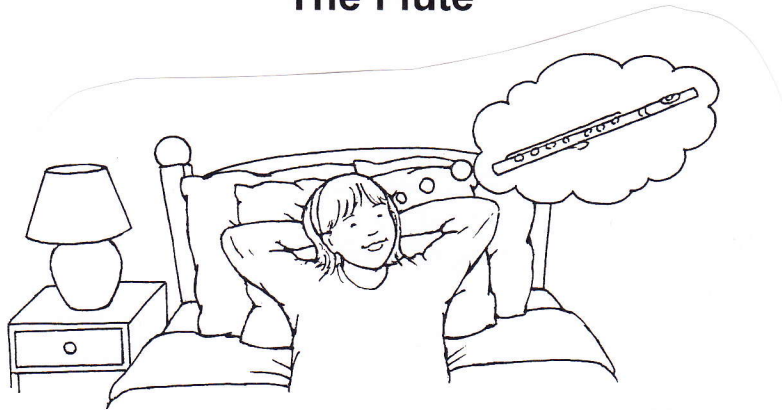
5. It was our turn to bat, but would we be _____
to catch up?

- ☐ break
- ☐ able
- ☐ above

Making Predictions

Read each part of the story. Then read each question and fill in the circle next to the best answer. Look back in the story for help.

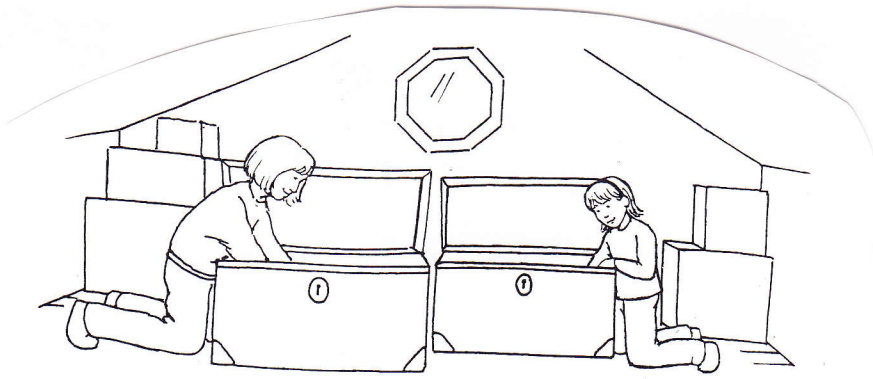
The Flute



Sue wanted to learn to play the flute. Her mom had once played the flute. Sue's mom still had the flute, but it was packed away somewhere.

1. What do you think Sue will do next?

- ☐ learn to play the drums
- ☐ go to the store to buy a flute
- ☐ ask if she can use her mother's flute



Sue and her mom looked everywhere, but they could not find the flute. "Maybe I gave it away," said Mom.

"Did you give it to Bob?" asked Sue. "He used to play the flute, too, didn't he?"

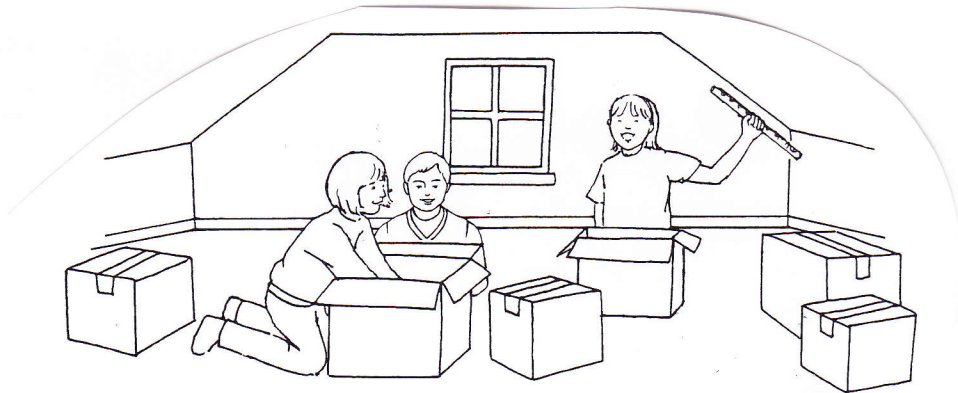
"He did," said Mom.

2. What do you think Sue and Mom will do?

- ☐ drive away
- ☐ call Bob
- ☐ forget about the flute

3. What will they ask Bob?

- ☐ if he has the flute
- ☐ if he needs a new flute
- ☐ if he broke the flute



Bob did have Mom's flute.

"Oh, good!" said Sue. "May I please use it?"

"I can even show you how to play it," said Bob. "But you'll have to come here so I can teach you. Maybe your mom can drive you."

4. What do you think Sue will do next?

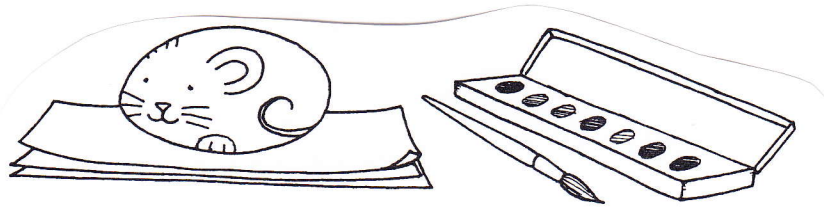
- ☐ ask Bob about his garden
- ☐ ask Mom if she will drive her to Bob's
- ☐ ask Mom about school

5. If there was more to this story, what do you think would happen next. Write one sentence telling what you think would happen next.

Sequence of Events

Read the story. Then read each question. Fill in the circle next to the best answer. Look back at the story for help.

A New Kind of Pet



Here is how to make a pet rock.

First, find a round rock or a stone. Look for one that's not too big. A rock about the size of your hand will do.

Use soap and water to clean the rock. Then let it dry. That may take some time.

When the rock is dry, get out your paints. Choose the colors you want to use. Paint eyes, a mouth, and a nose on the rock. Paint some fur, too, if you wish.

Now put your pet to work. Your pet can hold down papers. It can make your desk look nice. Making a pet rock is fun!

1. If you want to make a pet rock, what is the first thing you do?

- ☐ Draw a picture of your hand.
- ☐ Get out your paints.
- ☐ Find a round rock or stone.

2. What do you do after you find a good rock?

- ☐ Clean the rock with soap and water.
- ☐ Soak the rock in brown paint.
- ☐ Make some fur for the pet.

3. What do you do after you wash the rock?

- ☐ Put the pet rock to work.
- ☐ Use soap and water to clean the rock.
- ☐ Let the rock dry.

4. What do you do after the rock is dry?

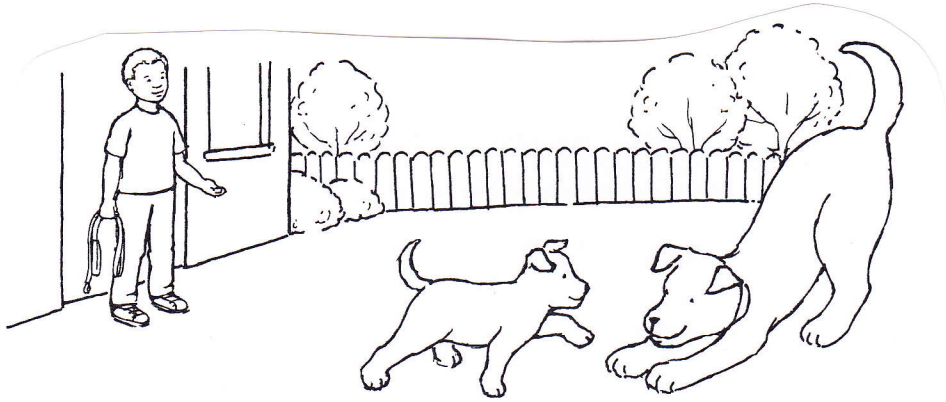
- ☐ Clean it again and again.
- ☐ Paint a face on it.
- ☐ Put it on your papers.

5. What is the last thing you do with your pet rock? Give an example from the story.

Cause and Effect

Read the story. Then read each question. Fill in the circle next to the best answer.

What a Good Dog!



If you have a dog, you need to train it. Big dogs need to be trained, and so do small ones.

Many dogs like to jump up on people. Most of the time, they are just being friendly. They may want to give the person's face a lick. But a big dog can knock a person over when it jumps. A small dog with mud on its paws can get a person dirty. That's why you need to teach your dog not to jump up.

Dogs also need to know how to walk with people. Teach your dog not to pull you where it wants to go. Teach your dog to walk by your side. Teach it to stop when you stop.

1. Why shouldn't big dogs jump up on people?

- ☐ Big dogs may knock people down.
- ☐ Big dogs may be friendly.
- ☐ Big dogs may walk with you.

2. Why shouldn't small dogs jump up on people?

- ☐ The dogs may get sick.
- ☐ The dogs may get a pet.
- ☐ The dogs may get people dirty.



3. Why does a dog need to be trained to walk with you?

- ☐ so it won't grow
- ☐ so it won't pull you where it wants to go
- ☐ so it can eat treats



You have to work hard to train a dog. If your dog does what you say, give it a treat. Say, "Good dog!" Then rub your dog's chest and say it again. Your dog will love it and people will love your dog.

4. What else can you do so a dog will learn from you?

- ☐ Yell at the dog.
- ☐ Rub the dog's chest
- ☐ Let the dog jump up.

5. Using the story to help you, write the reason you would give your dog treats.

Writing and Language (Proofreading)

Read the sentences.

Circle one mistake in each sentence. You will find two spelling mistakes. You will also find one mistake in a word used to compare. You will find one mistake in a word that describes how something feels.

Example: Marge and Bart are in the yrd.

1. "The sky is getting drk!" says Marge.
"A storm is coming!"
2. Marge and Bart run fer the playhouse.
3. Marge runs fastest than Bart.
4. The rain gets Bart dry before he reaches the house.

Writing and Language

In We Can Do It! you read that people can do things they set out to do if they try. Think of something you would like to teach someone else to do. Try to think of something that is easy to tell others how to do. Write instructions for doing that thing.

Remember to

- tell the things you will need,
- write steps in the correct order,
- use time-order words to tell what to do first, next, and last.

Before you start writing, make a chart.

- Write the things you need in the top box.
- In the other boxes, write what you do first, next, and last.

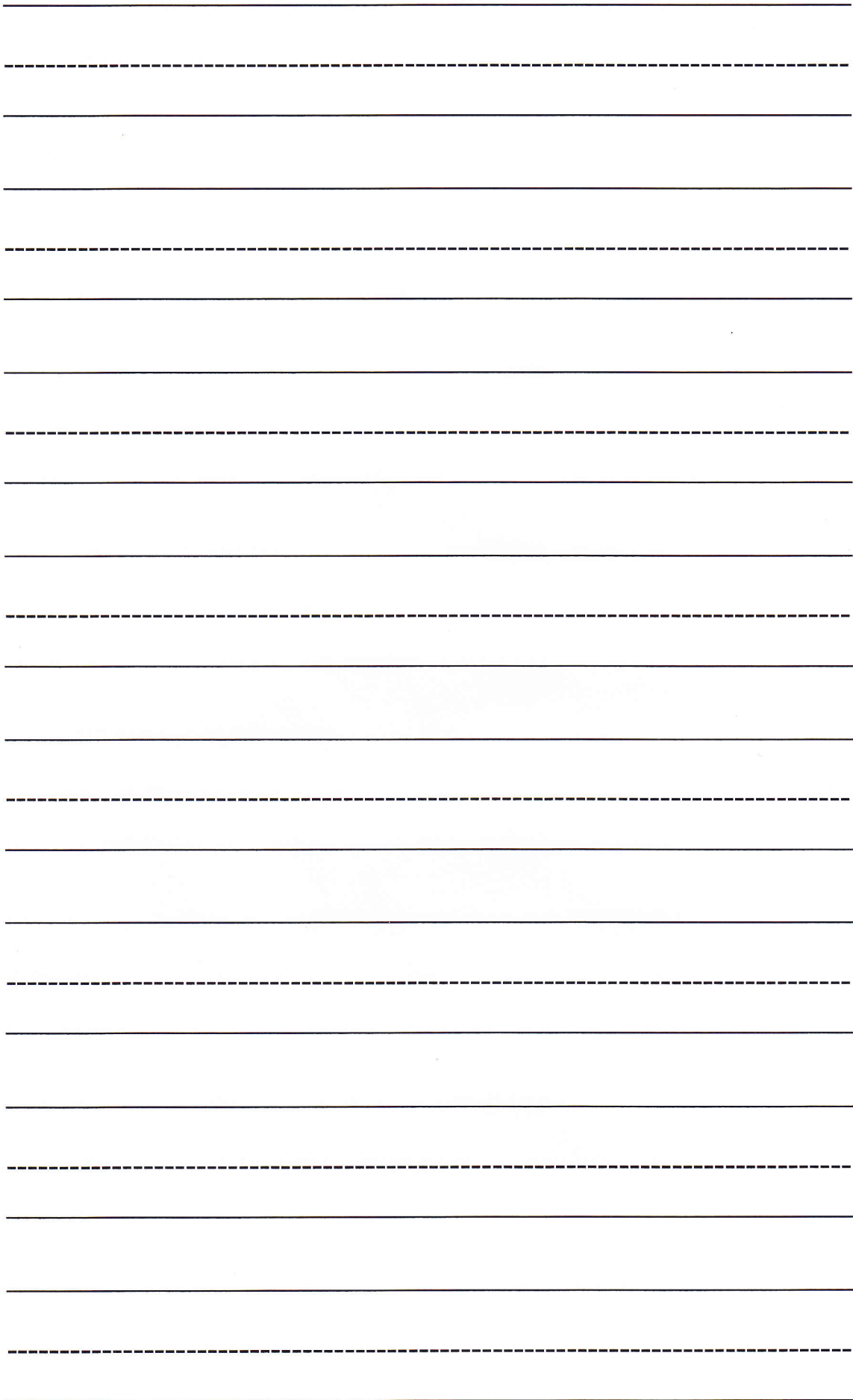
What I Need

What I Do First

What I Do Next

What I Do Last

Write your instructions.



A series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines arranged vertically down the page.