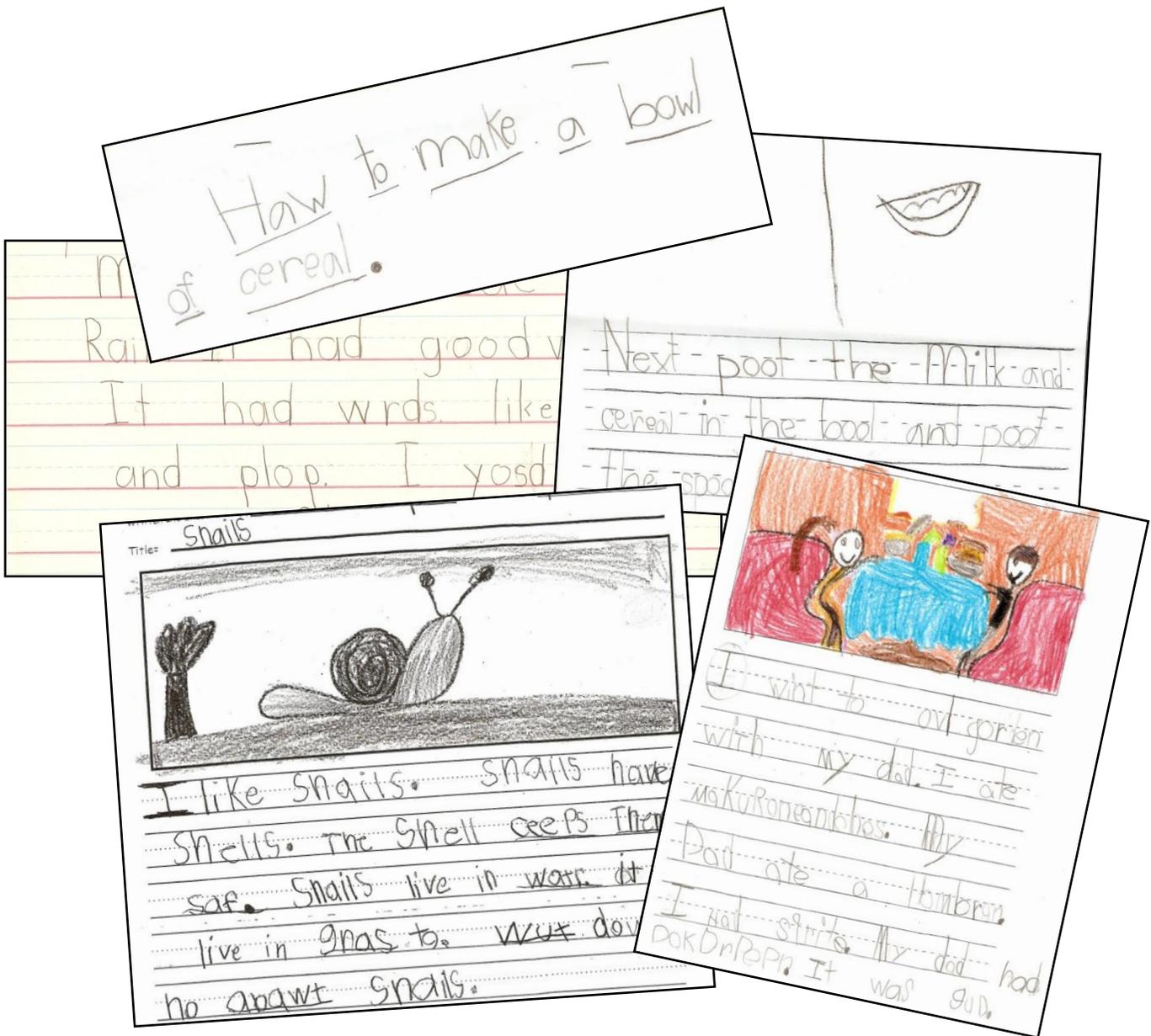


# 1st Quarter First Grade Samples of Proficient Writing

## FIRST GRADE

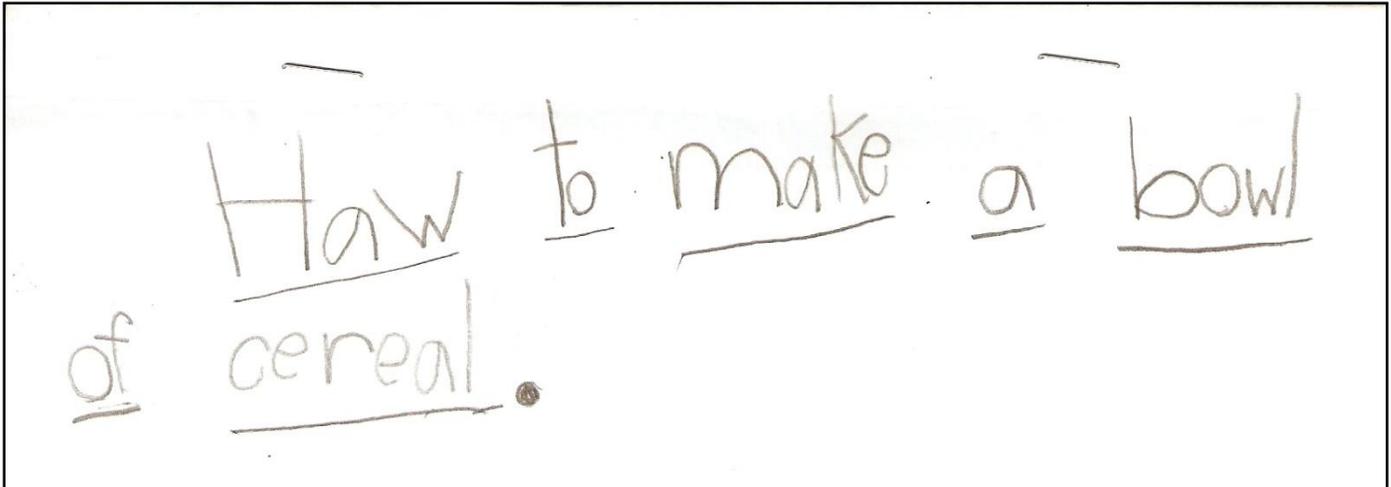
This is a collection of writing samples collected from first grade students at the end of the first quarter of 2011. Teachers were asked to submit *point in time* examples of proficient performance of the first grade writing standards.

Although the style, sentence formation, usage, and mechanics covered in the language standards were considered, the primary focus for selection was the content covered in the writing standards. Annotations are included.

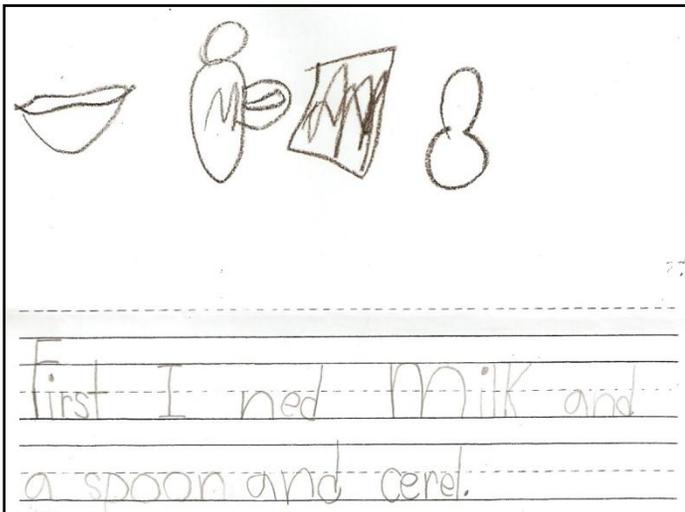


**FIRST QUARTER WRITING STANDARD**

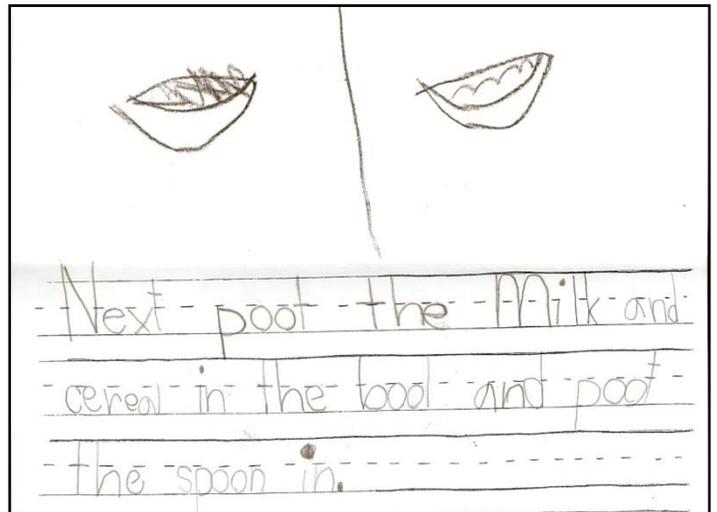
**W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**



How to Make a Bowl of Cereal



First, I need milk and a spoon and cereal.



Next, put the milk and cereal in the bowl and put the spoon in.

## 1st Quarter First Grade Samples of Proficient Writing

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Last, I can eat it.

### Annotation

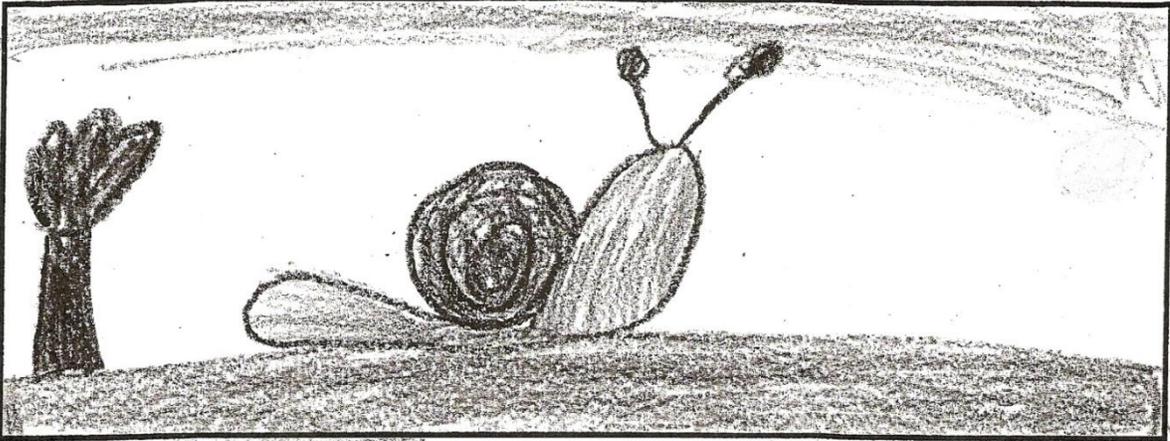
The writer of this piece

- **names a topic.**
  - *How to Make a Bowl of Cereal*
- **writes an explanatory text.**
- **supplies some facts.**
  - *First, I need milk and a spoon and cereal.*
  - *Next, put the milk and cereal in the bowl and put the spoon in.*
- **provided some sense of closure.**
  - *Last, I can eat it.*

## 1st Quarter First Grade Samples of Proficient Writing

WRITING SAMPLE

Title= Snails

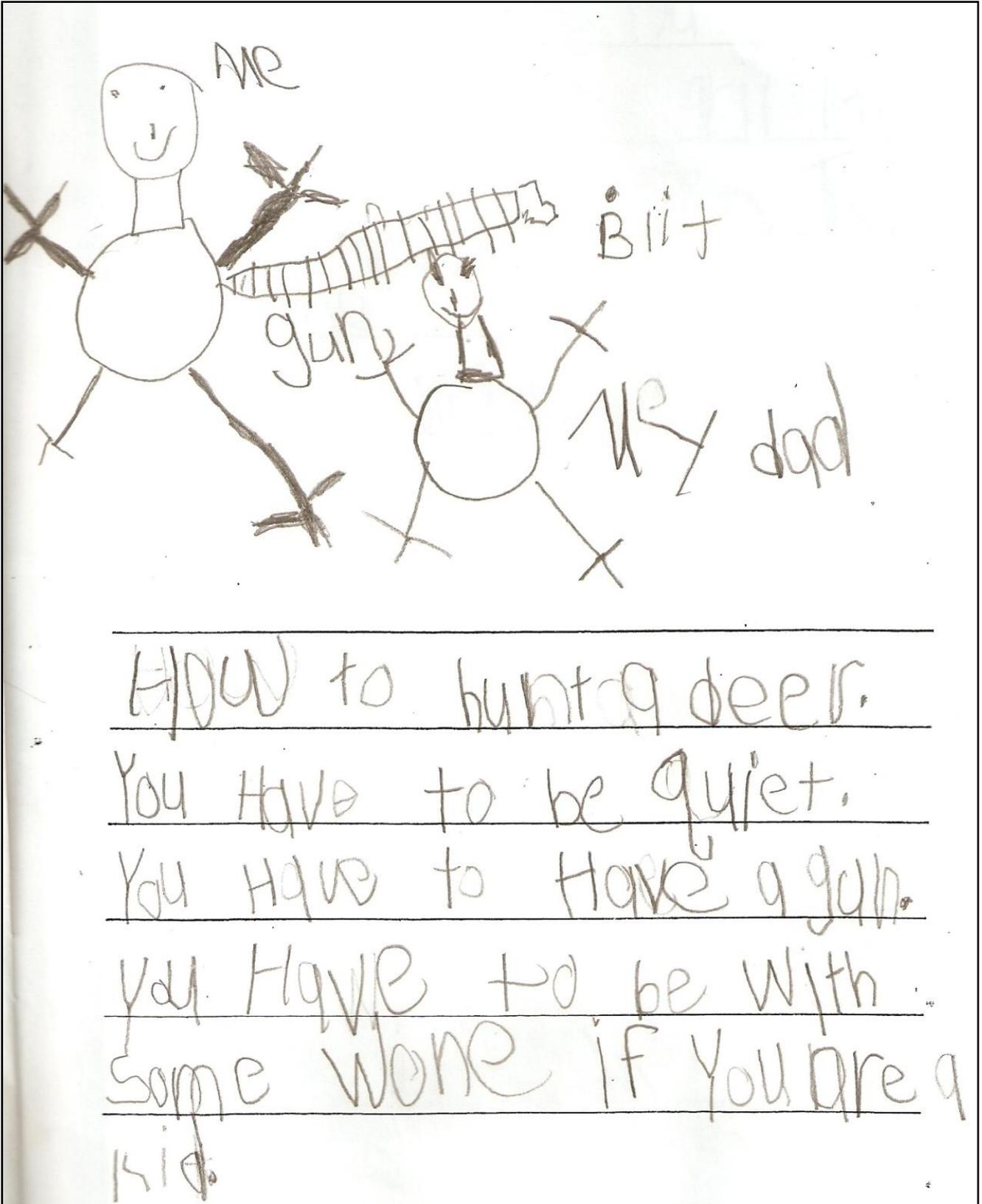


I like snails. Snails have shells. The shell keeps them safe. Snails live in water. It can live in grass too. What do you know about snails?

### Annotation

The writer of this piece

- **names a topic.**
  - *Snails*
- **writes an informative text.**
- **supplies some facts.**
  - *I like snails. Snails have shells. The shell keeps them safe. Snails live in water. It can live in grass too.*
- **provided some sense of closure.**
  - *What do you know about snails?*



You have to watch  
for deer. if you spot  
one you should grill it.  
or you can cook them  
in the stove. some  
times you can cook  
them on the stove.  
that's how you hunt  
deer.

**Annotation**

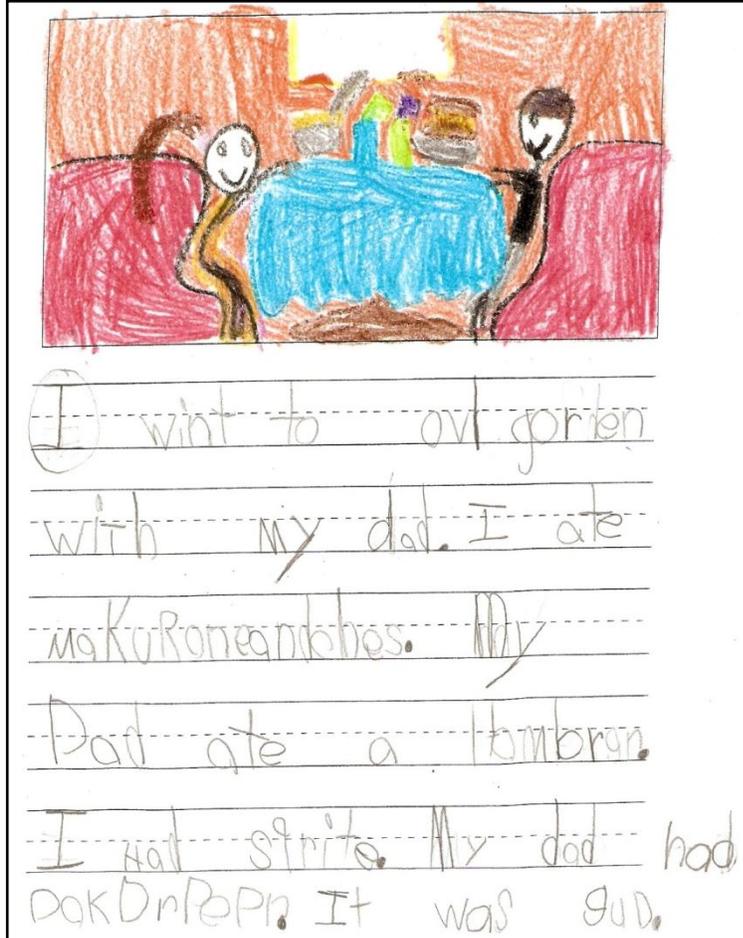
The writer of this piece

- **names a topic.**
  - *How to Hunt Deer (cover not shown)*
- **writes an explanatory text.**
- **supplies some facts**
  - *How to hunt a deer. You have to be quiet. You have to have a gun. You have to be with someone if you are a kid. You have to watch for deer. If you shoot one, you should grill it or you can cook them in the stove. Sometimes you can cook them on the stove.*
- **provided some sense of closure.**
  - *That's how you hunt deer.*

# 1st Quarter First Grade Samples of Proficient Writing

## ADDITIONAL STANDARDS (not specifically taught in first quarter)

W.1.3 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.



### Annotation

The writer of this piece

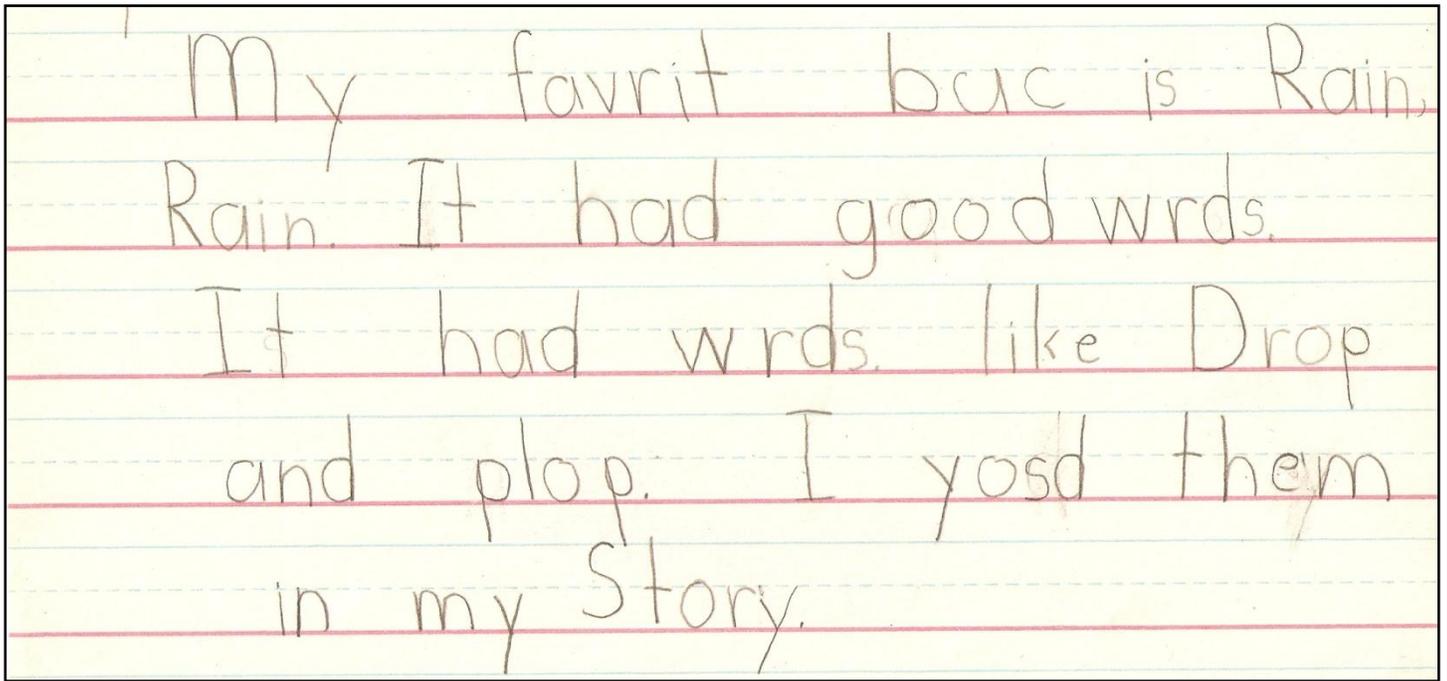
- **writes a narrative recounting two or more appropriately sequenced events.**
  - *I went to Olive Garden with my dad. I ate macaroni and cheese. My dad ate a hamburger. I had Sprite. My dad had Dr. Pepper.*
- **includes some details**
  - *macaroni and cheese, hamburger, Sprite, Dr. Pepper*
- **provided some sense of closure.**
  - *It was good.*

**NOT EVIDENT YET-** use temporal words to signal event order

## 1st Quarter First Grade Samples of Proficient Writing

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**W.1.1. 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.**



### Annotation

The writer of this piece

- **writes an opinion and names the book.**
  - *My favorite book is Rain Rain.*
- **supplies a reason**
  - *It had good words. It had words like drop and plop. I used them in my story.*

**NOT EVIDENT YET- provide some sense of closure.**