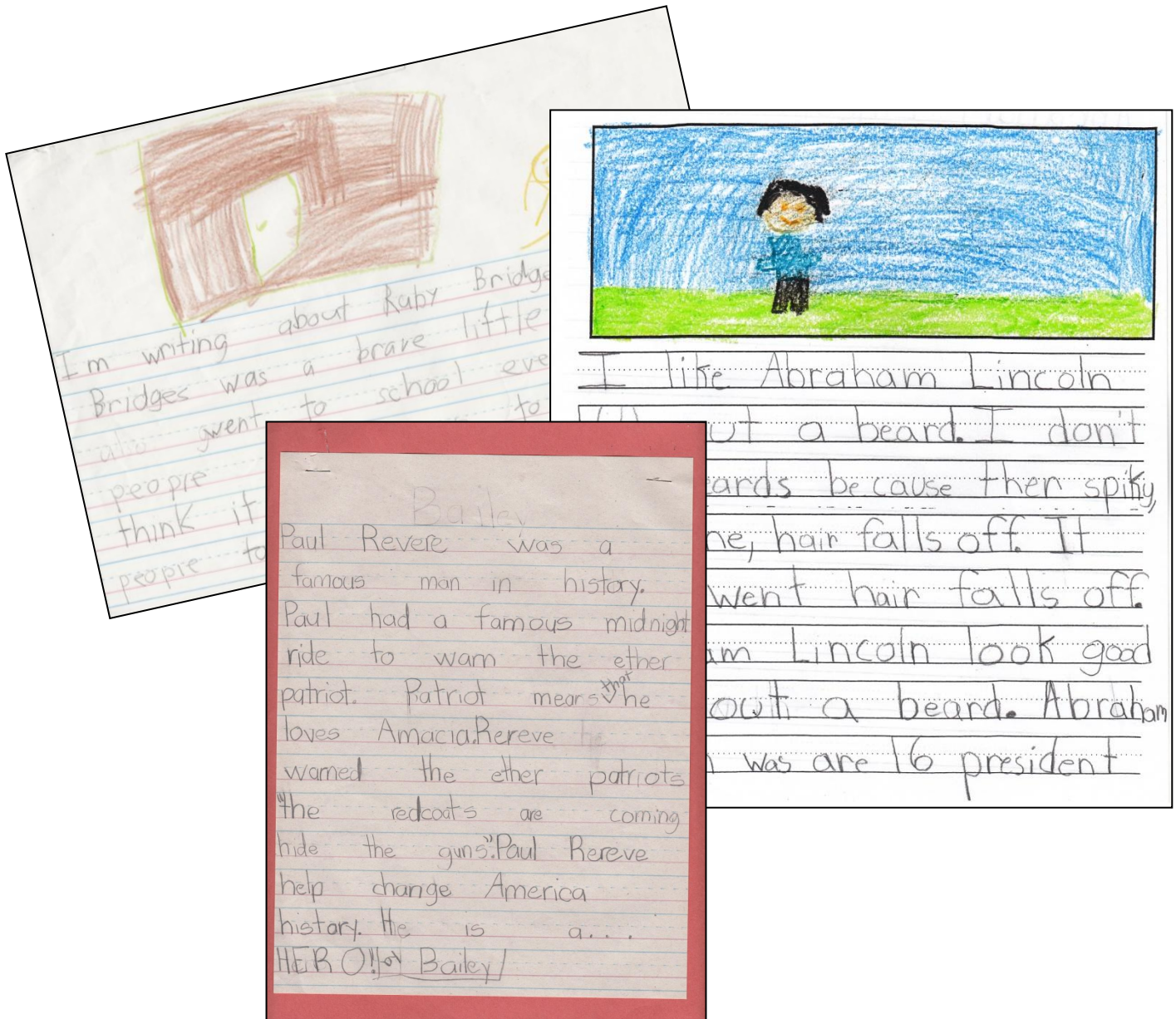


3rd Quarter First Grade Samples of Proficient Writing

FIRST GRADE

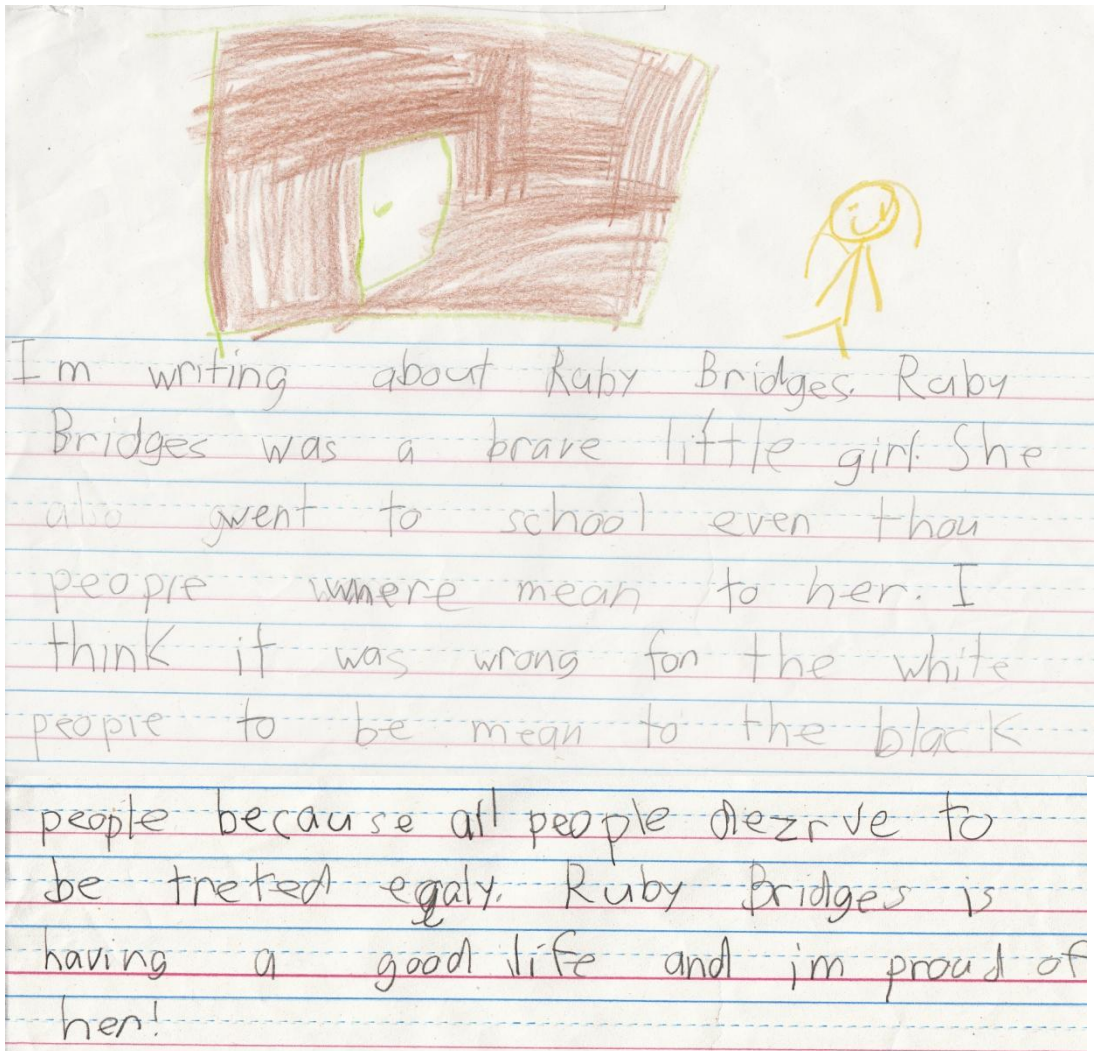
This is a collection of writing samples collected from first grade students at the end of the third quarter of 2011- 2012. Teachers were asked to submit *point in time* examples of proficient performance of the first grade writing standards.

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.



3rd Quarter First Grade Samples of Proficient Writing

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

- **introduces a topic.**
 - *I'm writing about Ruby Bridges.*
- **states an opinion.**
 - *Ruby Bridges was a brave little girl.*
- **supplies a reason for the opinion.**
 - *She went to school even though people were mean to her. I think it was wrong for the white people to be mean to the black people because all people deserve to be treated equally.*
- **provides some sense of closure.**
 - *Ruby Bridges is having a good life and I'm proud of her!*

3rd Quarter First Grade Samples of Proficient Writing



I like Abraham Lincoln
with out a beard. I don't
like beards because their spiky
Scratche, hair falls off. It
Gros went hair falls off.
Abraham Lincoln look good
With out a beard. Abraham
Lincoln was are 16 president

Of the younigt in Stats.
Abraham Lincoln was a
good president.

Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
 - *I like Abraham Lincoln without a beard.*
- **supplies some reasons for the opinion.**
 - *I don't like beards because their spiky, scratchy hair falls off. Abraham Lincoln looks good without a beard.*
- **provides some sense of closure.**
 - *Abraham Lincoln was our 16th president of the United States. Abraham Lincoln was a good president.*

I think a cat is a better pet because they have litter boxes. So you don't have to let them go outside. I like cats because they don't run away. That's my opinion of my favorite pet between a dog and a cat.

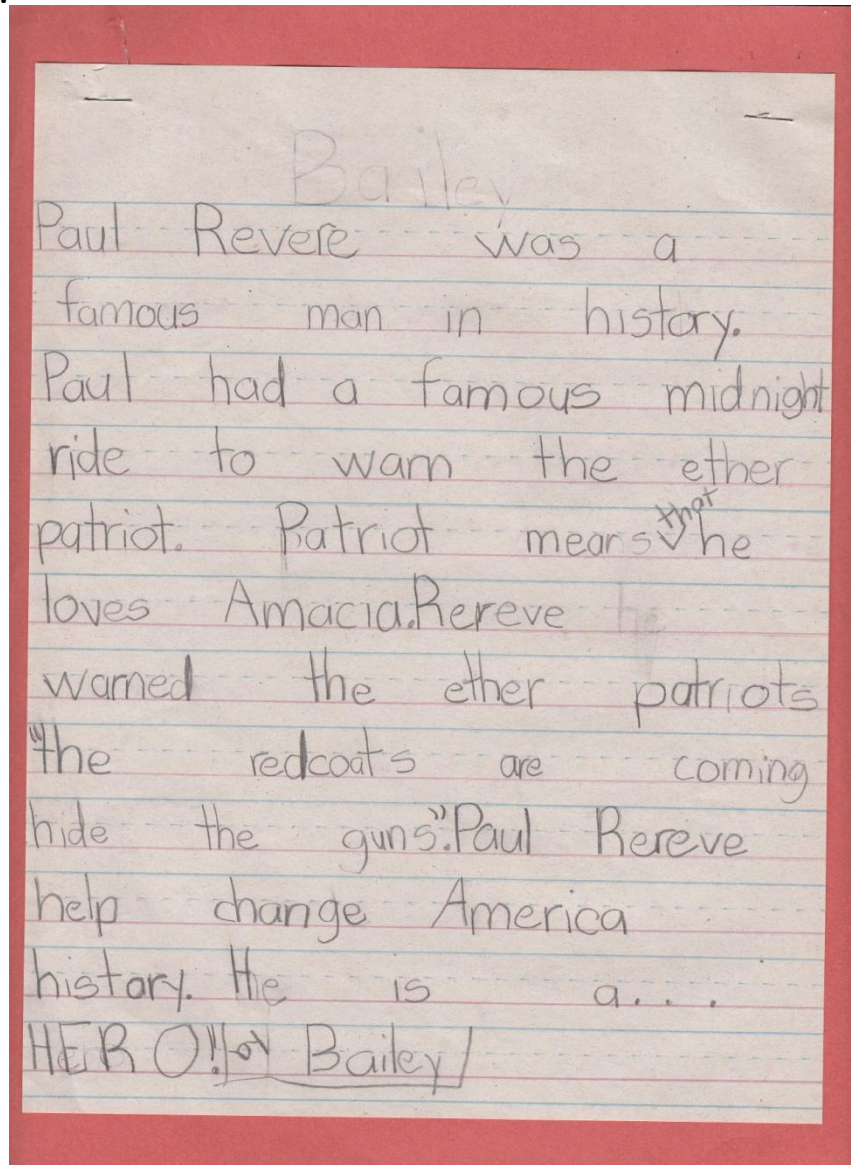
Annotation

The writer of this piece

- **introduces a topic and states an opinion.**
 - *I think a cat is a better pet...*
- **supplies some reasons for the opinion.**
 - *...because they have litter boxes. So you don't have to let them go outside. I like cats because they don't run away.*
- **provides some sense of closure.**
 - *That's my opinion of my favorite pet between a dog and a cat.*

3rd Quarter First Grade Samples of Proficient Writing

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.



Annotation

The writer of this piece

- **names a topic.**
 - *Paul Revere was a famous man in history.*
- **writes an explanatory text and supplies some facts about the topic.**
 - *Paul had a famous midnight ride to warn the other patriots.*
 - *Patriot means that he loves America.*
 - *Revere warned the other patriots, "The Red Coats are coming! Hide the guns!"*
- **provides some sense of closure.**
 - *Paul Revere helped change American history. He is a HERO!*

3rd Quarter First Grade Samples of Proficient Writing

I know about tornadoes. They can carry a house to another place. They also can flip three cars over. Tornadoes can hurt lots of people. They can tear down a tall building. If you see a

tornado, you should get in the place that has no wind. Tornadoes are very strong. They can lift a tree up. They can tear down a fence. I think they can suck up water from a pond. Tornadoes are dangerous!

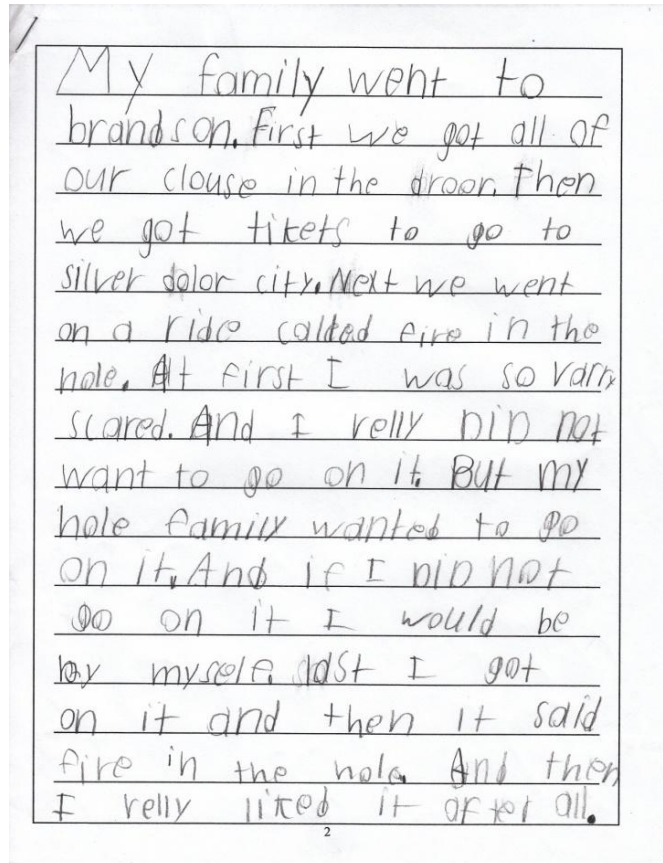
Annotation

The writer of this piece

- **names a topic.**
 - *I know about tornadoes.*
- **writes an informative text.**
- **supplies some facts.**
 - *They can carry a house to another place. They also can flip three cars over. Tornadoes can hurt lots of people. They can tear down a tall building. If you see a tornado you should get in the place that has no wind. Tornadoes are very strong. They can lift a tree up. They can tear down a fence. I think they can suck up water from a pond.*
- **provides some sense of closure.**
 - *Tornadoes are dangerous!*

3rd Quarter First Grade Samples of Proficient Writing

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.

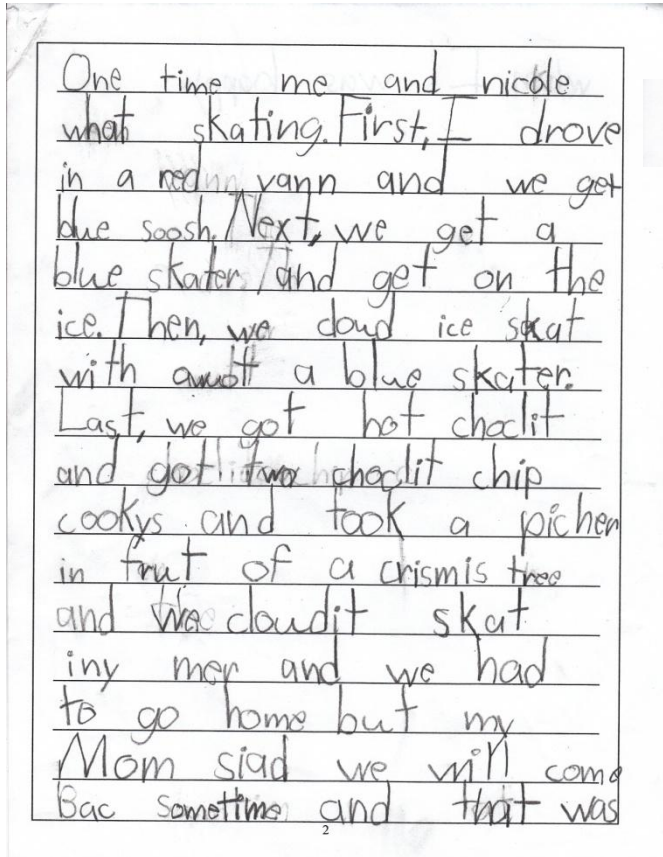


Annotation

The writer of this piece

- **writes a narrative recounting two or more appropriately sequenced events.**
 - *My family went to Branson. First we got all our clothes in the drawer. Then we got tickets to go to Silver Dollar City. Next we went on a ride called Fire in the Hole. At first I was so very scared. And I really did not want to go on it. But my whole family wanted to go on it. And if I did not go on it, I would be by myself. Last I got on it and then it said, "Fire in the hole!"*
- **includes some details.**
 - *all our clothes in the drawer*
 - *Branson, Silver Dollar City, Fire in the Hole*
 - *so very scared*
 - *whole family*
- **uses temporal words to signal event order.**
 - *First, Next, at first, Last*
- **provided some sense of closure.**
 - *And then I really liked it after all.*

3rd Quarter First Grade Samples of Proficient Writing



when I was happy.

Annotation

The writer of this piece

- **writes a narrative recounting two or more appropriately sequenced events.**
 - *One time me and Nicole went skating. First, I drove a red van and we got blue slush. Next we get a blue skater and get on the ice. Then we could ice skate without a blue skater. Last, we got hot chocolate and got two chocolate chip cookies and took a picture in front of a Christmas tree and we couldn't skate anymore and we had to go home but my mom said we will come back sometime and that was when I was happy.*
- **includes some details.**
 - red van, blue slush, blue skater
 - hot chocolate, two chocolate chip cookies
 - picture in front of a Christmas tree
- **uses temporal words to signal event order.**
 - *First, Then, Last*
- **provided some sense of closure.**
 - *...and we had to go home but my mom said we will come back sometime and that was when I was happy.*