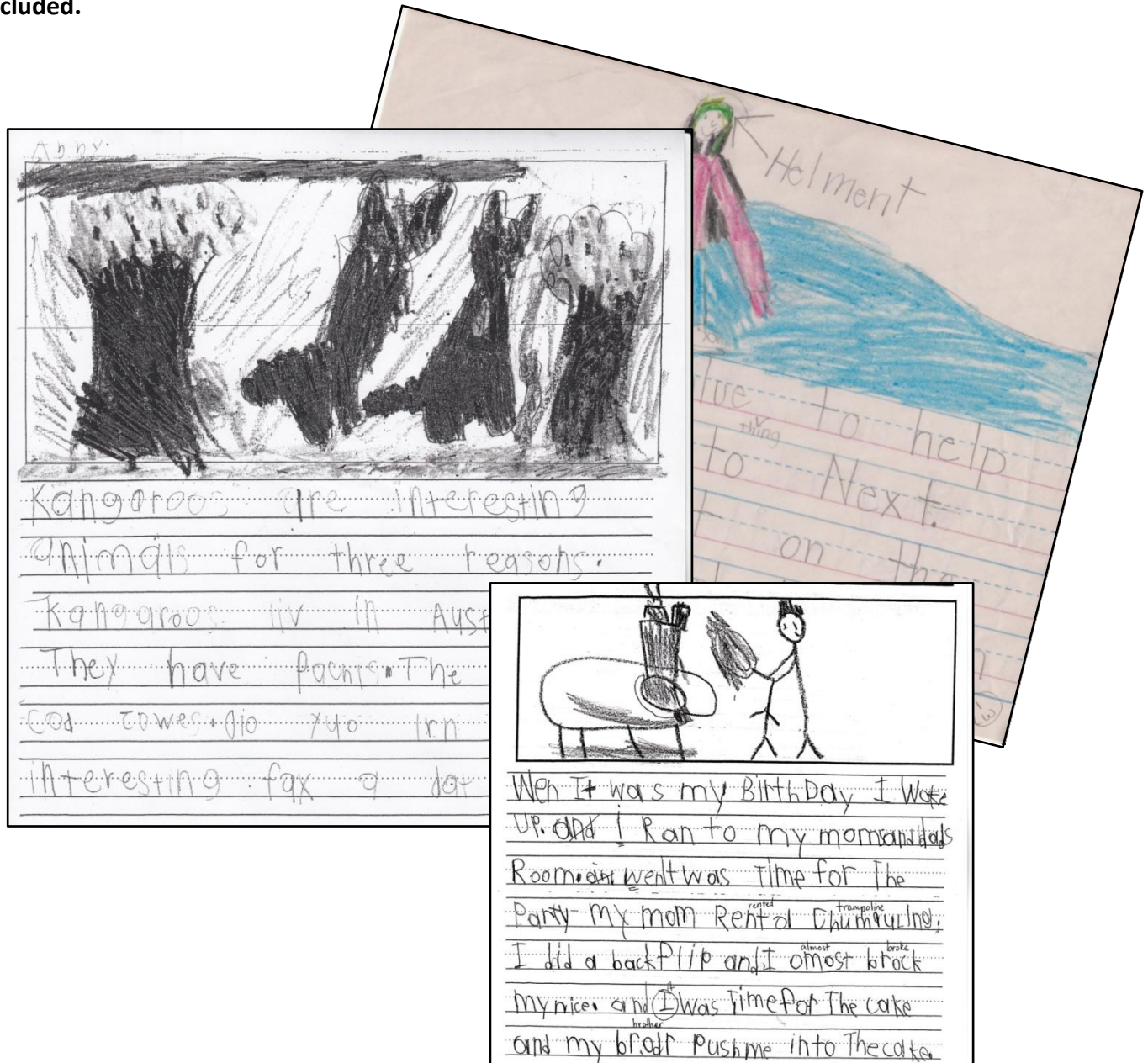


## 2nd Quarter First Grade Samples of Proficient Writing

### FIRST GRADE

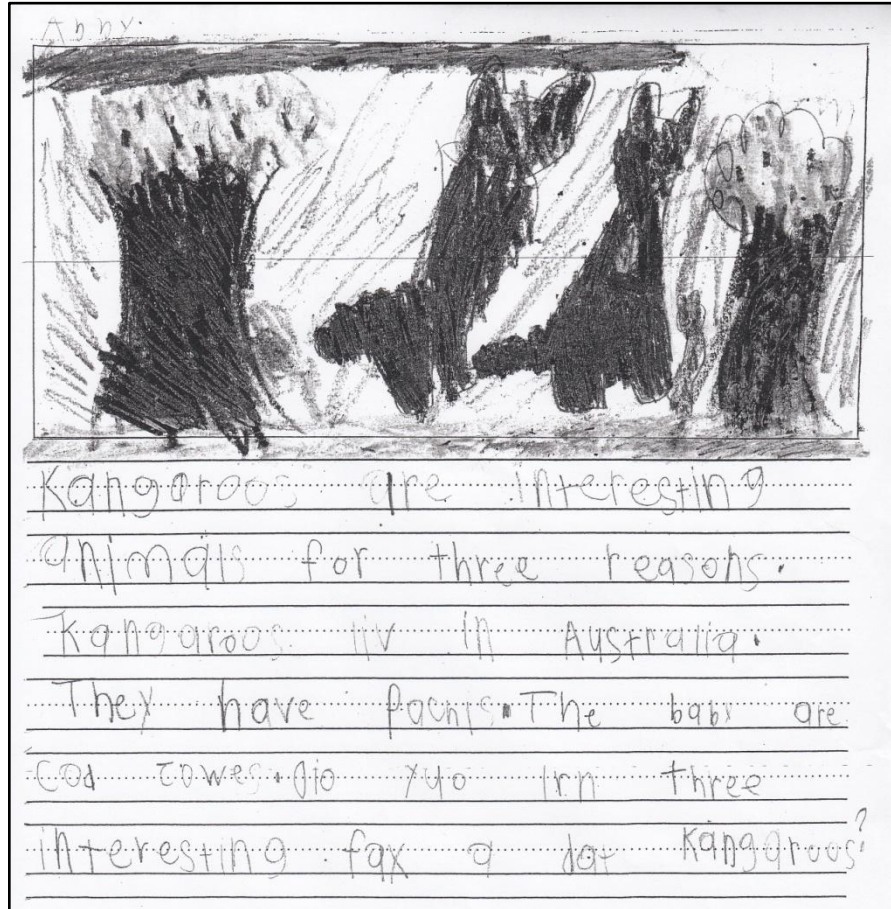
This is a collection of writing samples collected from first grade students at the end of the second quarter of 2011. Teachers were asked to submit *point in time* examples of proficient performance of the first grade writing standards.

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.



### SECOND QUARTER WRITING STANDARDS

**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.

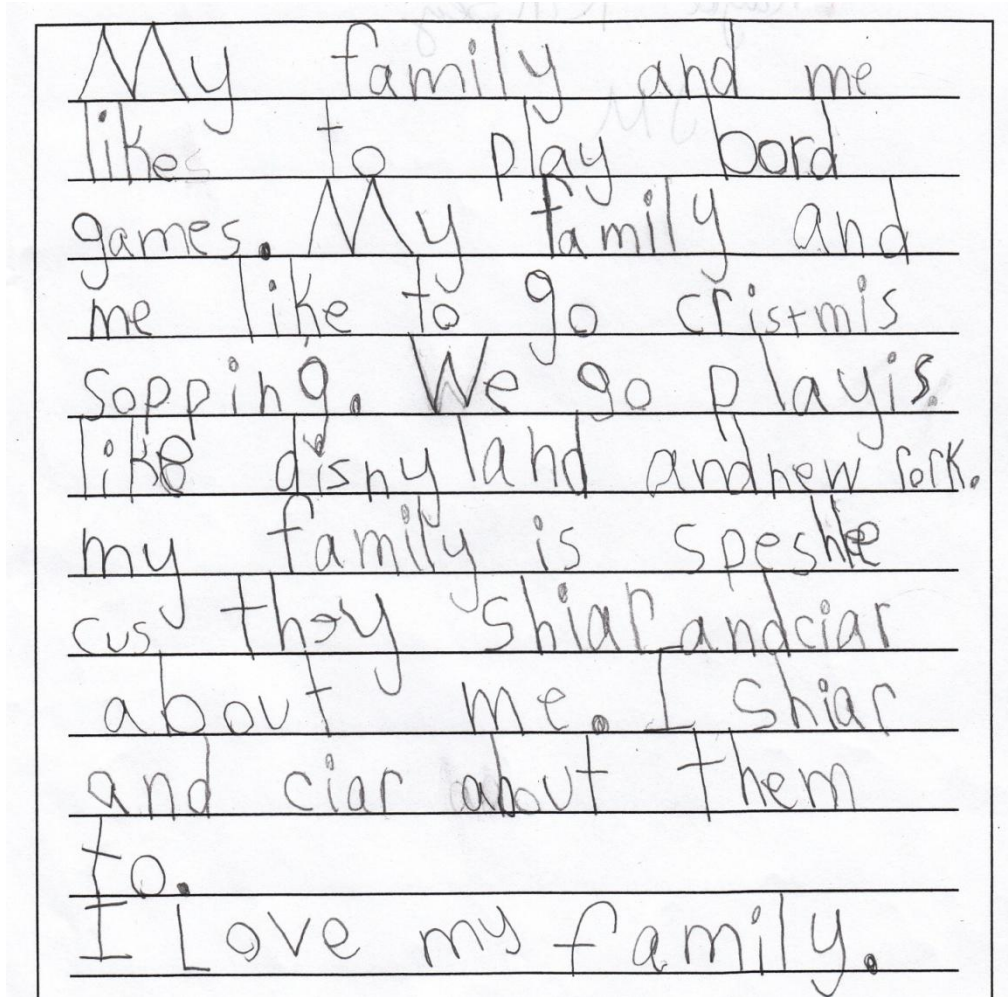


#### Annotation

The writer of this piece

- **names a topic.**
  - *Kangaroos are interesting animals for three reasons.*
- **writes an explanatory text.**
- **supplies some facts.**
  - *Kangaroos live in Australia.*
  - *They have pouches.*
  - *The babies are called joeys.*
- **provides some sense of closure.**
  - *Did you learn three interesting facts about kangaroos?*

## 2nd Quarter First Grade Samples of Proficient Writing



### Annotation

The writer of this piece

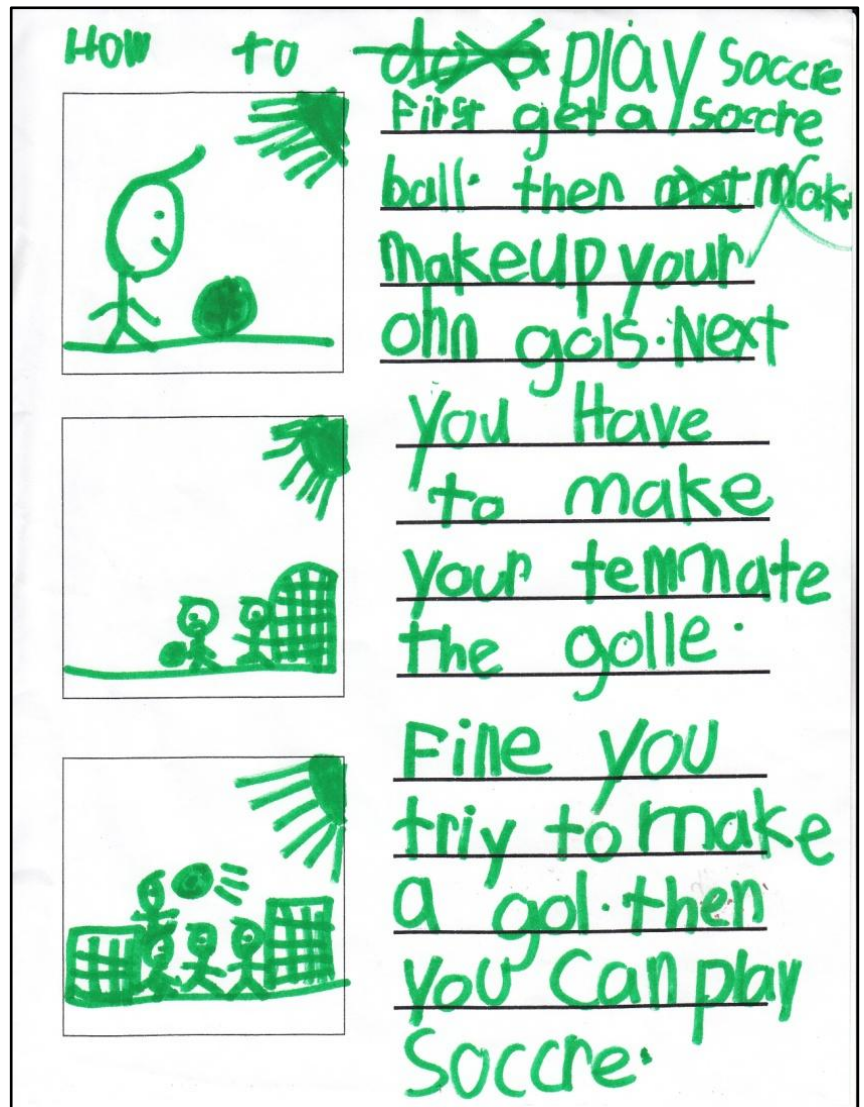
- **names a topic.**
  - *My Family*
- **writes an informative text.**
- **supplies some facts.**
  - *My family and me like to play board games.*
  - *My family and me like to go Christmas shopping.*
  - *We go places like Disneyland and New York.*
  - *My family is special because they share and care about me. I share and care about them too.*
- **provides some sense of closure.**
  - *I love my family.*



## 2nd 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.

W.1.7. Participate in shared research and writing projects (e.g. explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

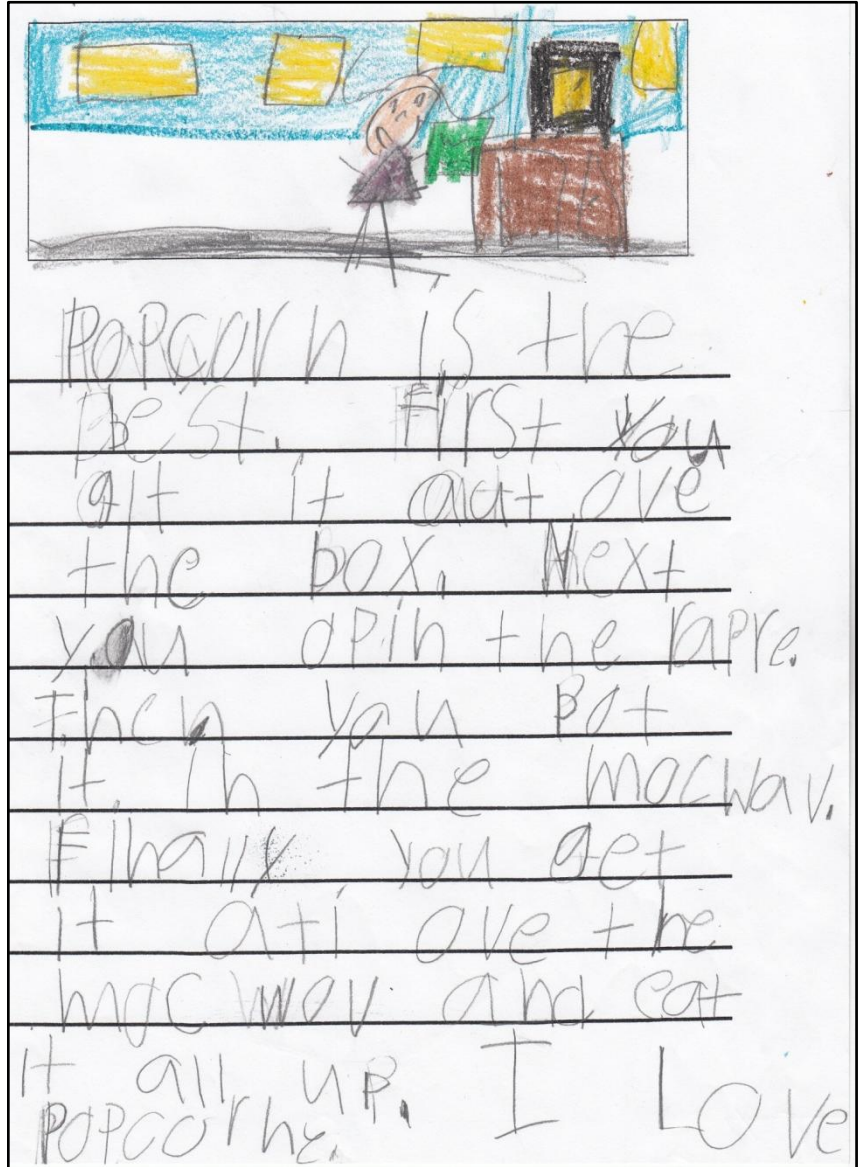


### Annotation

The writer of this piece

- **names a topic.**
  - *How to Play Soccer (title)*
- **writes an explanatory text.**
- **supplies some facts.**
  - *First get a soccer ball. Then make up your own goals.*
  - *Next you have to make your teammate the goalie.*
- **provides some sense of closure.**
  - *Finally you try to make a goal. Then you can play soccer.*

## 2nd Quarter First Grade Samples of Proficient Writing



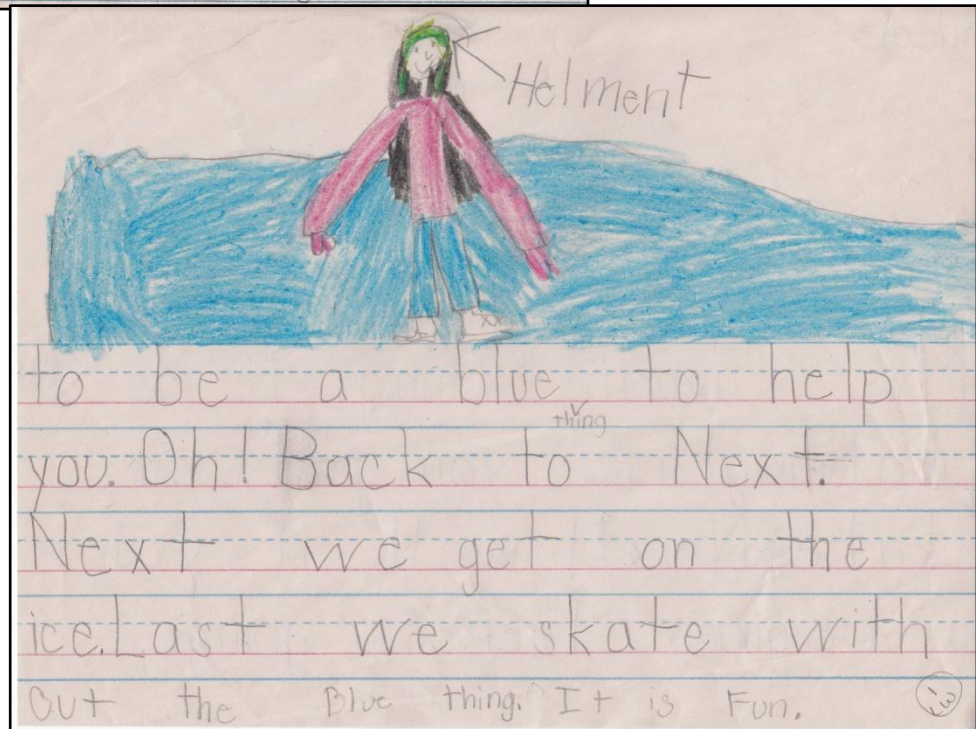
### Annotation

The writer of this piece

- **names a topic.**
  - *Popcorn is the best.*
- **writes an explanatory text.**
- **supplies some facts.**
  - *First you get it out of the box.*
  - *Next you open the wrapper.*
  - *Then you put it in the microwave.*
  - *Finally you get it out of the microwave and eat it all up.*
- **provides some sense of closure.**
  - *I love popcorn.*

## 2nd Quarter First Grade Samples of Proficient Writing

My favorite thing to do is  
skate<sup>ice</sup>ing. First you put on  
skates. Next! well if your  
a beginner there's going



### Annotation

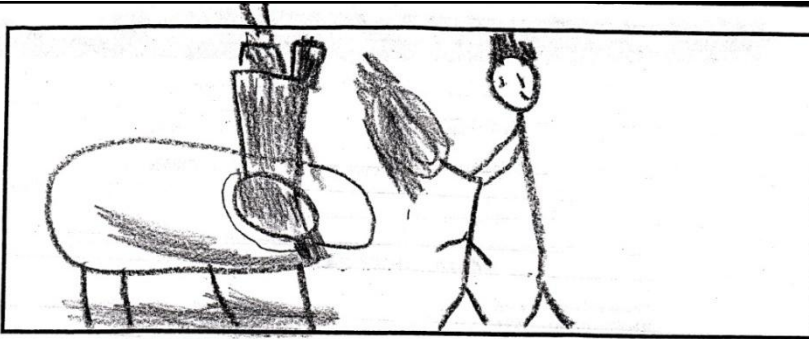
The writer of this piece

- **names a topic.**
  - *My favorite thing to do is ice skating.*
- **writes an explanatory text.**
- **supplies some facts.**
  - *First you put on skates.*
  - *Next! Well if you're a beginner, there's going to be a blue thing to help you.*
  - *Oh! Back to next. Next we get on the ice.*
  - *Last we skate without the blue thing.*
- **provides some sense of closure.**
  - *It is fun.*



## 2nd 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.



**W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

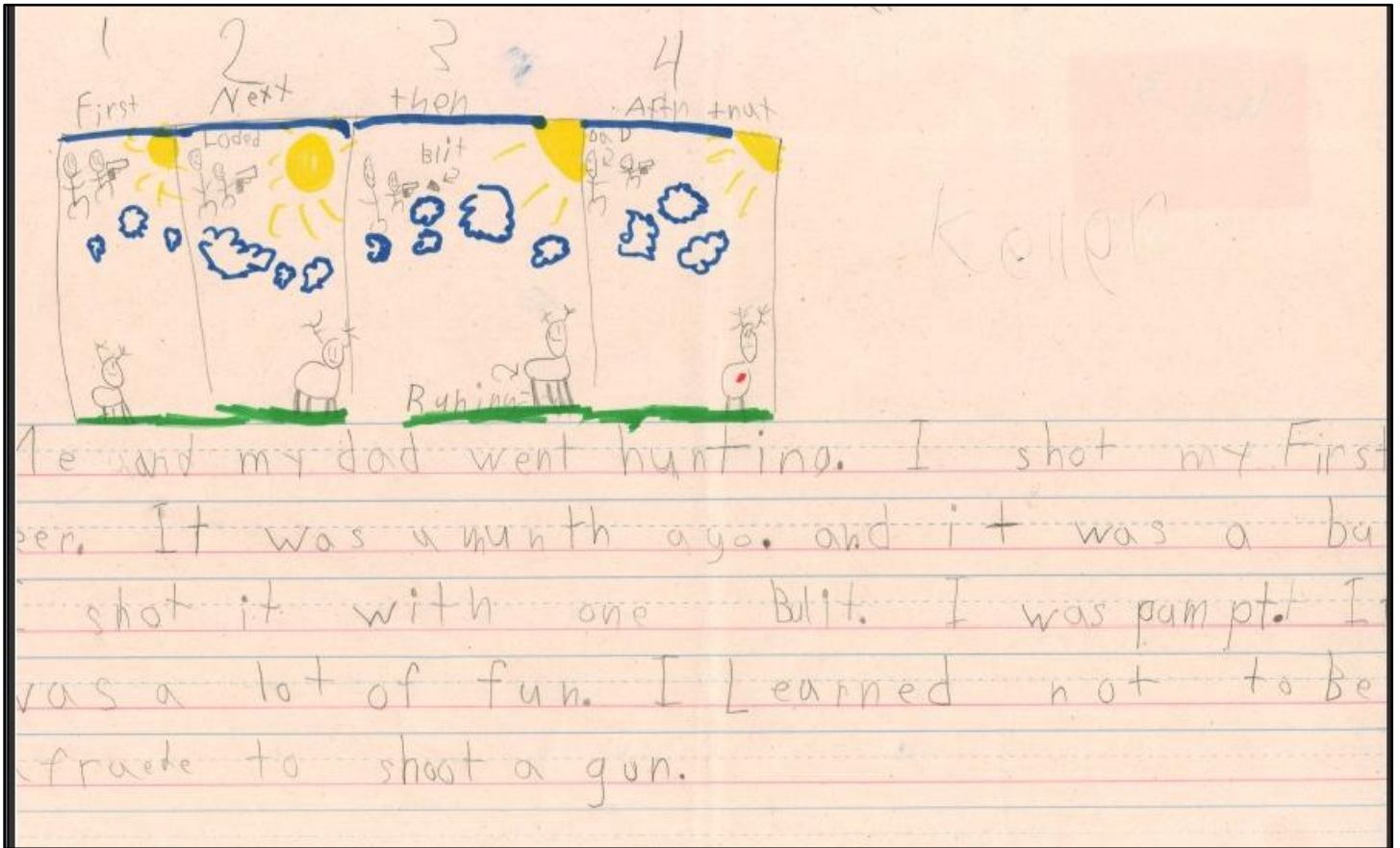
When it was my Birthday I Woke  
up. and I Ran to my mom and dads  
Room. and it was time for the  
Party my mom <sup>rented</sup> a <sup>trampoline</sup> Chumpling,  
I did a back flip and I <sup>almost</sup> <sup>broke</sup> my  
neck. and <sup>it</sup> was time for the cake  
and my <sup>brother</sup> pushed me into the cake.

### Annotation

The writer of this piece

- **writes a narrative recounting two or more appropriately sequenced events.**
  - *When it was my Birthday, I woke up. I ran to my mom and dads room. When it was time for the party, my mom rented a trampoline. I did a back flip and I almost broke my neck. It was time for the cake and my brother pushed me into the cake.*
- **includes some details**
  - *rented a trampoline*
  - *I did a back flip and I almost broke my neck*
- **NOT EVIDENT YET- uses temporal words to signal event order**
  - provided some sense of closure.

## 2nd Quarter First Grade Samples of Proficient Writing



### Annotation

The writer of this piece

- **names a topic.**
  - *Me and my dad went hunting.*
- **writes an explanatory text.**
- **supplies some facts.**
  - *I shot my first deer.*
  - *It was a month ago and it was a buck.*
  - *I shot it with one bullet.*
  - *I was pumped.*
- **uses temporal words to signal event order.**
  - *first, next, then, after that (in illustration)*
- **provided some sense of closure.**
  - *I was a lot of fun. I learned not to be afraid to shoot a gun.*

**NOT EVIDENT YET- use temporal words to signal events (in text).**