

“What should good student writing at this grade level look like?”

The answer lies in the writing itself.

The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

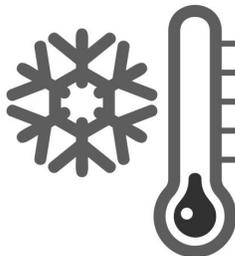
# Writing Standards *in Action*

## Grade 1 English Language Arts

### Inform / Explain

*(Informational Essay)*

Weather in Polar Regions



# Background Information

GRADE

1

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

**Writing Sample Title:** Weather in Polar Regions

**Text Type and Purpose:** Inform / Explain

**Grade level/Content area:** Grade 1 English Language Arts

**Type of Assignment:** Informational Essay

**Standards Addressed:** (W.1.2), (W.1.5), (W.1.8),  
(L.1.1), (L.1.2), (L.3.3)

*See descriptions of these standards  
in the right column of the next page.*

### Highlights:

This sample of student work meets grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Presents a distinct topic
- Has a clear and logical structure
- Develops reasons with relevant facts and supporting details gathered from provided sources
- Uses language effectively to stress the significance of the topic
- Demonstrates command of the conventions of standard English at an appropriate level of complexity

## STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary found in this column describes how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks when applicable.

### Understanding the Standards-Based Commentary

#### 1. Grade-specific standards addressed are:

- Listed in the column to the right of student work by strand, grade, and number (or number and letter, where applicable)
- Marked by a colored block with a letter code, also in the column to the right of student work

EXAMPLE: 

#### 2. Colored arrow blocks beneath each standard in the right column:

- Are of the same color and letter code as the block that marks the standard being addressed
- Mark standards-based commentary related to the standard being addressed
- Appear in alphabetical order

EXAMPLE: 

#### 3. Corresponding colored arrow blocks within the text:

- Set off sections of student work to which commentary applies
- Do not necessarily appear in alphabetical order—but where evidence of a particular standard exists

EXAMPLE: (begin)  section  (end)

CONTINUED 



**Instructional Practices:**

Unknown

**Assignment Description:**

Students organized and illustrated informational essays in which they introduced a topic of their choosing, developed it with relevant evidence, and conveyed a sense of closure.

**Intended Audience:**

Teacher, classmates, parents

**Time:**

Unknown

**Writing Process:**

Unknown

**Materials:**

Unknown

**Writing Standards:****Grade 1, Standard 2 (W.1.2)**

Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

EXAMPLE: **A****Writing Standards:****Grade 1, Standard 5 (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.

EXAMPLE: **B****Writing Standards:****Grade 1, Standard 8 (W.1.8)**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

EXAMPLE: **B****Language Standards:****Grade 1, Standard 1 (L.1.1)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

EXAMPLE: **C D****Language Standards:****Grade 1, Standard 2 (L.1.2)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: **E F****Language Standards:****Grade 3, Standard 3 (L.3.3)**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXAMPLE: **G****Please note:**

The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■



# Inform / Explain

GRADE  
1

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

### STANDARDS-BASED COMMENTARY

#### In this sample...

The writer provides an effective example of informational writing that presents a distinct topic and develops it with relevant facts. Logical organization and correctly formed declarative sentences create clear focus and an appropriately formal tone. The final sentence provides a sense of closure that adds emphasis to the topic.

#### Understanding the Standards-Based Commentary

The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks, when applicable. Where they apply, sub-standards marked by letters are included.

Evidence for the commentary is noted in the text of the student writing using color-coded, numbered 'begin' and 'end' arrows.

#### For example:

**A1** marks the beginning and **A1** marks the end of the relevant section in the text.

Please note that the labeled arrows in the text do not necessarily appear in alphabetical order.

## Weather in Polar Regions

*(The writer produced illustrations that cannot be reproduced here.)*

**A1** **G** Let me tell You **G** **D3** about **D3** the  
weather in the **F** **D2** plar **D2** **F** regions. **A1** **A2** The  
**D1** North **D1** pole and **D1** south **D1** pole are cold. **A2**

**begin** section **end**

WRITING SAMPLE CONTINUES ▶



#### Writing. Grade 1, Standard 2

##### **A** W.1.2

Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.

##### **A1** A1 Examples: 1

The writer names a topic (*Let me tell You about the weather in the plar regions.*).

##### **A2** A2 Examples: 1 · 2

The writer supplies relevant, overarching facts to develop the topic (*The North pole and south pole are cold.... The Artarctic is the coldest place on earth.*).

##### **A3** A3 Examples: 1

The writer provides a sense of closure that gives more emphasis to the topic (*The weather regions are cold cold cold.*).

STANDARDS-BASED COMMENTARY

**B** The **F** tempercher **F** is **D1** Lowe. **D1** **B**

**A2** The **C** Artarctic is **C** the **D1** coldest **D1** place

on earth. **A2** **B** In the antarctic region the Sun shines only

**D3** from **D3** march **D3** to **D3** september. **B** **A3** The

weather **C** regions are **C** **G** cold cold cold. **G** **A3**

**Writing. Grade 1, Standard 5 AND Writing. Grade 1, Standard 8**

**B** **W.1.5** AND **B** **W.1.8**

**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.

**W.1.8**

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**B** **B** Examples: 1 · 2

The writer develops overarching facts with specific, relevant details gathered from provided sources (*The tempercher is Lowe... In the antarctic region the Sun shines only from march to september.*).

**Language. Grade 1, Standard 1**

**C** **L.1.1c**

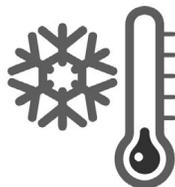
Use singular and plural nouns with matching verbs in sentences.

**C** **C** Examples: 1 · 2

The writer matches correct present tense forms of the verb, to be, with singular and plural nouns (*Artarctic is... regions are...*).

begin section end

END OF WRITING SAMPLE ■



## STANDARDS-BASED COMMENTARY

**Language. Grade 1, Standard 1**

(continued)

**D L.1.1.g**

Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.

**D1** D1 Examples: 1 · 2 · 3 · 4

The writer correctly uses adjectives to describe nouns and as predicate adjectives (*North... south... Lowe... coldest*).

**D2** D2 Examples: 1

The writer correctly uses the adjectival form of a noun that appears elsewhere in the sample (*plar*).

**D3** D3 Examples: 1 · 2 · 3

The writer uses prepositions appropriately at the beginning of prepositional phrases (*about, from, to*).

**Language. Grade 1, Standard 2****E L.1.2.b**

Use end punctuation for sentences.

**E** Overall text reference

The writer completes each sentence in the sample with appropriate end punctuation.

*Note:* Comment refers to the piece as a whole rather than a specific example within the text.

begin section end



STANDARDS-BASED COMMENTARY

**Language. Grade 1, Standard 2**  
(continued)

**F L.1.2.f**

Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

**F** F Examples: 1 · 2

The writer creates reasonable phonetic representations of unfamiliar words (*plar... tempercher*).

**Language. Grade 3, Standard 3**

**G L.3.3.a**

Choose words and phrases for effect.

**G** G Examples: 1 · 2

The writer exceeds grade 1 standards, stressing the significance of the topic by introducing it with an imperative phrase and by ending the sample with repetition of a key word (*Let me tell you... cold cold cold*).

