GRADE 1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
Massachusetts Curriculum Framework for ELA and Literacy (**2017**)

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

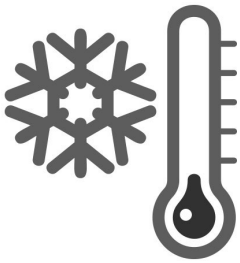
The answer lies in the writing itself.

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

Massachusetts Department of Elementary and Secondary Education
Writing Standards *in Action* Project
www.doe.mass.edu/candi/wsa

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

CONTINUED

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: A

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: A1

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) A1 section A1 (end)

Background Information

GRADE 1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

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

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

END OF BACKGROUND ■

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

Inform / Explain

GRADE 1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:
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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.

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

STANDARDS-BASED COMMENTARY

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.

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.)*.

MORE COMMENTARY

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

begin section end

END OF WRITING SAMPLE ■

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...)*.

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

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).*

begin section end