“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.

GRADE 1

English Language Arts

Narrate

(Personal Narrative)

From the Heart
Highlights:
This sample of student work exceeds grade level standards. It demonstrates the following attributes of effective writing.

The sample:
- Introduces an enthusiastic first-person narrator
- Establishes a clear situation
- Recounts an event sequence that unfolds naturally
- Develops experiences, events, and feelings with effective supporting details
- Includes a sense of closure that reinforces the narrator’s enthusiasm
- Demonstrates strong command of the conventions of standard English
- Features a variety of sentence types that contributes to the overall effect of the narrative

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 the 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 the student work
   
   EXAMPLE:  

2. Colored 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)
Instructional Practices:
Unknown

Assignment Description:
Unknown

Intended Audience:
Teacher, classmates, community, family

Time:
Unknown

Writing Process:
Unknown

Materials:
Unknown

Writing Standards:
Grade 1, Standard 3 (W.1.3)
Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal order where appropriate, 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, E

Language Standards:
Grade 1, Standard 2 (L.1.2)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: 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

Language Standards:
Grade 1, Standard 5 (L.1.5)
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

EXAMPLE: H

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

(This sample comes from a booklet that was produced by the writer’s home district, that went through a formal publication process, and that was disseminated to the community.)

Have you ever had a day where you’ve gone from sad to happy in an instant? Well I did! It happened this past Valentine’s Day. I woke up and raced to my mom’s bedroom. I expected that she would have something for me, and I was disappointed when I found out that she did not.)

A1 Have you ever had a day where you’ve gone from sad to happy in an instant? Well I did! It happened this past Valentine’s Day. I woke up and raced to my mom’s bedroom. I expected that she would have something for me, and I was disappointed when I found out that she did not.)
Narrate this past Valentine’s Day. I woke up and raced to my mom’s bedroom. I expected that she would have something for me, and I was disappointed when I found out that she did not. It made me feel so blue, because I had cut out and decorated hearts just for her. A5

Writing, Grade 1, Standard 3 (continued)

A2 Examples: 1 · 2 · 3 · 4
The writer organizes a sequence of events that unfolds naturally from the established situation (I left my mom’s bedroom, went downstairs, and plopped myself into a chair... I heard my mom in the snack closet... she pulled out the best present in the world! ...I named my bear Snuggly Bee.).

A3 Examples: 1 · 2 · 3
The writer exceeds the standard by describing actions that develop events and experiences (I woke up and raced to my mom’s bedroom.... I threw my arms around my mom.... I snuggle with Snuggly Bee every night, and I dress her up in clothes that I don’t wear any more.).

A4 Examples: 1 · 2 · 3
The writer exceeds the standard by showing the narrator’s responses to situations described in the narrative (I expected that she would have something for me, and I was disappointed when I found out that she did not. It made me feel so blue, because I had cut out and decorated hearts just for her... I jumped up and down and screamed one time. All I could say was “AAAAAH!” ...I love Snuggly Bear so much...).

A5 Examples: 1 · 2
The writer uses temporal phrases to enhance the flow of events (...this past Valentine’s Day.... A few minutes later...).

A6 Examples: 1
The writer provides an effective sense of closure that reinforces the narrator’s happiness with the Valentine’s Day surprise (I pretend that she’s a princess from Italy, which is my favorite country. I love Snuggly Bear so much, as much as I love Italy. May be someday we’ll go there together. Bonjour!).
I left my mom's bedroom, went downstairs, and plopped myself into a chair. A few minutes later, I heard my mom in the snack closet, so I thought I was about to get breakfast. My mom reached into the closet, but instead of grabbing cereal, she pulled out the best present in the world! It was a huge bear with hearts.
all over her fur. I jumped up and down and screamed one time.

All I could say was “AAAAAH!”

I threw my arms around my mom and thanked her.

I named my bear Snuggly Bee. This might seem like a strange name for a stuffed bear, but her fuzzy fur reminds me of a bee’s fuzzy fur. I snuggle with Snuggly Bee every night, and I dress her up in clothes that I don’t wear any more. I pretend that she’s a princess from Italy, which is my favorite country.)

Language. Grade 1, Standard 1 (continued)

L.1.1.a
Produce and expand simple and compound sentences.

E Examples: 1 – 2
The writer exceeds the standard by creating a variety of sentence types that enhances the effect of the sample (Have you ever had a day where you’ve gone from sad to happy in an instant? Well I did! ...This might seem like a strange name for a stuffed bear, but her fuzzy fur reminds me of a bee’s fuzzy fur. I snuggle with Snuggly Bee every night, and I dress her up in clothes that I don’t wear any more. I pretend that she’s a princess from Italy, which is my favorite country.).

Language. Grade 1, Standard 2

L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Overall text reference
The writer exceeds the standard by demonstrating strong command of the conventions of standard English capitalization, punctuation, and spelling.

Note: Comment refers to the piece as a whole rather than a specific example within the text.
I snuggle with Snuggly Bee every night, and I dress her up in clothes that I don't wear any more. I pretend that she's a princess from Italy, which is my favorite country.

I love Snuggly Bear so much, as much as I love Italy. May be someday we'll go there together. Bonjour!

Language. Grade 3, Standard 3
L.3.3.a
Choose words and phrases for effect.

G Examples: 1. 2. 3
The writer exceeds the standard by choosing words and phrases that enhance the effect of the sample with subtle shades of meaning (made me feel so blue, plopped, snuggle).

Language. Grade 1, Standard 5
L.1.5.c
Identify real-life connections between words and their use (e.g., note places at home that are cozy).

H Examples: 1
The writer uses a real-life comparison to illustrate the texture of Snuggly Bee’s fur (her fuzzy fur reminds me of a bee’s fuzzy fur).