

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

The answer lies in the writing itself.

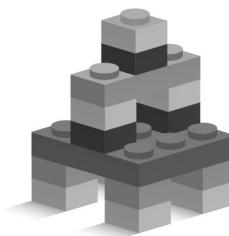
The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

Writing Standards *in Action*

Grade 1 English Language Arts

Opinion (*Opinion Essay*)

Legos



Background Information

GRADE
1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title: Legos

Text Type and Purpose: Opinion

Grade level/Content area: Grade 1 English Language Arts

Type of Assignment: Opinion Essay

Standards Addressed: (W.1.1), (W.1.5), (L.1.1), (L.1.2), (L.1.6)

*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 clear opinion in an effective introduction
- Supplies reasons and relevant details to support the opinion
- Transitions effectively from one reason to another
- Provides a concluding statement to reinforce the opinion
- Demonstrates evidence of revision
- Indicates an emerging ability to create a variety of sentence types
- Shows evidence of careful word choice
- Includes plausible phonetic spellings of challenging words

CONTINUED ➔



STANDARDS-BASED COMMENTARY

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

About This Sample

Illustrations and text are shown on panels as the writer arranged them. Relevant standards and standards-based commentary are provided beneath each of the panels that follow.

Conventional spelling is provided next to each panel, along with the text “as written” by the student.

Understanding the Standards-Based Commentary

- Grade-specific standards addressed are listed by: strand, grade, and number (or number and letter, where applicable) below the illustration and text in each panel that follows.
- Standards-based commentary is provided beneath standards listed in each panel.
- Each panel has a letter code:
PANEL: A
- Standards and related commentary for each panel are identified by corresponding letter-coded arrows, with a different number for each example:
EXAMPLE: A1
- Panels may contain more than one example of a cited standard.

Instructional Practices:

Unknown

Assignment Description:

Unknown

Intended Audience:

Teacher, classmates, family

Time:

Unknown

Writing Process:

Unknown

Materials:

Unknown

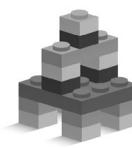
In this sample...

The writer introduces a clear opinion and develops it with carefully linked reasons and pertinent details. Notwithstanding difficulties with letter formation and spelling, the writer demonstrates growing command of the conventions of standard English. Careful word choice, a variety of sentence types, and a purposeful concluding statement reinforce the writer's persuasive purpose.

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 1 (W.1.1)**

Write opinion pieces that 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.

EXAMPLES:Panels **A B C D E F G****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.

EXAMPLES:Panels **C D E F****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.

EXAMPLES:Panels **B****Language Standards:****Grade 1, Standard 2 (L.1.2)**

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

EXAMPLES:Panels **C D E F****Language Standards:****Grade 1, Standard 6 (L.1.6)**

Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

EXAMPLES:Panels **C D E F G**

A Panel A (Title Page)

Examples: A1

Legos by [Writer's Name]

Title as written:

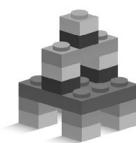
"LEGOS BY [Writer's Name]"

A1 Writing. Grade 1, Standard 1

W.1.1

Write opinion pieces that 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.

A1 Commentary: The writer introduces the subject (*LEGOS*) that inspires the opinion expressed in this essay.



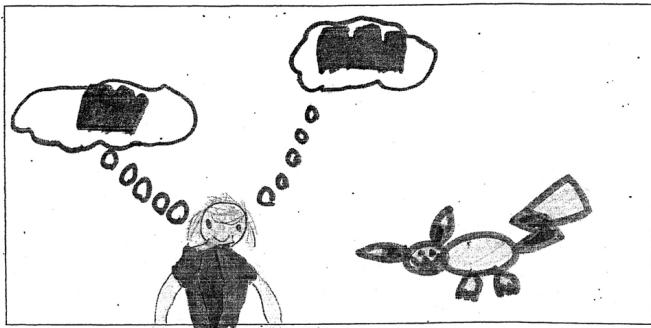
B Panel B

Examples: B1

Legos are great toys. Keep reading to find out why.

As written:

"LEgos are great toys. Keep readiNg to find out why."



LEGOs are great
toys. Keep readiNg to find
out why.

B1 Writing, Grade 1, Standard 1
Language, Grade 1, Standard 1

AND

W.1.1

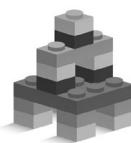
Write opinion pieces that introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

AND

L.1.1.a

Produce and expand simple and compound sentences.

B1 Commentary: In an effective opening statement, the writer uses a declarative sentence to express a clear opinion (*LEgos are great toys.*) and an imperative sentence to encourage the reader to continue (*Keep readiNg to find out why.*).



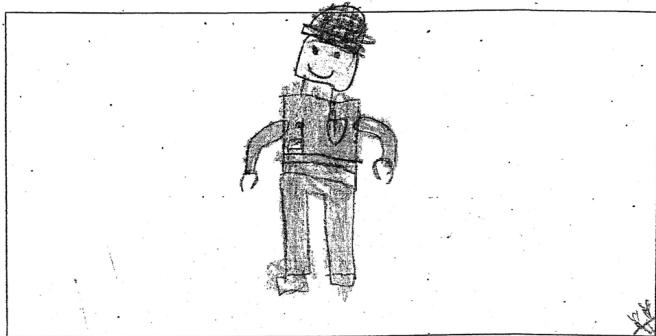
C Panel C

Examples: C1, C2, C3

Legos are terrific toys. Because... you can build figures. You can build different figures. You will need all kinds of pieces like legs, heads, bodies, helmets, and hair. Put them together to make a figure.

As written:

"Legos are terrific toys. Because.... you cAN BiLD fiGYRS. you cAN BiLD DiFReNt fiGYRS. you whiL NED aLI coiYNDs OF PYSES like LEgS HEDS BotYS HELMets AND HAR. Put them toogEThER to MADE A FiGYR."



Legos are Terrific Toys. Because...
you cAN BiLD flOYRS.
you cAN BiLD DIFRENT flOYRS.
you whiLNED aLI coiYNDs
OF PYSES like LEgS
HEDS BotYS HELMets
AND HAR. Put them tooGether
TO MADE AFiGYR.

C1 Writing. Grade 1, Standard 1 AND
Writing. Grade 1, Standard 5**W.1.1**

Write opinion pieces that 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.

AND

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.

C1 Commentary: The writer provides a clear reason for the opinion (...you cAN BiLD fiGYRS.) and develops that reason with relevant details (you cAN BiLD DiFReNt fiGYRS. you whiL NED aLI coiYNDs OF PYSES like LEgS HEDS BotYS HELMets AND HAR. Put them toogEThER to MADE A FiGYR.).

C2 Language. Grade 1, Standard 6**L.1.6**

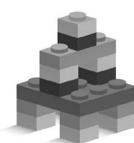
Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

C2 Commentary: The writer signals the relationship between the opinion (Legos are terrific toys.) and a reason for the opinion with an appropriate conjunction (Because... you cAN BiLD fiGYRS.).

C3 Language. Grade 1, Standard 2**L.1.2.b**

Use end punctuation for sentences.

C3 Commentary: The writer ends each sentence with a period (...BiLD fiGYRS. ...DiFReNt fiGYRS. ...MADE A FiGYR.).



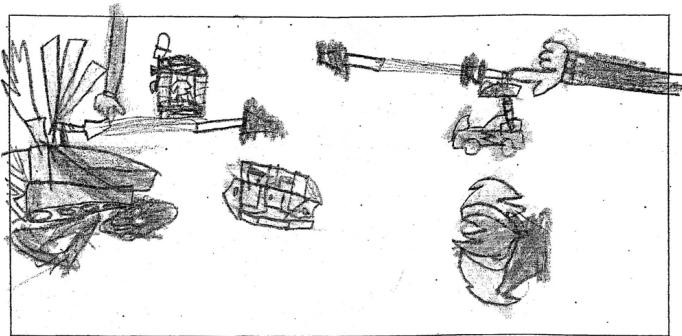
D Panel D

Examples: D1, D2, D3

One more reason Legos are so out of this world is you can build structures. You can put the figures into the structure. And you can move it around.

As written:

"One more Reason Legos are suo out of this whorLD is you CAN BiLD StRoctSheRs. you CAN Put the FigyeRs iNTOO the StRoctShr. AND you CAN MOOV it ARoWND."



One more REASON Legos are suo out of this whorLD is you CAN BiLD StRoctSheRs. you CAN Put the FigyeRs iNTOO the StRocts nR. AND you CAN MOOV it ARoWND.

D1 Writing. Grade 1, Standard 1 AND
Writing. Grade 1, Standard 5**W.1.1**

Write opinion pieces that 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.

AND

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.

D1 Commentary: The writer exceeds the standard by furnishing an additional plausible reason for the opinion (...you CAN BiLD StRoctSheRs.) as well as details that clarify the relationship between the reasons provided thus far (you CAN Put the FigyeRs iNTOO the StRoctShr.).

D2 Language. Grade 1, Standard 6**L.1.6**

Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

D2 Commentary: The writer links the second reason to the stated opinion with a transitional phrase (One more Reason...) and provides a precise word to identify what Legos can build (StRoctSheRs).

D3 Language. Grade 1, Standard 2**L.1.2.f**

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

D3 Commentary: The writer provides recognizable phonetic spellings for challenging words (StRoctSheRs, FigyeRS).



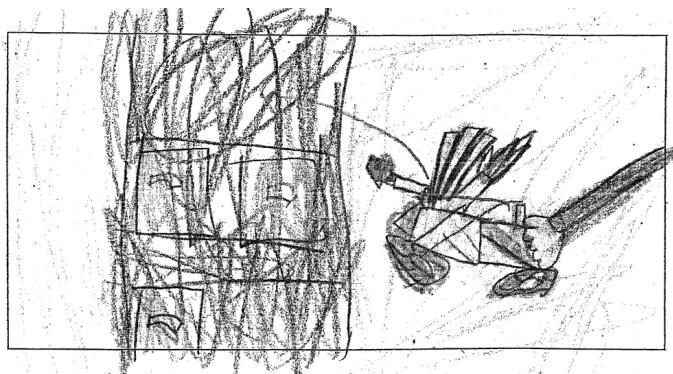
E Panel E

Examples: E1, E2, E3

Another reason Legos are so marvelous is because you have to put them away when your mom says stop but... you can take them out again and play with them to build more on them.

As written:

"ANother Reason Legos oR so MORVOLOS is because you Have TO Put theM AWAY when your MOM ses stop but ... you cAN tAec theM out agai AND PLAY with them To build more oN theM."



ANother Reason LE^{GO}S
OR SO MORVOLOS is
because you HAVE TO Put them
when your mom ses stop
AWAY but ... you CAN tAEC
theM out agai AND
PLAY with them To build
more oN them.

E1 Writing. Grade 1, Standard 1 AND Language. Grade 1, Standard 6**W.1.1**

Write opinion pieces that 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.

AND

L.1.6

Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

E1 Commentary: The writer provides a third reason for the opinion (...you Have TO Put theM AWAY when your MOM ses stop but ... you cAN tAec theM out agai...) and links it to the opinion with a transitional phrase (ANother Reason...).

E2 Writing. 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.

E2 Commentary: The writer revises the text to include additional information (...when your MOM ses stop...).

E3 Language. Grade 1, Standard 2**L.1.2.f**

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

E3 Commentary: The writer provides a recognizable phonetic spelling for a challenging word (MORVOLOS).



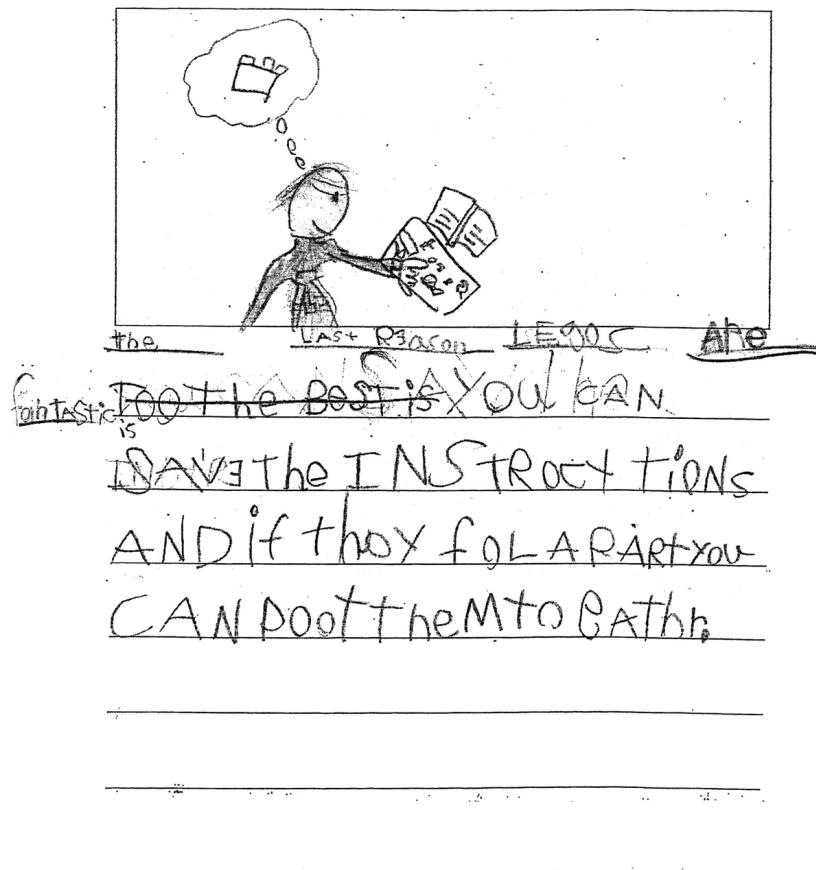
F Panel F

Examples: F1, F2, F3

The last reason Legos are fantastic is you can save the instructions and if they fall apart you can put them together.

As written:

*"the LAST REason LEgos Are fantaStic is you CAN SAVE the INStRuctioNs
AND if thay foL APART you CAN Poot theM togAthr."*

**F1** Writing. Grade 1, Standard 1 Language. Grade 1, Standard 6 AND**W.1.1**

Write opinion pieces that 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.

AND

L.1.6

Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

F1 Commentary: The writer provides a final reason for the opinion (...you CAN SAVE the INStRuctioNs...), and links it to the opinion with a transitional phrase (*the LAST REason LEgos Are fantaStic is...*).

F2 Writing. 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.

F2 Commentary: The writer revises the text to include an effective transitional phrase (*the LAST REason LEgos Are fantaStic is...*).

F3 Language. Grade 1, Standard 2**L.1.2.f**

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

F3 Commentary: The writer spells a challenging word correctly (*fantastic*) and provides a recognizable phonetic spelling for another (*INStRuctioNs*).



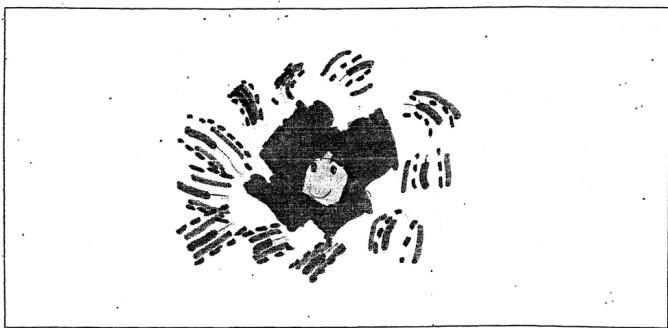
G Panel G

Examples: G1, G2

I hope you are convinced that Legos are the best.

As written:

"I hoPe you are convinced tHat Legos are the best."



I hope you are convinced
tHat Legos are the best.

G1 Writing. Grade 1, Standard 1**W.1.1**

Write opinion pieces that 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.

G1 Commentary: The writer provides a persuasive closing statement (*I hoPe you are convinced tHat Legos are the best.*).

G2 Language. Grade 1, Standard 6**L.1.6**

Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships.

G2 Commentary: The writer uses persuasive language (*convinced*) to describe the sample's intended effect.

