

“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)

Panara Bread



Background Information

GRADE
1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title: Panara Bread

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), (W.1.8),
(L.1.1), (L.1.2), (L.1.5)

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

Highlights:

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

The sample:

- Includes an effective introduction and conclusion
- Has a clear and logical structure
- Develops reasons with relevant facts and supporting details
- Transitions effectively from one reason to the other
- Uses an effective variety of sentence types
- Exhibits command of the conventions of standard English at a level of complexity that exceeds grade level expectations
- Demonstrates the writer's enthusiasm for the stated opinion

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 wrote and illustrated essays in which they introduced a topic of their choosing, stated an opinion about the topic, and developed reasons to support that opinion.

Intended Audience:

Teacher, classmates, parents

Time:

Unknown

Writing Process:

Unknown

Materials:

Unknown

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.

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

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

EXAMPLE: **D E****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: **F****Please note:**

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

END OF BACKGROUND ■



Opinion

GRADE
1

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

In this sample...

The writer provides a very strong example of persuasive writing that states a clear opinion and develops it with relevant reasons and ample supporting details. Organization is logical and focus is clear. A variety of sentence structures, careful word choice, and strong command of the conventions of standard English give this sample an enthusiastic and authoritative tone.

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.

Panara Bread

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

A1 Do you like soup? Do you like yummy sandwiches? **A1**

A2 Well, I think you shold go to panara bread. **A2** **A3** Panara

bread has realy good **F** soup **F** **A3** **B** I like the the tomato

begin section **end**

WRITING SAMPLE CONTINUES 



Writing. Grade 1, Standard 1

A 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 A1 Examples: 1

The writer introduces the topic with consecutive questions that stimulate interest in the topic (*Do you like soup? Do you like yummy sandwiches?*).

A2 A2 Examples: 1

The writer states a clear opinion (*Well, I think you shold go to panara bread.*).

A3 A3 Examples: 1 - 2

The writer exceeds the standard by providing two relevant reasons to support the stated opinion (*Panara bread has realy good soup... The sandwichs are delishis to!*).

STANDARDS-BASED COMMENTARY

soup. There is also **F** bean soup **F** and brocoli mozorela

soup. The broccoli soup has chichin in it. The soup is realy yummy.

The **F** bean soup has black beans only. **F** And the tomato

soup has bread crumbs! **B** **A4** **A3** The sandwiches are delishis

to! **A3** **A4** **C** **B** There is a vegie sandwich and there is a

tomato **E** mozorela **E** sandwich. **C** The vegie sandwich

Writing. Grade 1, Standard 1
(continued)**A4** A4 Examples: 1

The writer exceeds the standard and enhances clarity with an effective transition from development of one reason to development of the other (*The sandwichs are delishis to!*).

A5 A5 Examples: 1

The writer exceeds the standard by providing an effective conclusion that restates and expands upon the stated opinion and reasons for it (*I think everyone shold go to panara bread because they have yummy soup, dilishis sandwiches and much more! You shold go to panara bread eney time you want for a dilishis lunch! I give it 10 stars!*).

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 exceeds the standard by developing two reasons effectively with relevant, supporting details recalled from experience (*I like the the tomato soup. There is also bean soup and brocali mozorela soup. The broccoli soup has chichin in it. The soup is realy yummy. The bean soup has black beans only. And the tomato soup has bread crumbs!... There is a vegie sandwich and there is a tomato mozorela sandwich. The vegie sandwich has a thooth pick in it. It is realy funny!*).

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

has a thooth pick in it. It is realy funny! **B** **C** **A5** I think everyone shold go to panara bread because they have yummy soup, **E** dilishis **E** sandwiches and much more! **C** You shold go to panara bread eney time you want for a dilishis lunch! I give it 10 stars! **A5**

Language. Grade 1, Standard 1**C** L.1.1g AND **C** L.1.1a**L.1.1g**

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

L.1.1.a

Produce and expand simple and compound sentences.

C C Examples: 1 • 2

The writer exceeds the standard by using appropriate conjunctions to produce effective, correctly formed compound and complex sentences (*There is a vegie sandwich and there is a tomato mozorela sandwich.... I think everyone shold go to panara bread because they have yummy soup, dilishis sandwiches and much more!*).

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

Use end punctuation for sentences.

D Overall text reference

The writer exceeds the standard by using correct end punctuation with strategic effect. Introductory questions pique reader interest; declarative sentences enumerate characteristics of soups and sandwiches; and exclamations transmit the writer's enthusiasm for the stated opinion.

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

begin section end

END OF WRITING SAMPLE ■



STANDARDS-BASED COMMENTARY

Language. Grade 1, Standard 2
(continued)**E L.1.2.f**

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

E E Examples: 1 · 2

The writer creates reasonable phonetic representations of unfamiliar polysyllabic words (*mzorella, delishis*).

Language. Grade 1, Standard 5**F L.1.5.b**

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

F F Examples: 1 · 2 · 3

The writer adds vivid details by identifying a relevant category and its successively more particular key attributes (*soup.... bean soup... bean soup has black beans only*).

begin section end

