

Florida Treasures
Grade 1 Student Books
Time for Kids Writing
Anchor Papers: Student Writing Samples

Grade 1 Unit 4 Writing: A Report
Score Point 2

subi and the ran
by John F.

i hav a kitn my kitn nam subi she grow biger evry day
subi prrr alot she ornj and blu eyes subi do not like the ran
wen it ran no go out to wet subi don like get fur wet
i like ran and i like sno to

Focus—The writer demonstrates poor understanding of the purpose for writing. The writing is only slightly related to the topic of rain.

Organization—The writing shows no evident organizational pattern. Ideas are loosely related.

Support—The writer fails to support his or her ideas about rain with details throughout the response. There are some details about Subi. There is little awareness of transitional devices.

Conventions—The writer does not use capitalization or punctuation and fails to use full sentences in the report, although comprehension of ideas is still possible. Some commonly used words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The paper lacks any kind of introductory sentence, such as “I hav [have] a kitn [kitten].” The writing only minimally addresses the topic. A unifying point is not presented or maintained.

Organization—The writing that is relevant to the topic does not exhibit an organizational pattern. No transitional devices are used to signal movement in the text or make connections between sentences.

Support—Supporting ideas are sparse, and they are usually provided through lists or immature word choice. A Score Point 1 paper would not contain many details, such as “subi [Subi] do [does] not like the ran [rain].”

Conventions—Frequent errors in mechanics, spelling, usage, and sentence structure interfere with communication. Common words are misspelled. Student may display limited understanding of sound/symbol relationships.

Grade 1 Unit 4 Writing: A Report

Score Point 4

It was scarry last nite by Melanie S.

I lisened to the rain on the roof the rain was very loud. it rained and rained the rain did not stop all nite. I coud not sleep for a long time. Mommy I call when the ligtengs came. Then the ligtengs made big booms in my room. The booms were very loud. Then I see the ligteng. You coud see the ligteng out the windo. it was very scarry. First the white ligteng and then the loud boom sounds. I was scarred last nite when it rained like that. It is not raining any more.

Focus—The writer does not understand the purpose for writing. Although related to the topic, the paper contains the thoughts and feelings of the writer and reads more like a personal narrative than a report.

Organization—The writing shows some organization but is repetitive. The writer uses transitional devices with some success.

Support—The writer attempts to support his or her ideas with details in parts of the response.

Conventions—The writer does not use capitalization or punctuation consistently and sometimes fails to use full sentences in the report. Some common words are misspelled.

What Does a Score Point 3 Paper Look Like?

Focus—The writing is generally focused on the topic, with some extraneous information. The paper lacks a topic sentence, such as “I lisened [listened] to the rain on the roof,” but partially succeeds in presenting and maintaining a unifying idea.

Organization—Organizational pattern is somewhat undeveloped. Ideas are not always in a logical progression. The exposition is composed of sparse and loosely related details and would not exhibit the logical sequence of a Score Point 4 paper.

Support—Word choice is adequate but predictable and sometimes vague. The writing does not contain many details, such as “The booms were very loud.” or “the white ligteng [lightning].”

Conventions—Knowledge of the conventions is demonstrated. Common words are usually spelled correctly. There has been an attempt to use a variety of sentence structures, although most are simple constructions. Some errors of syntax occur.

Grade 1 Unit 4 Writing: A Report Score Point 5

Storms by Jodi S.

Some times the rain is slow. Some times the rain is fast. In a storm the rain is very fast. The wind is very strong too. The wind can blow the rain into the windows. The wind can blow pieces off the roof too. It can make the branches fall down from the trees. Some times big branches in the roads too. The wind can make a loud sound. Then there is a lot of rain in a little time. Soon there is a flud of water. It is very dangrous to ride in a car in a big storm. Speshuly when there is a flud of water and close roads.

Focus—The writer demonstrates adequate understanding of the purpose for writing. The writing is directly related to the topic, and focus is maintained throughout.

Organization—The writing shows a planned organizational pattern. There is evidence of a logical progression of main ideas. Writing has some use of transitional devices.

Support—The writer uses well-chosen details to support main ideas throughout the response. Word choice is adequate but lacks precision.

Conventions—Frequently-used words are spelled correctly. The writer uses capitalization and punctuation properly but fails to use full sentences consistently in the report.

Grade 1 Unit 4 Writing: A Report

Score Point 6

Thunder Storms by Tim O.

When a thunder storm starts it gets dark. There is a lot of strong wind. Then the wind makes the trees bend. Sometimes branches from the trees break. The branches fall on the ground. Next the rain falls faster and faster. Then you can see lightning in the sky. The lightning is like a brite line you can see for just a secent. After that you can hear the thunder. Thunder makes a lod sound like a big crash. The thunder is loder when the lightning is near you. Thunder storms can be dangerus. It is good to be in your house in a thunder storm.

Focus—The writer demonstrates a clear sense of purpose and audience. The writing is relevant to the topic, and the unifying idea is maintained.

Organization—The writing shows a strong organizational pattern, as events are discussed in sequential order and transitional devices are used effectively. The theme is presented and maintained throughout the response.

Support—There is ample development of well-chosen supporting ideas. The writer displays a mature command of the language and adequate knowledge of the topic.

Conventions—The writer demonstrates a firm command of the conventions of mechanics, spelling, and usage. Commonly used words are spelled correctly. There are a variety of simple and compound sentences, and subject/verb agreement is used consistently throughout the response.

Unit 5 Writing: How-to Score Point 2

spas aleens tap by Sarah J.

1. put box on lon
2. big box cuz spas aleens is big
3. cov box wit tee
4. aleens likes oraj jus

Focus—The writer demonstrates some understanding of the purpose for writing, but veers towards the fantastical in subject matter and is unable to stay focused enough to present sufficient information about how to make a “Space Alien Trap.”

Organization—Despite the inclusion of numerals, the writing shows no evident organizational pattern and does not attempt to explain how to make anything.

Support—The writer fails to adequately connect or support the ideas. The writer’s word choice is limited and immature.

Conventions—The writer does not use capitalization or punctuation, and commonly used words are misspelled. There are errors of subject/verb agreement.

What Does a Score Point 1 Paper Look Like?

Focus—The writer shows no understanding of the purpose for writing and does not present a how-to of any kind. Ideas may be vague and unrelated.

Organization—The writer would not include numerals as in the Score Point 2 paper. Any ideas pertinent to the topic would be randomly placed.

Support—There is limited, if any, supporting details illuminating how-to. Simple instructions such as “cov box wit tee (Cover the box with tree branches.)” would be lacking.

Conventions—There may be minimal understanding of sound/symbol relationships. Errors in spelling, grammar, and syntax would be frequent enough so as to make the paper illegible.

Unit 5 Writing: How-to Score Point 4

How-to make a hat saver So this is so you don't loose you're hat by Erinn M.

1. Get some clothes snaps. You can have you're mom get it at the stor with that stuff there.
2. Get an old tee sirt. That you can cut up.
3. Cut a big stripe off the sirt.
4. Sew one part of a snap to the stripe. or have sombody sew it
5. Sew the other part of the snap to you're hat.
6. Then you hafta put more snaps on you're coat.
7. Atach all the peses with the snaps. Then you don't loose you're hat.

Focus—The writer demonstrates some understanding of the purpose for writing. The focus remains on the topic, but the introduction is included in the title and some important steps are glossed over or are missing from the directions.

Organization—The writing shows organization but becomes a little nebulous around instruction number 6. Some attempt was made to use transitional devices in the writing.

Support—The word choice is adequate and ideas are often supported with details. There could be more attention to detail in some areas, and more precise word choice would help clarify instructions.

Conventions—The writer for the most part uses capitalization and punctuation properly, and some mistakes appear in the spelling of common words.

What Does a Score Point 3 Paper Look Like?

Focus—The writing contains unrelated details and may omit more instruction than in the Score Point 4 paper. Ideas may be harder to understand or follow, but there will still be a unifying topic. A Score Point 3 paper may not have a closing idea like "Then you don't loose (lose) you're (your) hat."

Organization—Directions may appear out of order in places, and significant information may be missing. There is no clear structure to the paper. The instructions given would not be as clear as "Sew one part of a snap to the stripe (strip). or (Or) have sombody (somebody) sew it. Sew the other part of the snap to you're (your) hat."

Support—Important details may be missing. Word choice may be vague in some areas, lacking the precision needed to understand the instructions being given. Details about the materials needed to complete the task may be incomplete.

Conventions—There are more errors of grammar, punctuation, and capitalization than in a Score Point 4 paper. There is little variety in sentence structure.

Unit 5 Writing: How-to Score Point 5

How to Make a Recycled Jump Rope by Willa N.

Do you have a lot of plastic bags at your house? You can turn them into a cool jump rope!

1. Get lots of plastic bags and some beads. The beads can be made of wood.
2. Tie a bunch of plastic bags together to make a long line.
3. Do that two more times.
4. you can use lots of colors to make it look good.
5. Braid the bags together to make your jump rope.
6. Add the beads on and tie them in the middle of the rope. You can braid them in the middle. Make sure they are big enough!
7. Use your jump rope!

Focus—The writer demonstrates adequate understanding of the purpose for writing. The writing is focused on the topic, and the introduction shows a clear sense of audience.

Organization—The writing shows a planned organizational pattern. There is no indication of any step having been omitted from the sequence provided, however there is an assumption that the reader knows how to braid.

Support—The writer's word choice is adequate but lacks precision. Some important details, like bead size, are left for the end of the instruction.

Conventions—Frequently-used words are spelled correctly. The writer uses capitalization and punctuation properly and attempts to vary sentence structure. There are errors in syntax and spelling but not enough to impede communication.

Unit 5 Writing: How-to Score Point 6

Making a Sled Cozy by Daryl P.

Sledding is fun, but sometimes your sled isn't comfortable. You can make a sled cozy! You need a plastic table cloth, an old pillow, needle, thread, and bath tub mats (so you don't slip!).

1. First have an adult help you. Cut the table cloth to fit the pillow.
2. Make sure it goes all the way around.
3. Then sew the edges of the table cloth so the pillow is inside. You can have someone help you.
4. Stick the mats to the pillow on one side.
5. Last, have an adult use strong glue to stick the pillow on your sled.
6. Make sure the mats show so you can sit on them.
7. Have fun!

Focus—The writer demonstrates a clear understanding of author's purpose. The writing is relevant to the topic, and the introduction shows a strong sense of audience.

Organization—The writing shows a strong organizational pattern, as steps are given in sequential order and transitional devices are used effectively.

Support—The writer displays a mature command of the language and includes helpful details in the directions.

Conventions—The writer demonstrates a firm command of conventions of mechanics, spelling, and usage. Transition words are used effectively. There is a variety of simple and compound sentences, and the command form was used correctly.

Unit 6 Writing: A Report

Score Point 2

Astromner by Angel R.

I want to be a astromner. Astromner see stars close up. And planits and galxsis and black hols. in a black hol you cant get bak ot. I saw jopter in tele skop.

Focus—The writer shows an awareness of the topic but gives many unrelated or loosely related details.

Organization—There are some sentences and phrases but no sense of a logical progression of ideas or plan for writing. Paper feels incomplete.

Support—The writer provides some details directly related to the topic before moving off topic. Some specific words related to the universe are given, but otherwise the paper is lacking in detailed description.

Conventions—The writer has a basic understanding of sentence structure. Many errors are found in spelling, grammar, and punctuation.

What Does a Score Point 1 Paper Look Like?

Focus—The writer displays little to no understanding of the purpose for writing. Unrelated information is included. There is no controlling sentence, such as “I want to be a (an) astromner (astronomer).”

Organization—The writing pertaining to the topic is not organized or patterned in any way.

Support—The writer does not provide supporting details to give information about the job, such as “Astromner (Astronomers) see stars close up.” Word choice is very basic and immature.

Conventions—There may be minimal understanding of sound/symbol relationships. Numerous errors in spelling, grammar, and syntax, as well as lack of punctuation impede comprehension of the paper.

Unit 6 Writing: A Report

Score Point 4

Si-intists
by Stasha M.

Si-intists got a great job. They studys things so they can make life better. I want to be a si-intist and finds out how to get rid of all the trash in the world. Si-intists are smart and they can do these things. Some help the oshins. They protek the aminals. Like fish and bears and stuff. Some help the air and make it clean. They are good people.

Focus—The writer has a clear sense of the audience and purpose for writing. The writing is on topic, but with some unrelated or vague ideas.

Organization—There is somewhat of a pattern of organization. The ideas progress logically for the most part, but due to lack of transitional devises they are loosely strung together.

Support—The writer provides some specific words and details to support his or her ideas. Most words are adequate.

Conventions—The writer sticks to very simple sentence structure and does not vary. There are some fragments and errors in subject/verb agreement and spelling.

What Does a Score Point 3 Paper Look Like?

Focus—The writer has a vague sense of purpose for writing and includes many unrelated details.

Organization—There is some attempt at an organizational pattern, though not enough to give a clear impression of the job the writer is describing, such as “Some help the oshins (oceans). They protek (protect) the aminals (animals). Like fish and bears...”

Support—There are few details given to support the main topic. It is not clear why the writer thinks the job is interesting, or why they would want that job, such as “I want to be a si-intist (scientist) and finds (find) out how to get rid of all the trash in the world.”

Conventions—Most sentences are of simple construction and there is some knowledge of the conventions of punctuation, capitalization, and report format. Most common words are spelled correctly.

Unit 6 Writing: A Report

Score Point 5

I want to be a Baseball Coach

by Tristan C.

Baseball coaches are very good at baseball. They know how to play the game. And they know how to teach the players what to do. Going to all the baseball games is really fun and you get to go to them all. You help your team win the game. If a player gets injured then you help them get better and trane to get better so they can play. Also you get to go to the world sires. If you are a really good coach. I want to be a baseball coach and have a team that wins.

Focus—The writer stays on topic for the most part. There is a clear understanding of audience and purpose for writing.

Organization—The report has a beginning, middle, and end. There is an organizational pattern, though there are some lapses in fluidity of ideas.

Support—Word choice is appropriate, though at times imprecise or repetitive. The writer supplies appropriate details to support the topic.

Conventions—Most sentences are complete with a few sentence fragments. The writer has a fairly good command of the rules of punctuation, grammar, and capitalization, with some minor errors.

Unit 6 Writing: A Report

Score Point 6

Dr. Regina
by Regina A.

I want to be an animal doctor. I think that would be the best job. You have to go to school and you learn a lot about animals. Then you can help them because then you are a veterinarian. If a cat breaks his arm, a vet can bandage it. If a dog is sick, a vet can give them the right food or medicine. Vets can even have birds, rabbits, and cobra snakes as patients. I love all animals and want to help them. That's why I want to be a veterinarian.

Focus—The writer is clearly focused on the topic and does not include any extraneous information.

Organization—The writing has a fluid organizational pattern and appropriate use of transitional devices. The paper is complete.

Support—There are ample details to support the topic, and the writer uses precise words to convey the message and engage the reader.

Conventions—Sentences are complete. The writer varies sentence structure successfully. There are few errors in grammar, punctuation, and syntax. Some above-level words are misspelled.