

Florida Treasures
Grade 1 Teacher’s Editions
Unit Writing Workshop
Anchor Papers: Student Writing Samples

Grade 1 Unit 1 Writing: A Personal Narrative

Score Point 2

Sports

By Caitlin F.

Runig hops troo benbags i love sprorts! runig fast isgood.

Focus—The writer shows little understanding of the purpose for writing. The writing is slightly related to the topic but does not show an awareness of the form of personal narrative.

Organization—The writing does not exhibit a sense of organization. Many ideas are presented in list form and expressed in no identifiable order. There is no use of transitional devices.

Support—There is no apparent development of supporting ideas or details to elaborate on the narrative. Word choice is very basic.

Conventions—There are numerous grammar and spelling errors. Sentence structure is either simple or non-existent. The writer uses minimal punctuation.

What Does a Score Point 1 Paper Look Like?

Focus—The writer shows no understanding of the purpose for writing. The writer is either completely off-topic or writing is too illegible to determine topic.

Organization—The writing may include pictures, scribbles, or simple letter strings. The writer may have an understanding of left-to-right progression, without an apparent organization of the ideas given. There are no transitional devices used.

Support—There is limited detailed language and limited word choice. A sentence such as “runig fast isgood (Running fast is good.)” would not appear in a Score Point 1 paper.

Conventions—There may be minimal or very basic understanding of sound/letter correspondence. There is limited awareness of the conventions of capitalization, punctuation, and sentence structure. Even a simple punctuated sentence such as “i love sprorts! (I love sports!)” would not appear in a Score Point 1 paper.

Grade 1 Unit 1 Writing: A Personal Narrative

Score Point 4

The Book Fair

by Jean B.

Last week we had the book fair. Its to raze muneey. You can bring new books or ones you read. I brought two of mine, Mom bought a new one to. The Cat In The Hat. We had the fair in the gym. It was hard werk. The teachers was showed us were to put books. Many people camed. They shoped. We make piils of books on tabels. Our class made lots of money. Its a good way for to share books.

Focus—Generally focused on the topic. Some loosely related information.

Organization—Some attempt at an organizational pattern. The narrative details are occasionally presented in an illogical order, but the writing has general sense of wholeness.

Support—The word choice is generally adequate, sometimes predictable. Some supporting ideas contain specifics and details, while others are less well-developed. Some specific details contribute to meaning.

Conventions—Knowledge of conventions demonstrated. Common words are usually spelled correctly. Demonstrates facility with use of personal pronouns. Some subject/verb disagreement and verb tense variations. Sentence constructions are generally simple with some variation. There are some slight errors of syntax and convention, such as treatment of book titles.

What Does a Score Point 3 Paper Look Like?

Focus—Generally focused with some extraneous information, which detracts from meaning.

Organization—Organization not consistent. Lacks an introductory and concluding sentence, such as “Last week we had the book fair” and “Its (It’s) a good way to share books.”

Support—The word choice is often uncertain, indicating a lack of maturity. Detailed phrases such as “new books or ones you read” are not included.

Conventions—Some knowledge of the conventions is demonstrated. Common words for the most part are spelled correctly. Sentence constructions are generally simple with some

variation. Grammar errors appear more frequently than in the paper with a Score Point of 4. The writing exhibits less sophistication and variety of syntax than in the paper with the higher score.

Grade 1 Unit 1 Writing: A Personal Narrative

Score Point 5

A Different Bake Sale

by Shari E.

On Monday we had a bake sale. It was not like other bake sales. Every thing we bakte had to be helthy. That was the difference. Before we made stuff, we had to get spechal resipes. First we had to tell the teacher what we were making. Kids and there family made things with no sugar. Brawt fruit sallads and grunola bars. There were also helthy cookies and honycakes. Some kids said they taste better then other cakes. We all tried new foods. It was great!

Focus—The writing is focused and demonstrates a strong sense of purpose and audience for writing. A controlling idea is clearly established and maintained throughout.

Organization—The writing displays a logical plan of development. There is a clear progression of argument with few lapses. Transitional devices signal the relationship of the supporting ideas to the central idea and the connection between and among sentences. The paper demonstrates a sense of wholeness.

Support—Word choice is adequate if occasionally lacking in precision. A number of well-chosen details gives specificity and relevance to the writing. In some areas of the response, the supporting ideas and details are not developed.

Conventions—Conventions are generally followed; the usage is standard; various sentence structures are used. Most sentences are complete, although a few fragments may occur. Occasional errors in subject/verb agreement and in pronoun usage may occur, but not enough to impede communication.

Grade 1 Unit 1 Writing: A Personal Narrative

Score Point 6

Our Class Trip

By Rauha T.

The class walked to the fire house on Monday. First we met the firefighters and saw where they sleep. Then we met Buddy, a big black and white fire dog. He's a Dalmashun. When we saw the big, red fire engine, some of us said, "Wow"! We had not seen one up close before. Then we helped wash the truck. The firemen let us climb onto the truck to see what it was like. Then firefighters helped us to try on some of their equiptmint. We put on fire coats, boots and helmits. The coats were very heavy! Last, we learned about fire safety. Our trip to the fire house was fun.

Focus—The writing is clearly focused on the topic throughout, with no extraneous information.

Organization—The narrative has a clear progression of beginning, middle, and end, with good use of transitional devices.

Support—Supporting ideas are well developed, and the narrative feels complete. Word choice is appropriate and at times specific and beyond level.

Conventions—The writer has a clear grasp of the conventions of punctuation and capitalization, though there is some confusion about the use of quotation marks. Common words are spelled correctly. Some above-level words may be misspelled.

Grade 1 Unit 2 Writing: A Story

Score Point 2

sapriz

by austin k.

he woke he look. sapriz! sno!!! nvr sno befr.
gren cot hat gluv srens play sno
no rane no hal no trndo no wnt
fun sno

Focus—The writer exhibits limited awareness of the topic and includes many extraneous details.

Organization—Ideas have a minimal sense of order. The writer relies on lists to organize ideas. There is not a full sense of story progression. There is little to no use of transitional devices. The writing does not feel whole.

Support—There is a very small amount of detail and inadequate development of ideas.

Conventions—Frequent errors occur in basic punctuation, and there is no capitalization. There is some understanding of sound/symbol relationships, but there are enough misspellings of common words to make the paper fairly difficult to read. The writer begins with some simple sentences, and then the writer turns to lists and strings of loosely related words and ideas.

What Does a Score Point 1 Paper Look Like?

Focus—The writer displays a lack of understanding of the purpose for writing. The writer may be completely off topic, or the writing may not contain any coherent ideas. A general sense of connectedness, such as “gren cot hat gluv srens play sno (green coat, hat, gloves, friends play in the snow) would be absent from a Score Point 1 paper.

Organization—The story may include pictures or scribbles. The writer may have an understanding of left-to-right progression, but with no organizational pattern of ideas. There are no transitional devices used.

Support—There is limited detail and limited word choice. Complete sentences that indicate movement in the story, such as “he woke he look (He woke. He looked.),” would not appear in a Score Point 1 paper.

Conventions—There may be little to no understanding of sound/letter correspondence. There is no awareness of the correct use of capitalization, punctuation, or sentence structure.

Grade 1 Unit 2 Writing: A Story

Score Point 4

Mrs Mouses Brav Mornig

by Tarik R.

Mrs Mouse was a hury. It was erly one mornig. She had to get food for the babys. But the cat is in the kichen. He was very big. The babys were scared of him. Mrs Mouse need the crums. Mouses so small!

She made her self be brav. She peked out of the hole. No cat. Also no dog. She ran up the high cowntor. She miss her babys. Then she found a craker, it was good luck! She put it in her little mouth. She tookt it back to the hole.

Focus—The writer shows awareness of the purpose for writing and is generally focused on the topic with a few stray details introduced.

Organization—There is evident organizational pattern and a sense of beginning and middle. The story is lacking in enough closing ideas to give a sense of a solid ending; however, the paper still exhibits a sense of wholeness.

Support—The word choice is generally adequate and appropriate. Some supporting ideas contain specifics and details, while others are insufficiently developed. Several details have been included to drive the plot and contribute to meaning.

Conventions—Knowledge of conventions is demonstrated. Common words are usually spelled correctly and proper nouns are capitalized. Sentence constructions are generally simple with some variation.

What Does a Score Point 3 Paper Look Like?

Focus—Generally focused with some extraneous or irrelevant details or a complete wandering off topic partway through the story.

Organization—Organization of narrative is not consistent. The story lacks an introductory sentence, such as “Mrs Mouse was [in] a hury (hurry).”

Support—The word choice is vague and shows a lack of maturity. Detailed phrases, such as “up the high cowntor (counter),” are not included.

Conventions—Knowledge of the conventions is demonstrated. Common words are spelled correctly. Proper nouns are capitalized. Sentence constructions are generally simple with some possible attempt at variation. There is less sophistication of syntax than in the Score Point 4 paper.

Grade 1 Unit 2 Writing: A Story

Score Point 5

Row Your Boat

by Skylar Y.

Summer was Joeys favrite time. But today it would be the most eksiting thing of all. they had row boats at the lake. When they got to the lake. Joey picked a blue row boat. The man at the dok gave Joey a life persurver.

Why do I need this Joey asked.

Here is how you row. said Dad. When they were in the boat, Joey saw a fish jump out of the water. He tried to catch it. He fell in the water! The orange life persurver made him flote. Dad helped him get back in. Joey was all wet. But he was safe.

Now I see why I have to wer it Joey said.

Focus—The writing is focused and demonstrates a strong sense of purpose and audience for writing. The story line is clearly established and maintained throughout.

Organization—The narrative exhibits a clear plan of development and shows an orderly progression of beginning, middle, and end. Transitional devices relate the supporting details to the overall idea and help establish sequence of events. The paper demonstrates a sense of completeness.

Support—Word choice is adequate although sometimes lacking in precision. A number of well-chosen details gives specificity and relevance to the writing. In some areas of the response, the supporting ideas and details are not developed.

Conventions—Conventions are generally followed; the usage is standard; various sentence structures are used. There is not yet an awareness of punctuation conventions such as quotation marks and the apostrophe. Most sentences are complete, although a few fragments may occur. There may be occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication.

Grade 1 Unit 2 Writing: A Story

Score Point 6

Ginny Saves the Day

by Keesha D.

All the animals made fun of Ginny Giraffe. They said her neck was too long and it looked funny. No one else had a neck as high up as Ginnys.

One spring day Ginny heard Mrs. Bird cheeping. Her baby was stuck in a tall tree. He was too scared to fly down. Ginny raised her long neck up and the baby bird hopped on Ginny Giraffes head. Then Ginny put her head down to the ground. The baby bird jumped off and ran to his mother.

All the animals said "Harah!" Then they were so glad that Ginny had a long neck. They stopped making fun of her. Specially the birds.

Focus—The writing is clearly focused on the topic throughout, with clear characters and movement of story line. All of the details and information provided serve the purpose of telling the story.

Organization—The narrative has a clear progression of beginning, middle, and end, with good use of transitional devices. The ending is complete and the story feels whole.

Support—Supporting ideas and details are provided. Word choice is varied and appropriate and at times specific and beyond level.

Conventions—The writer has a clear grasp of the conventions of punctuation and capitalization, though there is no awareness yet of use of apostrophes. Common words are spelled correctly. Some above-level words are misspelled.

Grade 1 Unit 3 Writing: A Description

Score Point 2

The Play grund

By Sheila S.

We go to the play grund at reeses
the play grund has a big lon for gams.
I like music I am lerning to play drums
drums ar lod.
I like them to.

Focus—Writer begins the description with a sense of purpose and then becomes distracted, changes subjects and genres, and loses the original purpose for writing.

Organization—There is no sense of logical patterns of organization. The writer seems to travel on tangential ideas; the use of page space and irregular indenting reflects this. The paper feels incomplete.

Support—The writer minimally supports the description given and does not provide adequate supporting details to enable the reader to picture the place being described. Word choice is simple and there is minimal use of transitional devices.

Conventions—The writer does not yet have a working sense of the conventions of punctuation and sentence structure, or of the formatting of a paper. There is some attempt at punctuation and proper capitalization.

What Does a Score Point 1 Paper Look Like?

Focus—The writer has no sense of audience nor of the purpose for writing. Ideas are scattered and may be incoherent. There may or may not be a discernable place being described.

Organization—The writing does not display an attempt at organization or logical structuring of ideas. The paper feels incomplete.

Support—There is use of only very simple words and minimal transitional devices. The paper may be mostly pictures or letter strings interspersed with words. There are no supporting details such as “the play grund has a big lon for gams. (The playground has a big lawn for games.)”

Conventions—The writer does not yet have a grasp of the conventions of punctuation, capitalization, or grammar. If there are sentences, they are of the most simple construction. Sentences would not be as complete as “We go to the play grund at reeses (We go to the playground at recess.)”

Grade 1 Unit 3 Writing: A Description

Score Point 4

Granmas Garden

by Amy A.

Granmas garden is filled with flowers. She loves flowers. All kinds. She likes roses the best but even daisys. We don't have a garden in our bilding. Under the tree little purpul flowers. They grow wiled in the grass. Yellow bushes go around the house. The roses grow high up Granma calls them climers. I like the yellow ones. I like to lie in the grass. Once I made a painting of it. Its a pretty plase.

Focus—The writer is for the most part focused on the topic. There is some loosely related information, but it does not detract from the main ideas of the description.

Organization—There is a noticeable attempt at an organizational pattern. The writer occasionally presents details in an illogical order but has general sense of wholeness.

Support—The word choice is generally adequate. Some supporting ideas contain specifics and details, while others are not developed. Some attempt has been made to include details that create an overall impression of place.

Conventions—Knowledge of conventions is demonstrated. Common words are usually spelled correctly and punctuation is generally correct. Sentence constructions are generally simple with some variation.

What Does a Score Point 3 Paper Look Like?

Focus—Generally focused with some extraneous information that may detract from the visualization of a place.

Organization—Organization is not consistent. The paper lacks a beginning sentence and a concluding sentence, such as "Granmas garden is filled with flowers" and "Its a pretty place."

Support—The word choice is vague and shows a lack of maturity. Detailed phrases, such as "Under the trees little purpul flowers," not included.

Conventions—Basic knowledge of the conventions of grammar and mechanics is demonstrated. Common words are spelled correctly. Sentence constructions are generally

simple with some variation. There is less sophistication of syntax than in the Score Point 4 paper.

Grade 1 Unit 3 Writing: A Description

Score Point 5

My New Kite

by Chris G.

My new kite is a dragin. It is green and red and it has flames coming from it's mouth. It's tail is long and green with yellow spots. It has blu points on the tail that move in the wind.

On windy days I take the kite to the park. It sails high in the sky and the tail wips around. Other kids want to fly it and I let them takes turns. My flying dragin goes abuv the tall trees. His open mouth makes him look feerce. He is king of the sky.

Focus—The writing is focused and demonstrates a strong sense of purpose and audience for writing. The central topic of description is clearly presented and maintained throughout.

Organization—The writing displays a logical plan of development. Writer shows a clear presentation of details with a slight lapse. Transitional devices lend a fluidity to the description. The paper demonstrates a sense of completeness.

Support—Word choice is adequate although sometimes lacking in precision. A number of well-chosen details give specificity and relevance to the writing. The supporting ideas and details are developed enough to give the reader an impression of the object being described.

Conventions—Conventions are generally followed; the usage is standard; various sentence structures are used. Most sentences are complete, although a few fragments may occur. There are occasional errors in subject/verb agreement and in standard forms of verbs and nouns, but not enough to impede communication.

Grade 1 Unit 3 Writing: A Description

Score Point 6

Our Class Pet

By Esperanza L.

Our class pet Hopalong has long ears and a fuzzy, round tail. He is a lop. That is a kind of rabbit whos ears hang and touch the ground. Hopalong has shinny black fur. His nose is pink and he has wiskers. His nose wigels a lot when he sniffs.

He is quiet most of the time. Sometimes we hear him moving in his cage. Then we know he wants to eat or play. He likes to eat vegtabels like carruts and lettis. He loves radishs!

When we let him out, he comes to us. He lets us pet him. Our class rabbit is our good friend!

Focus—The writer displays a clear sense of audience and purpose for writing. There is no extraneous information.

Organization—There is an obvious organizational pattern, and transitional devices are used effectively. The paper feels whole and complete.

Support—The writer provides more than adequate details to support the description. Some words used may be above level, and many are precise and specific to the topic.

Conventions—There is a good understanding of the basic conventions of grammar and mechanics and some varied sentence structure. Most misspellings are of above-level words.

Grade 1 Unit 4 Expository: Persuasive Book Report

Score Point 2

Swimmy

by Sita N.

Swimmy is a book by Leo Lionni Swimmy a fish. Swimmy all allon Swimmy scared to be eated by the bigger fishs. Swimmy hep the oter fishs Swimmy and oter fishs do not get eated. Swimmy is hapy now The end.

Focus—The writer demonstrates poor understanding of the purpose for writing. The writing tells what the book is about but fails to be persuasive.

Organization—The writing has an evident organizational pattern in relating the plot but ends before the writer becomes persuasive.

Support—The writer fails to support his or her ideas with details throughout the response. The lack of pronouns and the consistent use of simple constructions make the writing repetitive.

Conventions—The writer does not use punctuation consistently and occasionally fails to use full sentences in the book report. Commonly used words are frequently misspelled, slowing comprehension.

What Does a Score Point 1 Paper Look Like?

Focus—The writer shows little understanding of the topic. The writing may consist of a fragmentary list of unrelated ideas, lacking sense of mode, purpose, and audience.

Organization—The writing lacks a logical progression of ideas. A sense of order such as “Swimmy hep (helps) the oter (other) fishs (fish.) Swimmy and oter (the other) fishs (fish) do not get eated (eaten).” would not appear in a Score Point 1 paper.

Support—The writer’s choice of words is immature and unrelated to the topic. There are few, if any, details. Detailed sentences such as “Swimmy (is) scared to be eated (eaten) by the bigger (bigger) fishs (fish).” would not appear in a Score Point 1 paper.

Conventions—Significant errors in mechanics, spelling, and usage impede comprehension.

Grade 1 Unit 4 Expository: Persuasive Book Report

Score Point 4

Johnny Apelseed

by Michael O.

i read a book by Mary Pop Osborn. The name of the book is Johnny Apelseed. This book is very good. i larn a lot from this book. Before i read this book, i did not know about Johnny Apelseed. But his real name John Chapman. He was call Johnny Apelseed becaws he want help to plant apel trees. i like this book becaws the pichurs were pretty too. Johnny Apelseed gave apel seeds to pepple what were going west. He hep aminals too. He a very good man. i liked to lern abowt this good man.

Focus—The writer has failed to maintain focus on the topic and shifts back and forth between the recounting of the story and the persuasive arguments for recommending the book. Both aspects of the book report, however, were handled reasonably well.

Organization—The writing shows a lack of organization as the discussion of the book’s main ideas is interrupted by the writer’s persuasive argument.

Support—The writer attempts to support ideas with details throughout the response.

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

What Does a Score Point 3 Paper Look Like?

Focus—The writing is only minimally focused on the topic, with many unrelated details. There is some sense of mode, purpose, and audience. There may be little attempt at persuasive details, such as “i (I) like this book becaws (because) the pichurs (pictures) were pretty too.”

Organization—An attempt to organize is apparent but intermittent. There is a limited use of transitions. The persuasive element of the paper is weak.

Support—The writer’s choice of words is limited and predictable. There are few, if any, details offered throughout the book report, such as an explanation of how Johnny Appleseed got his name.

Conventions—Frequent errors in mechanics, spelling, and usage generally do not impede comprehension.

Grade 1 Unit 4 Expository: Persuasive Book Report

Score Point 5

The Owl and the Moon

by Mari Paz P.

I want to tell you about a very good book. You should read this book. The Owl and the Moon is the name of this book. Arnold Lobel is the writer of The Owl and the Moon and he is a very good writer. This book is about an owl that is friends with the moon. First the owl looks at the moon at the seeshore. He tells the moon he will come back to viset again. Then the owl thinks the moon follows him home. So he tells the moon to go back to the seeshore. That is when the moon goes behind a cloud. So at the end of the story the owl is very sad. He told the moon to go away and the moon went away. That is when the moon comes out again! The owl is happy to see his good freind the moon.

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

Organization—The writing shows a planned organizational pattern, as the persuasive part introduces and builds suspense for the summary of the plot that follows. There is also evidence of organization in the way events are related in the order in which they occurred in the story.

Support—The writer uses well-chosen details to support her persuasive argument. Word choice is adequate, and sentences are varied for interest.

Conventions—Frequently-used words are spelled correctly. The writer uses capitalization and punctuation properly, but some sentences are choppy or repetitive. Overall, however, these errors do not impede comprehension. The writing is engaging, and the persuasive argument is sound.

Grade 1 Unit 4 Expository: Persuasive Book Report

Score Point 6

Alexander and the Terrible, Horrible,

No Good, Very Bad Day

by Caleb R.

I loved Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst. This book is really great! It is about a boy who has a bad day. First Alexander wakes up with gum in his hair. Then Alexander trips on a skate. Later he does not get dessert in his lunch. The day gets worse and worse. Alexander gets into more and more trouble. That is because Alexander gets more and more angry. Everything that happens gets Alexander upset. But it's funny to the reader. I think this book is very funny. When you have a bad day, you should read this book. It will make you laugh and feel better.

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 from the book are discussed in sequential order. The theme is presented and maintained throughout the book report.

Support—The writer displays a strong 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 is a variety of simple and more complex sentences, and subject/verb agreement is used consistently throughout.

Grade 1 Unit 5 Writing: How-To Article

Score Point 2

Mak a penut butr jele Sanwich

By Rebecca R.

a Sanwich you can mak for lunch
put penut butr one slice
get 2 slices of bred
you can haf frens ovr
I like it

Focus—The writer shows little understanding of the purpose for writing. The writing may consist of a fragmentary list of slightly related ideas, lacking sense of mode and audience.

Organization—The writing lacks a logical progression of ideas. It may start off with some direction and then devolve onto other topics. Response feels incomplete.

Support—The writer’s choice of words is immature, and the words do not elaborate on the how-to instructions. There are few supportive details.

Conventions—There are significant errors in mechanics, spelling, and grammar. Some common words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writer displays almost no comprehension of the topic or the task at hand. The writing may consist of a fragmentary list of unrelated ideas with no intention of describing a how-to, such as “Mak a penut butr jele Sanwich (Make a Peanut Butter and Jelly Sandwich)”

Organization—The writing lacks a logical progression of ideas. There is no sense of intention or planning for writing, and the paper is incomplete. The paper may contain pictures instead of words.

Support—The writer’s choice of words is immature and unrelated to the topic. There are few, if any, details. Parts of instruction such as “get 2 slices of bred (Get two slices of bread.)” would be lacking.

Conventions—Significant errors in mechanics, spelling, and usage impede comprehension. Writer may have difficulty with common sound/symbol relationships.

Grade 1 Unit 5 Writing: How-to Article

Score Point 4

How to Ride a Bike

by Nikhil T.

To ride a bike can be easy. First you have to lern.
First you put on a helmit to keep you're hed safe. My helmit my sister gived to me.
Then you sit on the seet. Put you're feet on the grund.
Put one foot on the pedel and holed the handlebars.
Try to balans. If you dont balans you wil fal.
That's why i wer a helmit.
Push the pedels to go.

Focus—The writer has a good sense of the purpose for writing and of the audience, with some small lapses in the how-to format.

Organization—The paper seems fairly well thought out, with a few digressions and omissions of information. For the most part, however, the writing follows a logical order and provides enough information to feel whole and coherent.

Support—There are places in the paper with sufficient detailed support and other places that are lacking in detail. The words chosen for the most part are appropriate to the topic, though sometimes lacking in precision.

Conventions—The writer has a basic knowledge of conventions of grammar and punctuation, though sentence structure is fairly simple.

What Does a Score Point 3 Paper Look Like?

Focus—The paper is generally focused, with some irrelevant details or some wandering on and off topic. The writer is clearly trying to describe a how-to process, though not as thoroughly as in the Score Point 4 paper.

Organization—Organization of order of instructions may be logical with some lapses. The paper might lack an appropriate title such as “How to Ride a Bike” or might not give enough information to complete the task.

Support—The word choice is more vague than in a Score Point 4 paper and shows a lack of maturity. Detailed phrases, such as “If you don’t (don’t) balans (balance) you wil fal. (fal),” are not included.

Conventions—Knowledge of the conventions is demonstrated. Common words are spelled correctly. Proper nouns are capitalized with some possible lapses. Sentence constructions are generally simple with some possible attempt at variation. There is less sophistication of syntax than in the Score Point 4 paper.

Grade 1 Unit 5 Writing: How-to Article

Score Point 5

How To Make a Smoothie

by Lou Ellen P.

Her's how you can make a delishush fruit smoothie. First make sure you have some fruit. You can use straberries, bananas, peeches, pares, apples, and any fruit you like. Get fruit if you don't have it.

Then have a grown up help you. Have them cut the fruit into big peeses. Have them get the blendr out for you. You can put the blendr on the conter or somewer.

Put the peeses in the blendr. Have your dad put the lid on. Then you can press the button if they are helping you.

You can put in milk or soymilk too. Or water or what you want.

Then its reddy to drink. Just put it in a glas. Yum!

Focus—The writer stays on topic with only minor digressions. Sense of audience and tone is clear.

Organization—There is a logical order to the steps in the process, with only a lapse or two in appropriate order. Directions are still for the most part easy to follow, and the paper feels complete.

Support—The writer offers many details to support the topic. The writer chooses some precise words and sometimes offers more vague word choice.

Conventions—There is a good working knowledge of conventions. There are few errors of syntax, capitalization, and punctuation. Most on-level words are spelled correctly.

Grade 1 Unit 5 Writing: How-to Article

Score Point 6

Make a Greeting Card

By Joshua L.

Greeting cards are fun to give to your friends and to your parents and family. Would you like to make a greeting card? It's easy and people will appreciate that kind of thing.

First, fold a sheet of paper in half. Then you can draw a picture on the front. You can use crayons or markers or even paints if you want. The picture can be of something funny. Or nice like a tree or a person.

Then open up the card. Write a friendly message on the inside. Write something that the person will like. You can even write a good joke or tell them you love them.

When it is done you can give it to them. They will be so happy!

Focus—The writer stays on topic throughout the paper and has a steady attention to audience and purpose for writing.

Organization—The instructions for creating a greeting card are complete and in a consistently logical order.

Support—The writer provides sufficient details to support the instructions. Precise words are used appropriately.

Conventions—The writer has a consistent grasp of the conventions of grammar, punctuation, and capitalization. Common words are spelled correctly. Some above-level words may be misspelled.

Grade 1 Unit 6 Writing: A Report

Score Point 2

The Big Lake

by Carter D.

I saw lake michigan ons. We go past one day I not see the oter side.
I went swimin in a lake.
I want to ride a bote akros lake michigan It is calt the big lake

Focus—The writer displays minimal understanding of the purpose for writing. The writer has chosen a topic, but does not include any interesting facts about Lake Michigan. There is extraneous personal information, and the tone of a report is not maintained.

Organization—There is no clear beginning, middle, and end. The writer begins with a personal statement, which although introductory, is not of the appropriate tone for a report. The ending is inconclusive.

Support—The writer does not provide factual details to support or expand upon the topic. The word choice is very basic, and the paper feels incomplete.

Conventions—The writer shows some grasp of the conventions of capitalization and punctuation, although with some lapses. Sentence structure is very simple, and common words are misspelled.

What Does a Score Point 1 Paper Look Like?

Focus—The writer has no sense of audience or purpose for writing. There is no apparent topic for the report, such as the focus on Lake Michigan for the Score Point 2 paper.

Organization—There may be pictures, scribbles, or strings of words with minimal connection. There is no progression of ideas or sense that the writer is arranging thoughts in any particular way.

Support—Minimal details may be provided, though not particularly in support of any main topic. Word choice is immature and vague. Details such as “I (did) not see the oter (other) side,” would not appear in a Score Point 1 paper.

Conventions—The writer does not have an understanding of basic sound/symbol relationships, punctuation, or capitalization. The paper may be illegible.

Grade 1 Unit 6 Writing: A Report

Score Point 4

Hawaii
by Katipai S.

I want to go to Hawaii. It is a plase I want to visit. Why? It have lots of diffrent fish and corel and beaches. But some of the beaches are made of lava. My mom went there once. So not all the beaches are sand. Lava is solid black rock. It is hot and sharp for your feet.

It is because of volcanos. Hawaii is made of volcanos. That is why I want to go. There is a volcano you can go look at and you can go see the liqid lava go down to the oshin. And Hawaii is warm and there is turtels.

Focus—The writer stays on topic for most of the paper. There is a clear sense of audience and purpose for writing, and any stray information does not detract too heavily from the subject matter.

Organization—There is some sense of order, but the paper as a whole is lacking in an organizational pattern. The writer digresses often before returning to the main points. There are some transitional devices used, and the paper feels complete even though the ideas are not fully organized.

Support—The writer supports her paper with some facts about Hawaii, although there is a lack of specificity of detail that would make the paper more of a report and less of a description. There is some indication that the writer did not pay much attention to research, shown as misspellings of words related to Hawaii. Also, some specific words are used, but for the most part the writer sticks to a slightly repetitive vocabulary.

Conventions—The writer has a good sense of punctuation, spelling, grammar, and capitalization. There are a few errors, especially with subject/verb agreement, but no errors that make the paper hard to read.

What Does a Score Point 3 Paper Look Like?

Focus—The writer may present more extraneous information in comparison to the Score Point 4 paper and may introduce many unrelated details.

Organization—Though there is a topic, organization is minimal and there is no sense of beginning, middle, or end. There appears to be no logic to the presentation of ideas unlike that of the Score Point 4 paper, “It is a plase (place) I want to visit. Why? It have (has) lots of diffrent (different) fish and corel (coral) and beaches.”

Support—A Score Point 3 paper would not have many specific supporting details, such as “Lava is solid black rock. It is hot and sharp for your feet.” Word choice is less precise than as seen in the Score Point 4 paper.

Conventions—Sentences may have little punctuation and many grammar and spelling errors. Sentence structures are fairly simple, with some possible attempt at a more complex structure.

Grade 1 Unit 6 Writing: A Report

Score Point 5

Italia

by Christina M.

Italy would be a great place to go to. My family is from Italy, but I have not been there. In Italian it is called Italia. It is located in South Europe and the whole country is shaped like a boot. A lot of it is on the water. It is on the Mediterranean Sea. It has a couple islands too, like Sicily. That is where my grandparent's came from, so that is where I want to go and see.

There are a lot of very old buildings in Italy, like the Colosseum in Rome. It is very large and round and used to be for shows like the auditorium here at school. Now it is falling apart a little. There is also the Parthenon and a lot of art. Some old stuff there has been destroyed but some stuff is still nice to see. My parents went and they said the food was really good, too! That's another reason to go! Especially the gelati. That's the ice cream. I can't wait til I can go to Italia.

Focus—The writer has a good sense of the purpose for writing, though she strays from the report format to a personal tone in places. This is not enough to detract significantly from the information she provides about Italy.

Organization—The paper for the most part is well organized and flows, although one or two ideas are misplaced. There is a clear sense of beginning, middle, and end, and transitional devices are used throughout.

Support—The writer supports her ideas with details more fully in some parts of the paper than in others. The paper does feel complete, and the word choice is adequate and at times specific.

Conventions—The conventions of capitalization, punctuation, grammar and syntax are for the most part followed correctly. Most spelling errors are of above-level words.

Grade 1 Unit 6 Writing: A Report

Score Point 6

A Trip to Alaska

by Carla C.

It would be exciting to go to Alaska. Alaska is way up north. It is very cold in the winter and there is a lot of snow. The sun hardly shines. In the winter there are lots of Northern Lights. That is when the sky glows many colors, like red and green. It is because of energy particles that the sun puts in the atmosphere.

In summer, the sun shines almost all day and all night. You can see glaciers, which are mountains of snow and ice. You can see whales in Alaska, too. They swim through the ocean and sometimes they leap from the water. There are wild animals like moose and bears and foxes, and there are lots of trees and pretty places. Alaska is a good place to visit.

Focus—The writer has a clear sense of purpose for writing and has researched the topic sufficiently. There is no stray information.

Organization—There is an obvious pattern of organization and a clear beginning, middle, and end. The writer includes an introductory as well as a closing sentence.

Support—Sufficiently elaborated supportive details are included to give a clear and satisfying picture of the topic. The word choice is specific and engaging.

Conventions—All sentences are complete, and spelling, grammar, and punctuation is for the most part without error. The writer utilizes a variety of sentence structures successfully.