

Grade 1 First Prompt

Narrative Writing About Oneself

English/Language Arts Content Standards:

- 1.0 Writing Strategies
 - 1.1 Select a focus when writing.
 - 1.2 Use descriptive words when writing.
 - 1.3 Print legibly and space letters, words, and sentences appropriately.
- 2.0 Writing Applications (Genres and Their Characteristics)
 - 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.

Writing Situation

Sometimes something really special happens to us that we want to share with someone else. It might be a birthday celebration, a trip to the park, a funny story, or even a special pet. (Allow an opportunity for class discussion.)

Directions for Writing

Write about a special experience that you would like to share with a friend. Remember to tell where it happened, who was there, and what you did that made this special.

Writing and Convention Standards

For this task, students will write an essay that will:

- a. focus on a personal experience.
- b. describe a personal experience.
- c. use descriptive words to give information about a special event.
- d. use complete sentences.
- e. use capital letters to begin sentences.
- f. use appropriate punctuation at the end of sentences.

Resources:

Reading/Language Arts Framework for California Public Schools, p. 62-63

Write One: Handbook, p. 46-47

Write One: Program Guide: Reading-Writing Connection, 34

Write One: Lesson Plans and Assessments, pp. 6-9

Grade 1

First Prompt Rubric

Narrative Writing About Oneself

4	<ul style="list-style-type: none"> ▪ Fully addresses the prompt. ▪ Is clearly organized. ▪ Clearly maintains a consistent focus. ▪ Has complete, coherent sentences that use a variety of patterns. ▪ Has effectiveness and variety of word choice. ▪ Has descriptive language that shows emotion, enthusiasm, or individuality, and catches the reader’s attention. ▪ Has grade-level appropriate spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing. ▪ Has legible handwriting with appropriate spacing.
3	<ul style="list-style-type: none"> ▪ Responds to the prompt. ▪ Is organized. ▪ Maintains a consistent focus. ▪ Has mainly complete sentences. ▪ Has some variety of word choice. ▪ Has some expressive language. ▪ Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing. ▪ Has legible handwriting with most letters formed correctly.
2	<ul style="list-style-type: none"> ▪ Attempts to respond to the prompt. ▪ May lack organization. ▪ May lack a consistent focus. ▪ Has letters, words, or phrases that tell about the writer’s experience. ▪ May contain environmental print. ▪ Attempts words using initial consonant sounds. ▪ May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing. ▪ Has handwriting that is difficult to read (may need student interpretation).
1	<ul style="list-style-type: none"> ▪ May not respond to the prompt. (May be off topic.) ▪ Lacks organization. ▪ Has no focus. ▪ May have random marks, letters, numbers, shapes, or pictures. ▪ Contains substantial environmental print. ▪ May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing. ▪ Handwriting may be illegible.
BP	<ul style="list-style-type: none"> ▪ Blank Paper

Grade 1

First Prompt – Student Page

Narrative

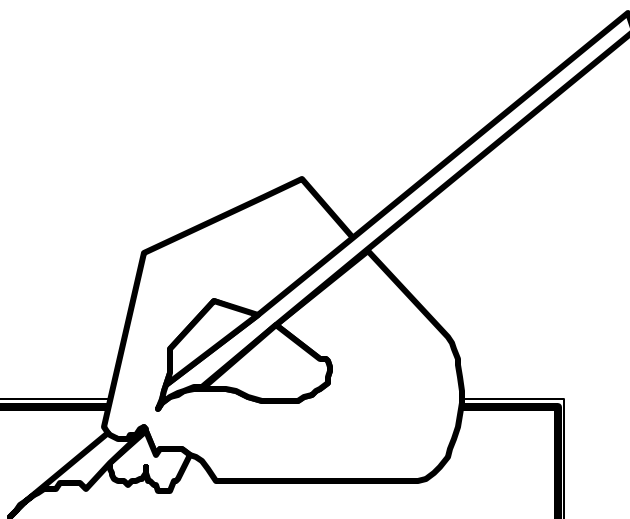
Writing About Oneself

Writing Situation

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District Writing Sample Scoring Rationale

First Prompt, First Grade

Narrative

Writing About Oneself

Rubric Score Point: 4 high

Characteristics that make the paper a high 4:

- a. Focuses on the prompt.
- b. Grade-level appropriate spelling, capitalization, and spelling.
- c. Variety of sentence patterns and word choice.
- d. Has descriptive language that shows emotion and enthusiasm.

Additional instructional steps for the writer's growth would include:

- a. Modeling the use of capitals for proper nouns.
- b. Teaching the student how to use commas in a list.

Teacher Notes:

There are many reasons why going to Disney
land is special to me. First it happened
at Disney land. Then it was special because
I was big enough to ride on Space Mountain.
My mom and my dad me and my brother
were there. As you can see my trip to
Disney land was a blast.

My dad and me

me and my dad went swimming in a pool. When my dad got in I jumped on him. Then he splashed at me and so I splashed at him after he splashed at me. Then I played with this floating ball. Then it was almost time to go inside me and my dad did a few jumps into the pool then we had a swimming race in the water. Then it was time to go.

Christmas day

On Christmas eve

I rap gifts! On

Christmas day I put

ornaments on the tree.

And then we have a

party

I ate turkey I was
good. I saw my cousin.

I play on my bike.

I saw my momma

and I saw my ant

mynt.

I like Thunk cousins



My special time was with
my family went to the
Beach. I collected shells. My
sister did to.

District Writing Sample Scoring Rationale

First Prompt, First Grade

Narrative

Writing About Oneself

Rubric Score Point: 2 high

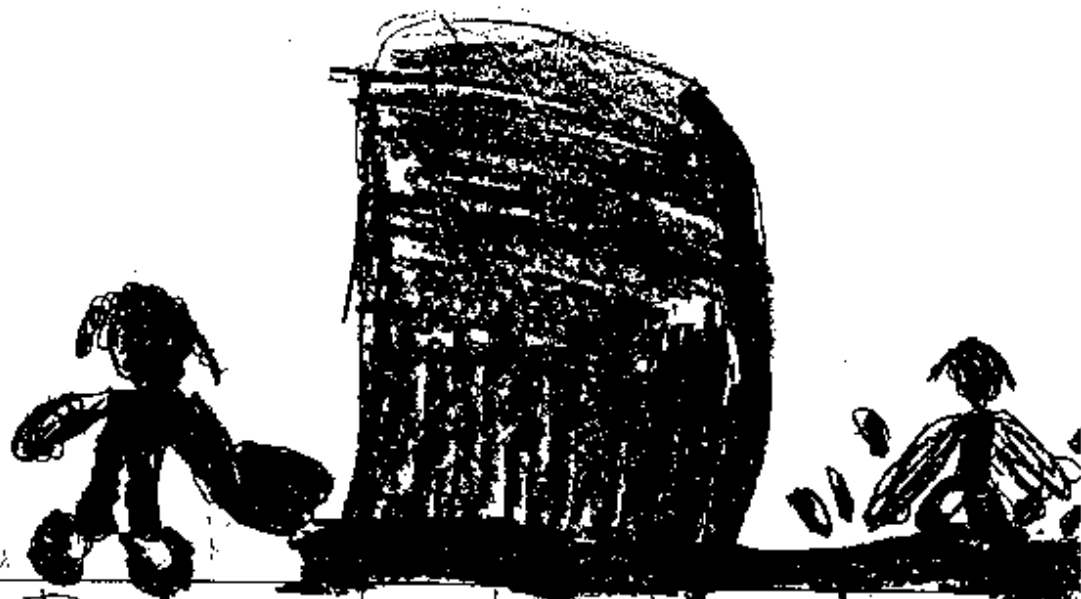
Characteristics that make the paper a high 2:

- a. Responds to the prompt.
- b. Capitalization and punctuation evident.
- c. Contains sensory details.
- d. Lacks sentence variety.

Additional instructional steps for the writer's growth would include:

- a. Modeling a variety of sentence patterns.
- b. Sharing a wide variety of literature with the student.

Teacher Notes:



I went to the beach

I see whavs.

I hear Spashing.

The food taste good.



District Writing Sample Scoring Rationale

First Prompt, First Grade

Narrative

Writing About Oneself

Rubric Score Point: 2 anchor

Characteristics that make the paper an anchor 2:

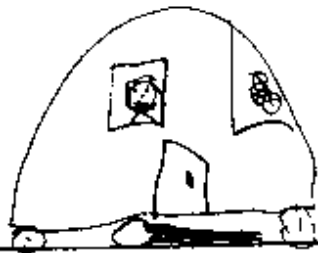
- a. Responds to the prompt.
- b. More than one sentence pattern.
- c. Has sensory detail.
- d. Has some letter reversals.
- e. Word “I” is not capitalized.

Additional instructional steps to support this writer:

- a. Modeling the correct way to form the letters b, d, and y.
- b. Providing opportunities to practice lower case b, d, and y.
- c. Conducting a mini lesson on capitalization of the pronoun “I”.

Teacher Notes:

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When day i had
to go to the
flat ins. My dad ran over
a skuc. It smld yuce

hool I se Miss A | Vade.

fue apple.

he Miss A | Vade

fuh bah has.

F smeo PIZZP

District Writing Sample Scoring Rationale

First Prompt, First Grade

Narrative

Writing About Oneself

Rubric Score Point: 1 anchor

Characteristics that make the paper an anchor 1:

- a. Some environmental print.
- b. Little evidence of letter-sound connection.
- c. Attempts to use spacing.
- d. Writing is legible.

Additional instructional steps to support this writer:

- a. Continuing letter-sound activities.
- b. Modeling correct sentences with appropriate punctuation.

Teacher Notes:

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Aha Sevens

Sala eotneadd

tonq Hos F Red + hC Hos

Fa a Sand and des

District Writing Sample Scoring Rationale

First Prompt, First Grade

Narrative

Writing About Oneself

Rubric Score Point: 1 low

Characteristics that make the paper a low 1:

- a. Doesn't respond to the prompt.
- b. Little evidence of letter-sound connection.
- c. Writing is illegible.

Additional instructional steps for the writer's growth would include:

- a. Providing phonemic awareness activities.
- b. Providing opportunities for shared writing.
- c. Modeling letter-sound connection.

Teacher Notes:

Fenwick

Ferret

Ferris
Ferry