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**

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
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| 4     | 4. Fully addresses the prompt.  
|       | 4. Is clearly organized.  
|       | 4. Clearly maintains a consistent focus.  
|       | 4. Has complete, coherent sentences that use a variety of patterns.  
|       | 4. Has effectiveness and variety of word choice.  
|       | 4. Has descriptive language that shows emotion, enthusiasm, or individuality, and catches the reader’s attention.  
|       | 4. Has grade-level appropriate spelling, capitalization, and punctuation; contains few, if any, errors that do not interfere with understanding the writing.  
|       | 4. Has legible handwriting with appropriate spacing. |
| 3     | 3. Responds to the prompt.  
|       | 3. Is organized.  
|       | 3. Maintains a consistent focus.  
|       | 3. Has mainly complete sentences.  
|       | 3. Has some variety of word choice.  
|       | 3. Has some expressive language.  
|       | 3. Has mainly grade-level appropriate spelling, grammar, capitalization, and punctuation; contains some errors that do not interfere with understanding the writing.  
|       | 3. Has legible handwriting with most letters formed correctly. |
| 2     | 2. Attempts to respond to the prompt.  
|       | 2. May lack organization.  
|       | 2. May lack a consistent focus.  
|       | 2. Has letters, words, or phrases that tell about the writer’s experience.  
|       | 2. May contain environmental print.  
|       | 2. Attempts words using initial consonant sounds.  
|       | 2. May contain many errors in spelling, grammar, capitalization, and/or punctuation that may interfere with understanding the writing.  
|       | 2. Has handwriting that is difficult to read (may need student interpretation). |
| 1     | 1. May not respond to the prompt.  (May be off topic.)  
|       | 1. Lacks organization.  
|       | 1. Has no focus.  
|       | 1. May have random marks, letters, numbers, shapes, or pictures.  
|       | 1. Contains substantial environmental print.  
|       | 1. May contain frequent and numerous errors in spelling, grammar, capitalization, and punctuation that interfere with the understanding of the writing.  
|       | 1. Handwriting may be illegible. |
| BP    | 0. Blank Paper |
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.
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 Disneyland is special to me. First it happened at Disneyland. Then it was special because I was big enough to ride on Space Mountain. My mom and my dad took me and my brother there. As you can see my trip to Disneyland was a blast.
District Writing Sample Scoring Rationale
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Rubric Score Point: 4 anchor

Characteristics that make the paper an anchor 4:

a. Focuses on the prompt.
b. Has descriptive language.
c. Variety of word choice and sentence pattern.
d. Has grade-level appropriate spelling, capitalization, and punctuation.

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

a. Modeling the use of capitals for the title and first word in a sentence.
b. Modeling the use of transitional words.

Teacher Notes:
My dad and me

Me and my dad went swimming in our pool. When my dad got in, I jumped at him. Then he splashed at me, and so I kicked at him after he splashed at me. Then I played with this floating doll. Then it was our last time to go inside. We and my dad did a few jumps into the pool. Then we had a swimming in the water. Then it was time to go.
Rubric Score Point: 4 low

Characteristics that make the paper a low 4:

a. Focuses on the prompt.
b. Has descriptive language that shows emotion and enthusiasm.
c. Grade level appropriate spelling, capitalization, and punctuation.
d. Has legible handwriting with appropriate spacing.
e. Lacks sentence variety.

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

a. Modeling a variety of sentence patterns.
b. Teaching the student the rules of capitalization for holidays.

Teacher Notes:
On Christmas eve I wrap gifts! On Christmas day I put ornaments on the tree. And then we have a feast.
First Prompt, First Grade
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Rubric Score Point: 3 high

Characteristics that make the paper a high 3:

a. Responds to the prompt.
b. Abundance of expressive language.
c. Variety of word choice.
d. Lacks grade-level appropriate capitalization and punctuation.

Additional instructional steps to support this writer:

a. Modeling the use of punctuation and capitalization.
c. Modeling a variety of sentence patterns.

Teacher Notes:
I ate turkey. It was good. I saw my cousin.
I play on my bike.
I saw my momma and I saw my ant mummy.
T'like Thank giving.
Rubric Score Point:  3 low

Characteristics that make the paper a low 3:

a. Responds to the prompt.
b. Has some grade-level appropriate capitalization and punctuation.
c. Mainly complete sentences that tell about the writer’s experience.
d. Lacks expressive language.

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

a. Modeling the uses of expressive language in writing.
b. Reading literature to the students using expressive, descriptive language.

Teacher Notes:
My favorite place to go is the beach. I collected shells. My family and I always went there together. Sister did too.
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.
I went to the beach
I see whars.
I hear Splashing.
The fo0d taste good
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:
Wun-day I had to go to the Martins. My dad ran out a skue. It smell yute.
Rubric Score Point: 2 low

Characteristics that make the paper a low 2:

a. Responds to the prompt.
b. Contains environmental print.
c. Attempts words using initial and final consonant sounds
d. Uses mainly consonant sounds and/or inventive spelling.
e. Lacks spacing between words.
f. Lack of punctuation.

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

a. Modeling the use of periods at the end of a sentence.
b. Teaching the student the use of the two-finger rule for spacing between words with opportunities for practice.

Teacher Notes:
I like to go to the Valley Plaza. I spent my $5 there at toys in the Pound Dollar store.
District Writing Sample Scoring Rationale
First Prompt, First Grade
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Rubric Score Point: 1 high

Characteristics that make the paper a high 1:

a. Contains environmental print.
b. Uses capitalization and punctuation.
c. Evidence of spacing.
d. Has evidence of letter-sound connection.
e. Does not respond to the prompt.

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

a. Modeling writing to a prompt.
b. Providing activities to practice ending sounds.

Teacher Notes:
I see Miss Alvarez.

The apple.

Miss Alvarez

Fuh bahnas.

Smeo Pizz
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:
The Sand and Deserts

Tonga Hot Springs

Sagola Continued

Why Serbia
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: