

# WRITING PORTFOLIO GUIDE: Grade 1 Narrative Writing



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**SPECIAL ACKNOWLEDGEMENTS**

The Connecticut State Department of Education is especially appreciative to the Granby, Griswold, Hartford, New Haven, Norwich, Old Saybrook, Rocky Hill, Simsbury, Thompson, and Waterbury school districts for contributing to the development of the writing portfolio resources for early elementary educators.

## WRITING PORTFOLIO GUIDE: Grade 1 Narrative Writing

To develop and promote effective writing assessment resources that align to the Connecticut Core Standards, the Connecticut State Department of Education (CSDE) developed training materials to support classroom teachers' instruction of writing throughout the year.

This particular Grade 1 guide includes a grade-appropriate text and an evidence-based writing prompt that was administered to over 150 first-grade students representing a range of writing abilities from across Connecticut. The CSDE collected and scored their responses with guidance from the Writing Assessment Advisory Committee.

These materials can be used for classroom-, building-, or district-level training to support evidence-based student writing.

### Background

During the fall and early winter of 2017, English language arts consultants from the CSDE visited eight Grade 1 classrooms in Connecticut in which the mentor text, *The Relatives Came*, written by Cynthia Rylant, was read aloud to students. Following the reading, the class was asked to imagine that they have had a special visit with friends or family, and write a story about where they went, who they saw, and what they did. Students were directed to incorporate descriptions, and to make sure that their writing had a beginning, middle, and an ending.

Student responses were scored across three writing dimensions (Organization/Purpose, Development/Elaboration, and Conventions) using Connecticut-developed scoring rubrics aligned to the Smarter Balanced ELA Performance Task Writing Rubrics and the Connecticut Core Standards (CCS) for Grade 1.

The collection represents a range in both depth and abilities. Examining student responses across the three dimensions for writing provides teachers with a closer look at individual and group strengths and weaknesses in writing. In particular, this writing prompt calls for students to use evidence-based examples in their written response. By looking more closely at the three scoring dimensions, teachers can provide students with specific tools and instruction needed to meet the grade-level expectations set in the standards.

The scoring rubrics were meant to be general and can be used with a variety of writing assignments across content areas and purposes. They can be used in part to focus on one particular dimension, such as using Development/Elaboration, or in their entirety to identify students' strengths and weaknesses in writing.

### Student Exemplars

The exemplar set for Grade 1 narrative writing contains a stimulus, an item stem, scoring rubrics, a Smarter Balanced Performance Task Conventions Scoring Chart, writing anchor papers, and a student-friendly rubric.

Directions for using this ELA/Literacy guide:

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the specific rubrics for each dimension and score point.
3. Read through the condition code document to better understand how to score unusual responses.
4. Read the student's response each time a new rubric is used.

## Writing Portfolio Guide Glossary

**Source:** informational or research-based texts from various academic disciplines for students to use as evidence or support in their writing.

**Item Stem/Your Assignment:** a paragraph prompting the student to create a focused written response.

**Anchor Papers:** examples of student responses and scoring comments ordered from high to low by score point. In this set of anchor papers, each student response received three annotated scores: a score for Organization/Purpose, a score for Development/Elaboration, and a score for Conventions.

**Scoring Rubrics:** a description of the item expectations that includes a description of response characteristics typically exhibited at each score point to ensure consistent scoring.

## Scores with Plus or Minus

Within a score point there are varying levels, from the low end of the point indicated by a minus sign, to the very high end of a score point, indicated by a plus sign. This allows us to differentiate when hand scoring between those students who are either barely within a score point and those that are close to the next score point. This additional information is beneficial when learning to score a paper and when determining next steps in instruction based on students' strengths and weaknesses.

## Grade 1 Narrative Writing

**Source:** Rylant, C. (1985). *The Relatives Came*. Antheneum Books, New York, NY.

**Item Stem/Your Assignment:** Imagine that you've had a special visit with friends or family. Write a story about where you went, who you saw, and what you did. Use lots of description, and be sure that your story has a beginning, a middle, and an ending.

## Standards

The Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCS ELA) are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The CCS ELA standards progression documents provide a view of learning expectations by strand and by grade level, and can be useful in understanding why the standards are sequenced the way they are across a number of grade levels. The CCS ELA K–5 writing standards progression provides a more comprehensive identification of the skills and expectations at each grade level in the writing strand, and were designed to support organizing curriculum and classroom instruction. To access the learning progression documents, visit [www.ctcorestandards.org](http://www.ctcorestandards.org).

## Grade 1 Narrative Writing Scoring Rubrics

Grade 1 Narrative Writing Rubric: <b>ORGANIZATION/PURPOSE</b>				
Score	4	3	2	1
<b>Organization/Purpose</b>	<p>The narrative, real or imagined, is clearly organized. The response:</p> <ul style="list-style-type: none"> <li>• clearly narrates an event or short sequence of events</li> <li>• provides a logically sequenced event(s) using temporal words to signal order</li> <li>• provides a clear closure</li> </ul>	<p>The narrative, real or imagined, is adequately organized. The response:</p> <ul style="list-style-type: none"> <li>• adequately narrates an event or short sequence of events</li> <li>• provides an adequately sequenced event(s) using temporal words to signal order</li> <li>• provides a sense of closure</li> </ul>	<p>The narrative, real or imagined, is somewhat organized. The response:</p> <ul style="list-style-type: none"> <li>• unevenly or inconsistently narrates an event or short sequence of events</li> <li>• inconsistently sequences an event(s) and may use temporal words to signal order, with some flaws</li> <li>• provides a closure that, if present, is weak</li> </ul>	<p>The narrative, real or imagined, lacks organization. The response:</p> <ul style="list-style-type: none"> <li>• includes no discernable event</li> <li>• provides an unconnected or random event(s) and/or lacks the use of temporal words to signal order</li> <li>• provides no closure</li> </ul>

January 20, 2017



Grade 1 Narrative Writing Rubric: <b>DEVELOPMENT/ELABORATION</b>				
Score	4	3	2	1
<b>Development/Elaboration</b>	<p>The narrative, real or imagined, provides effective elaboration using relevant details and/or description. The response:</p> <ul style="list-style-type: none"> <li>includes vivid details regarding what happened</li> <li>connects to source materials to enhance the narrative</li> </ul>	<p>The narrative, real or imagined, provides adequate elaboration using relevant details and/or description. The response:</p> <ul style="list-style-type: none"> <li>includes some details regarding what happened</li> <li>connects to source materials to contribute to the narrative</li> </ul>	<p>The narrative, real or imagined, provides little elaboration using relevant details and/or description. The response:</p> <ul style="list-style-type: none"> <li>includes limited or confusing details regarding what happened</li> <li>connects to source materials and though information may be ineffective, awkward, or vague, it does not interfere with the narrative</li> </ul>	<p>The narrative, real or imagined, does not provide relevant elaboration. The response:</p> <ul style="list-style-type: none"> <li>provides insufficient, irrelevant, or no details</li> <li>lacks a connection to source materials, or if evident, the connection may detract from the narrative</li> </ul>

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Grade 1 Narrative Writing Rubric: <b>CONVENTIONS</b>			
Score	2	1	0
<b>Conventions</b>	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>

January 20, 2017

<b>CONVENTIONS</b>
<p><b>Holistic Scoring:</b></p> <ul style="list-style-type: none"> <li>Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.</li> <li>Severity: Basic errors are more heavily weighted than higher-level errors.</li> <li>Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.</li> </ul>



## Smarter Balanced — Conventions Chart — April 2014 Grades K–1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	<p><b>Capitalize:</b></p> <ul style="list-style-type: none"> <li>• the first word in a sentence.</li> <li>• the pronoun I.</li> <li>• names of people.</li> <li>• days of the week.</li> <li>• months of the year.</li> </ul>	<p>Use <b>end punctuation</b> for sentences.</p> <p>Use <b>commas</b></p> <ul style="list-style-type: none"> <li>• in dates.</li> <li>• to separate <b>single</b> words in a series.</li> </ul>	<p><b>Nouns:</b></p> <ul style="list-style-type: none"> <li>• Correctly use singular and plural <b>nouns</b> with <b>matching verbs</b> in <b>basic</b> sentences (e.g., He hops; We hop).</li> </ul> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>verbs</b> to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul> <p><b>Pronoun:</b></p> <ul style="list-style-type: none"> <li>• Correctly use common personal, possessive, and in-definite <b>pronouns</b> (e.g., I, me, my; they, them, their; anyone, every-thing).</li> </ul> <p><b>Determiners:</b></p> <ul style="list-style-type: none"> <li>• Correctly use <b>determiners</b> (e.g., articles, demon-stratives).</li> </ul> <p><b>Conjunctions:</b></p> <ul style="list-style-type: none"> <li>• Correctly use frequently occurring <b>conjunctions</b> (e.g., and, so, but, because).</li> </ul>	<p>N/A</p>

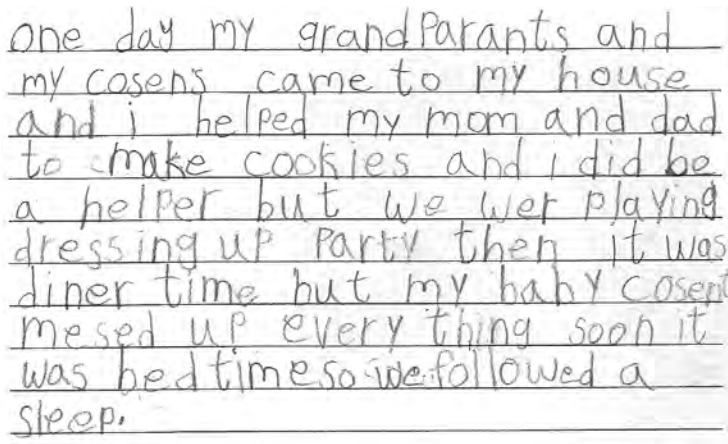
## Smarter Balanced Condition Code Categories

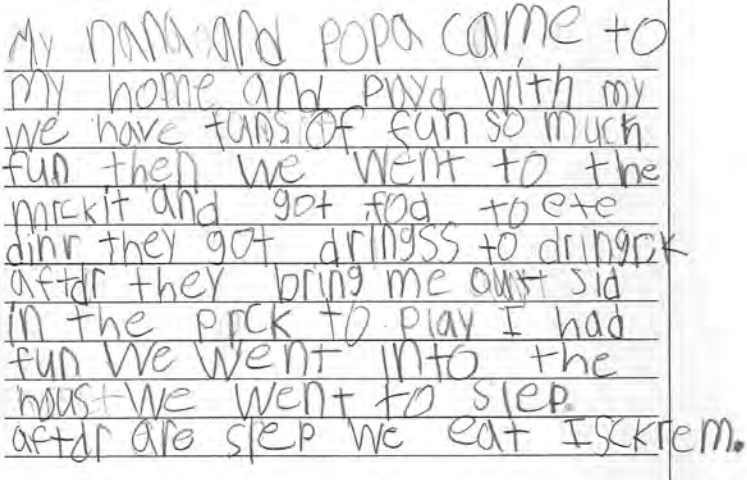
For the purposes of scoring open-ended responses on the summative test, including Performance Tasks, Smarter Balanced applies the following Condition Code Categories to capture those responses that do not fulfill the expectation of the test item. In some cases, a student may not provide a response, while another case may include a response unrelated to the question or topic being assessed. These codes allow the handscorer to categorize the type of response and provide more information than merely scoring it a zero.

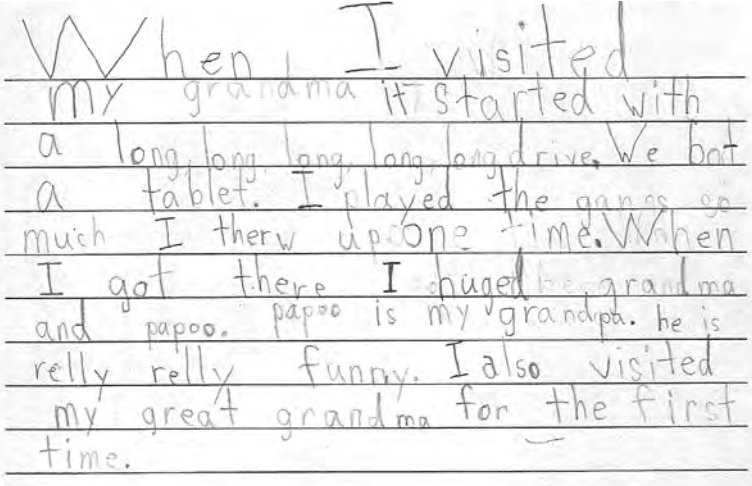
Condition Codes	Smarter Balanced Condition Code Category Updated April 25, 2017
<b>B</b>	<p><b>Blank</b></p> <p>No response provided</p>
<b>I</b>	<p><b>Insufficient</b></p> <p>a. Student has not provided a meaningful response. Some examples:</p> <ul style="list-style-type: none"> <li>• Random keystrokes/handstrokes</li> <li>• Undecipherable text</li> <li>• <i>I hate this test</i></li> <li>• <i>I don't know, IDK</i></li> <li>• <i>I don't care</i></li> <li>• <i>I like pizza!</i> (in response to a reading passage about helicopters)</li> <li>• Response consists entirely of profanity</li> </ul> <p>b. For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> <li>• student's original work is insufficient to determine whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics; or</li> <li>• response is too brief to determine whether it is on purpose or on topic.</li> </ul>
<b>L</b>	<p><b>Non-Scorable Language</b></p> <p>ELA/literacy: Language other than English and/or Mathematics: Language other than English or Spanish</p>
<b>T</b>	<p><b>Off Topic</b> <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off topic when the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative).</p> <ul style="list-style-type: none"> <li>• Off-topic responses are generally substantial responses.</li> </ul>
<b>M</b>	<p><b>Off Purpose</b> <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> <li>• An off-purpose response addresses the topic of the task, but not the purpose of the task.</li> <li>• Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose.</li> <li>• Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.</li> </ul>

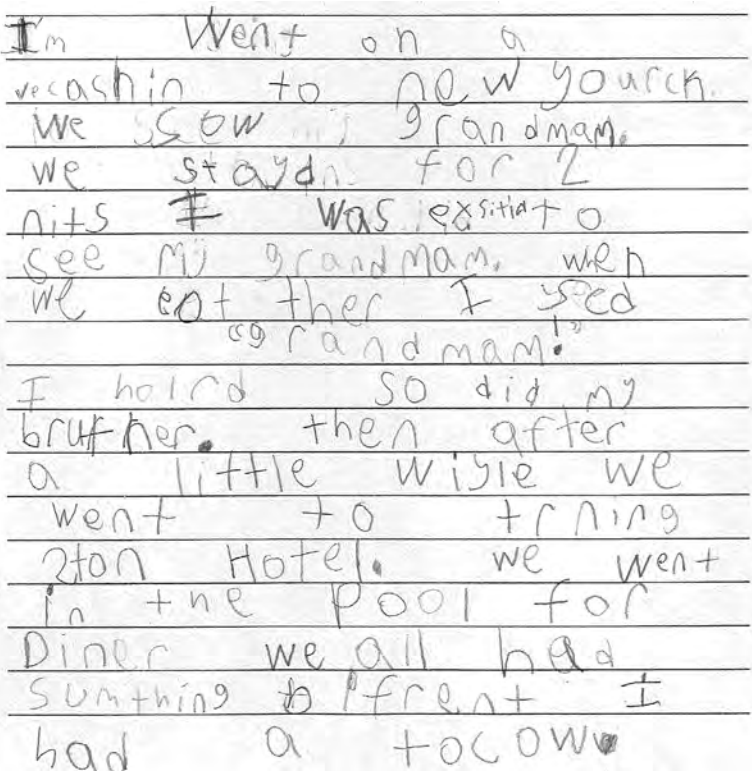
## Grade 1 Anchor Sets

GRADE 1	P-1	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4+	2+
<p style="text-align: center;">Moutain</p> <p>One day I woke up at 2 o'clock and packed some food and went to the mountains. Then we saw some beautiful flowers on the way. Then me and my family arrived at the mountains. Then I saw kids playing. First we saw a dam. Then we had some juice. Then we went to the God. We spend the hole day in the mountains and went back home. The End</p> <p><i>"One day I woke up at 2 o'clock and packed some food and went to the mountains. Then, we saw some beautiful flowers on the way. Then, me and my family arrived at the mountains. Then, I saw kids playing. First, we saw a dam. Then, we had some juice. Then, we went to the God. We spend the whole day in the mountains and went back home. The end."</i></p>		<p><b>4:</b> The student provides a clear narrative with a logical sequence of events. The student uses temporal words (<i>one day; then; first</i>), and directly connects the event to the format of the story used as source material for this prompt.</p>		
		<p><b>4+:</b> The response provides specific elaboration and consistent development (<i>One day I woke up at 2 o'clock; beautiful flowers; saw a dam; went to the God</i>).</p>		
		<p><b>2+:</b> The response contains few errors and demonstrates an adequate control of conventions.</p>		

GRADE 1	P-2	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4-	0
 <p>One day MY grandParants and my cosens came to my house and i helped my mom and dad to make cookies and i did be a helper but we wer playing dressing up Party then it was diner time but my baby cosent mesed up every thing soon it was bedtime so we followed a sleep.</p> <p><i>“One day my grandparents and my cousins came to my house and I helped my mom and dad to make cookies and I did be a helper, but we were playing dressing up party. Then, it was dinnertime, but my baby cousin messed up everything. Soon, it was bedtime so we fell asleep.”</i></p>		<p><b>4-:</b> The narrative is clear and focused and contains a logical sequence of events (<i>One day; then; soon it was bedtime</i>).</p>		
		<p><b>4-:</b> The response includes elaboration of the narrative (<i>make cookies; play dress-up party</i>).</p>		
		<p><b>0:</b> The student does not include punctuation except after the last word of the response. The pronoun “I” is not capitalized.</p>		

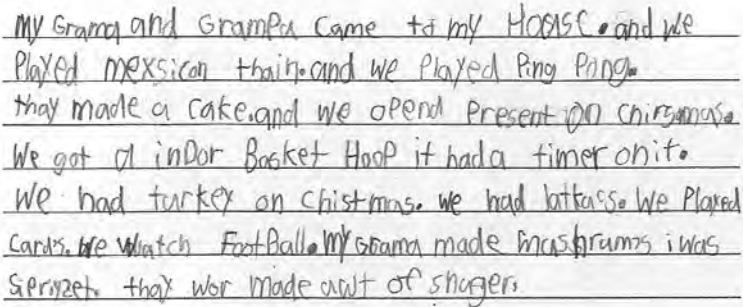
GRADE 1	P-3	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4	0
 <p>My nana and papa came to my home and played with me. We have tons of fun so much fun then we went to the market and got food to eat dinner they got drinks to drink after they bring me outside in the park to play I had fun we went into the house we went to sleep after our sleep we eat ice cream.</p>		<p><b>4-:</b> This is a logically sequenced narrative that includes an opening, middle, and an ending. The student uses transitional words to develop the narrative (<i>then; after</i>).</p>	<p><b>4:</b> The details are relevant and specific and support the development of the narrative (<i>We have tons of fun, so much fun</i>).</p>	<p><b>0:</b> There is no evidence of a command of conventions. The response contains inconsistent use of spelling, capitalization, and punctuation.</p>
		<p><i>"My nana and papa came to my home and played with me. We have tons of fun, so much fun. Then, we went to the market and got food to eat dinner. They got drinks to drink. After, they bring me outside in the park to play. I had fun. We went into the house. We went to sleep. After our sleep, we eat ice cream."</i></p>		

GRADE 1	P-4	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	4-	2
 <p>When I visited my grandma it started with a long, long, long, long, long drive. We bot a tablet. I played the games so much I therw up one time. When I got there I huged grandma and papoo. papoo is my grandpa. he is relly relly funny. I also visited my great grandma for the first time.</p> <p><i>“When I visited my grandma it started with a long, long, long, long drive. We bought a tablet. I played the games so much I threw up one time. When I got there I hugged grandma and Papoo. Papoo is my grandpa. He is really, really funny. I also visited my great grandma for the first time.”</i></p>		<p><b>3+:</b> The student provides a narrative with a clear beginning (<i>When I visited my grandma</i>), but is missing an ending. The response includes details and temporal words to signify events in a logical order.</p>		
		<p><b>4-:</b> The student provides adequate elaboration, but the development is inconsistent toward the end of the story. The student uses literary device to convey the length of time when traveling to visit grandparents (<i>it started with a long, long, long, long, long drive</i>).</p>		
		<p><b>2:</b> Although this response contains errors, the student demonstrates an adequate control of conventions.</p>		

GRADE 1	P-5	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	4	1-
 <p>I'm Went on a vacation to New York. We saw my grandmom. we stayed for 2 nits I was excited to see my grandmom. when we got there I said "Grandmom!" I hollered, so did my brother. Then, after a little while we went to the Turningston Hotel. we went in the pool for dinner we all had something different I had a taco.</p>		<p><b>3+:</b> The narrative tells the story of a trip to New York to visit Grandmom. While there is a clear opening, there is no closure.</p>		
		<p><b>4:</b> The details are relevant and specific and support the development of the narrative (<i>the Turningstone Hotel; we all had something different; I had a taco</i>). The student attempts to incorporate dialogue to further develop the narrative. ("Grandmom!")</p>		
		<p><b>1-:</b> The spelling errors indicate that the student has limited control of conventions. The student has limited phonetic awareness of spelling. Capital letters are used inconsistently and incorrectly.</p>		

"I went on a vacation to New York. We saw grandmom. We stayed for 2 nights. I was excited to see my grandmom. When we got there I said, "Grandmom!" I hollered, so did my brother. Then, after a little while, we went to the Turningstone Hotel. We went in the pool. For dinner, we all had something different. I had a taco."



GRADE 1	P-6	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	4-	0
 <p>My Grand and Grandpa came to my house and we played Mexican train and we played ping pong. They made a cake and we opened presents on Christmas. We got an indoor Basketball hoop it had a timer on it. We had turkey on Christmas. We had lattes. We played cards. We watch Football. My grandma made mushrooms i was surprised they were made out of sugar.</p>		<p><b>3+:</b> Although this response includes an introduction, it does not include a logical sequence of events. The student did not use temporal language to help place these events in any order. The response also lacks a conclusion.</p>		
		<p><b>4-:</b> The elaboration is somewhat list-like, though it provides specific evidence to support the narrative (<i>Mexican train; we had lattes; mushrooms</i>).</p>		
		<p><b>0:</b> The student uses incorrect punctuation, such as periods in lieu of commas.</p>		
<p><i>"My grandma and grandpa came to my house. And we played Mexican Train. And we played ping pong. They made a cake and we opened presents on Christmas. We got an indoor basketball hoop. It had a timer on it. We had turkey on Christmas. We had lattes. We played cards. We watch football. My grandma made mushroom. I was surprised they were made out of sugar."</i></p>				

GRADE 1	P-7	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	2


on summer my uncle  
 aunt and my cousin came  
 to my house we ate  
 grapes and oranges and  
 pizza we had fun we  
 play games we played  
 hide and seek and tag  
 my cousin did magic we  
 had fun we went to  
 the park they came for  
 my birthday on the  
 last day of summer they  
 left we had fun.

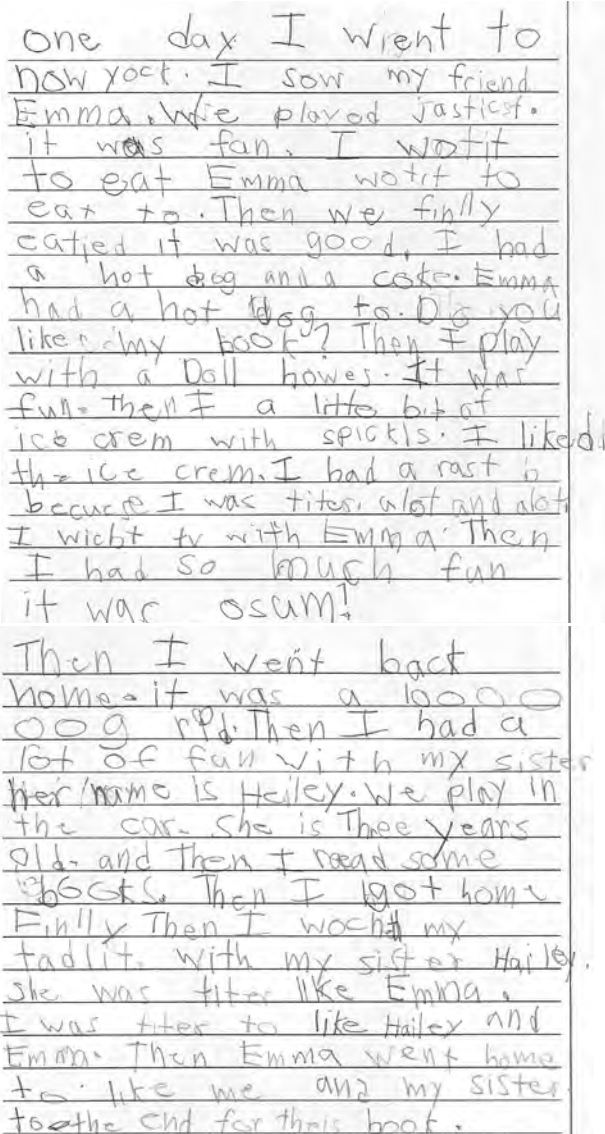
*"One summer, my uncle, aunt, and my cousin came to my house. We ate grapes and oranges and pizza. We had fun. We play games. We played hide and seek and tag. My cousin did magic. We had fun. We went to the park. They came for my birthday. On the last day of summer, they left. We had fun."*

**3:** This response is relatively controlled. However, without any specific order of events in the body of the narrative, it is difficult to discern a correct or logical order. The student follows the format of the mentor story, and includes a clear beginning and ending

**3:** The details closely connect the narrative to the mentor story (*grapes and oranges; magic; they left on the last day of summer*). The writing is somewhat repetitive (*We had fun*).

**2:** Although this response contains errors, the student demonstrates an adequate control of conventions.

GRADE 1	P-8	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	1	0
 <p><i>"Grandma drove from Florida to America to see me and Dylan. She gave toys to us. We gave her hugs and kisses. She slept at my dad's house."</i></p>		<p><b>3+:</b> This response contains an introduction (<i>Grandma drove from Florida to America</i>), and a sense of closure (<i>slept at my dad's house</i>).</p>		
		<p><b>1:</b> Elaboration is limited in this narrative, though some details connect to the text (<i>We gave her hugs and kisses</i>).</p>		
		<p><b>0:</b> In this response, there is an inappropriate use of capitalization and limited phonetic awareness when spelling.</p>		

GRADE 1	P-9	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	2+	1
 <p>One day I went to New York. I saw my friend Emma. We played jastics. it was fun. I want to eat Emma want to eat to. Then we finally eatied it was good. I had a hot dog and a coke. Emma had a hot dog to. Do you like my book? Then I play with a Doll howes. It was fun. Then I a little bit of ice cream with spickls. I liked the ice cream. I had a rest because I was titer. a lot and a lot. I wicbt tv with Emma. Then I had so much fun it was osum!</p> <p>Then I went back home. it was a looooooong ride. Then I had a lot of fun with my sister her name is Hailey. We play in the car. She is Three years old. and then I read some books. Then I got home. Finally Then I wochd my tablet. with my sister Hailey. She was titer like Emma. I was titer to like Hailey and Emma. Then Emma went home to like me and my sister. to the end for this book.</p>		3-: The student narrates a trip to New York to see a friend. While it begins strong, it loses focus in the narrative, which develops into one long “and then and then and then” statement. There is an implied ending ( <i>Emma went home</i> ), but the closure is weak.	2+: There is a lot of detail in this narrative. ( <i>I had a rest because I was tired; We ate – I had a hot dog and a Coke. Emma had a hot dog, too</i> ). However, the digressions in this response makes the elaboration ineffective.	1: The response mostly contains correct use of verbs and phonetically accurate spelling.

“One day I went to New York. I saw my friend, Emma. We played gymnastics. It was fun. I wanted to eat; Emma wanted to eat, too. Then, we finally eated. It was good. I had a hot dog and a Coke. Emma had a hot dog, too. Do you like my book? Then, I play with a doll house. It was fun. Then, I a little bit of ice cream with sprinkles. I liked the ice cream. I had a rest because I was tired a lot and a lot. I watched TV with Emma. Then, I had so much fun. It was awesome! Then, I went back home. It was a loooooong ride. Then I had a lot of fun with my sister. Her name is Hailey. We play in the car. She is three years old. And then I read some books. Then I got home, finally. Then, I watched my tablet with my sister, Hailey. She was tired, like Emma. I was tired, too, like Hailey and Emma. Then, Emma went home, too, like me and my sister, too. The end for this book.”

GRADE 1	P-10	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2+	0

I+ was a summer day and I went to the Air port and I was going to Italia my favorite food was lemon pasta the pizza was the best with my mom me and her were throwing water balloons at each other. my grandpa made the pizza puffed up. I had a fun time. I went with my mom I went with my grandpa and myself.

*"It was a summer day and I went to the airport and I was going to Italian. My favorite food was lemon pasta. The pizza was the best with my mom. Me and her were throwing water balloons at each other. My grandpa made the pizza puffed up. I had a fun time. I went with my mom. I went with my grandpa and myself."*

**2:** This narrative is inconsistently organized, which interferes with the focus. It contains an introduction (*It was a summer day*), but lacks a conclusion. The lack of temporal words and difficulty in organization make this confusing to the reader.

**2+:** The student provides details of eating Italian food at the airport (*lemon pasta; pizza*). Portions of the narrative are confusing and disconnected (*pizza was the best; throwing water balloons at each other; grandpa made the pizza puffed up*).

**0:** This response contains limited punctuation, spelling errors, and awkward sentence structure.



GRADE 1	P-11	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2+	0

First one day I went  
to Florida it was I  
went on a train to  
get there.  
And I was  
so happy.  
Next I was going to see  
my grandma and it was  
so much fun.  
I saw a cheer leader and a  
baseball player it was so fun.  
I ate ice cream and then  
I went to the circus  
and then I saw a super  
hero.

and I got my nails done  
it was so fun that I almost  
screamed I was so happy  
that I got a Hershey Kiss  
and I went to the  
trampoline park and bounced  
in the bounce house in  
the bounce house for  
hours and I screamed  
when I got to the  
pool it was so so fun!!  
and the superhero I saw turned  
into a stuffed animal  
and I got to drive  
the car on the way  
to the pool and  
I did a cannonball  
ball it was so fun.

**2:** Although this response is quite long and the student attempts to structure the response on the first page, it continues inconsistently and provides a weak closure. Temporal words are used initially, but the paper becomes a series of “and then and then and then” statements.

**2+:** While this paper is full of details, it lacks a focus for the narrative, and subsequently, the elaboration. The development becomes confusing toward the end and repetitive.

**0:** This response contains inconsistent punctuation and frequent spelling errors. Pages two and three of this paper are one long sentence connected by “and.”

“First, one day I went to Florida. It was... I went on a train to get there. And, I was so happy. Next, I was going to see my grandma and it was so much fun. I saw a cheerleader and a baseball player. It was so fun. I ate ice cream and then I went to the circus and then I saw a superhero. And, I got my nails done. It was so fun that I almost screamed. I was so happy that I got a Hershey Kiss and I went to the trampoline park and bounced in the bounce house for hours and I screamed when I go to the pool. It was so so fun!! And the superhero I saw turned into a stuffed animal and I got to drive the car on the way to the pool and I did a cannonball. It was so fun.”

continued on page 19

**GRADE 1, P-11, continued**

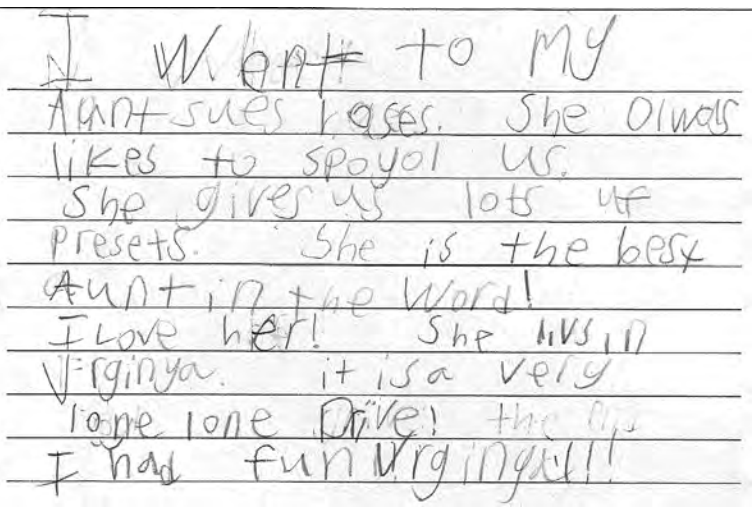
Then I got to  
 go to the park and I saw  
 my cousin and it was  
 so much fun and I got to  
 have chocolate and I went  
 to a movie and I went  
 to get more ice cream  
 and I got sprinkles on my  
 and I got popcorn  
 at the movie theater  
 and later I went  
 to bed in the morning  
 I got chocolate ice  
 cream and chocolate cereal  
 and I was so happy  
 and my two brothers  
 were there to  
 I had so much fun


I had so much fun  
 and I could just do  
 what ever I wanted and  
 it was so fun and I saw  
 my friend Emma and  
 it was just so much fun  
 that I got to stay more  
 and more days and I  
 just could not stop because  
 it was so fun because  
 it was so  
 fun and soon  
 I could do what ever  
 I wanted because  
 I just could  
 not believe what I  
 did on ever go  
 on a vacation

and I went  
 home on a train

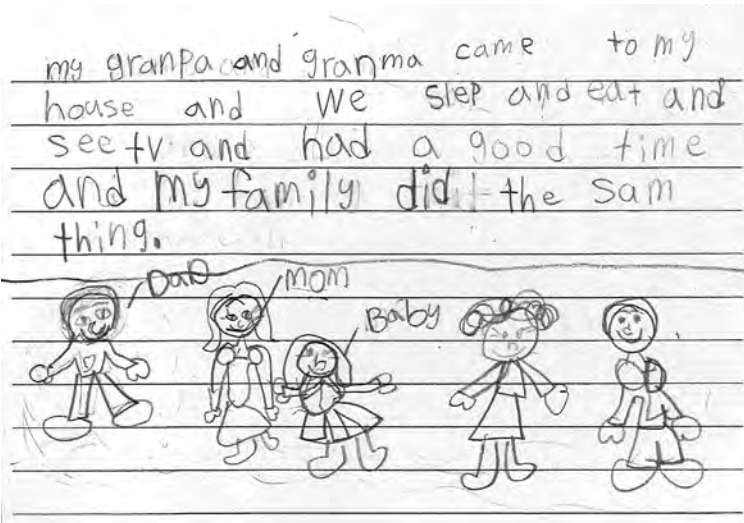
"Then, I got to go to the park and I saw my cousin and it was so much fun and I got to have chocolate and I went to a movie and I went to get more ice cream and I got sprinkles on my. And, I got popcorn at the movie theater. And later, I went to bed. In the morning, I got chocolate ice cream and chocolate cereal and I was so happy. And my two brothers were there, too. I had so much fun. I had so much fun!! And I could just do whatever I wanted and it was so fun and I saw my friend Emma and it was just so much fun that I go to stay more and more days and I just could not stop because it was so fun because it was so fun and soon I could do whatever I wanted because I just could not believe what I did on ever go on a vacation. And, I went home on a train."



GRADE 1	P-12	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2	0
 <p data-bbox="162 1113 909 1260">"I went to my Aunt Sue's house. She always likes to spoil us. She gives us lots of presents. She is the best aunt in the world! I love her! She is lives in Virginia. It is a very long, long drive! I had fun in Virginia!!"</p>		<p data-bbox="958 483 1461 756"><b>2-:</b> The student establishes an introduction and provides a sense of closure. However, the organization is weak. Putting the events in order, and the use of temporal language would help this narrative.</p> <p data-bbox="958 798 1461 1155"><b>2:</b> The response includes some details (<i>gives us presents; it is a long, long drive</i>) but they are loosely connected. The narrator writes about a visit to Aunt Sue's house early on in the narrative and later references that Aunt Sue lives in Virginia as an afterthought.</p> <p data-bbox="958 1197 1461 1386"><b>0:</b> This response contains incorrect spelling, inconsistent capitalization, and grammar usage errors.</p>		

GRADE 1	P-13	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	1	1-
 <p><i>"I went to the beach. And, I was digging water and my sister was at the beach with me and my mom and my dog. It was good. And my family had a good time. And I made sand castle."</i></p>		<p><b>2-:</b> This narrative lacks organization and focus. It contains an introduction (<i>I went to the beach</i>), but the events are not narrated in order and this makes the response disorganized and confusing.</p>		
		<p><b>1:</b> The response contains a mix of mostly limited and general support. While some details are specific (<i>I made a sandcastle</i>), it is vague and repetitive (<i>It was good. And my family had a good time</i>).</p>		
		<p><b>1-:</b> The response includes some spelling (<i>wat/dgecing/whdr</i>) errors showing a limited phonetic awareness.</p>		

GRADE 1	P-14	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1+	0

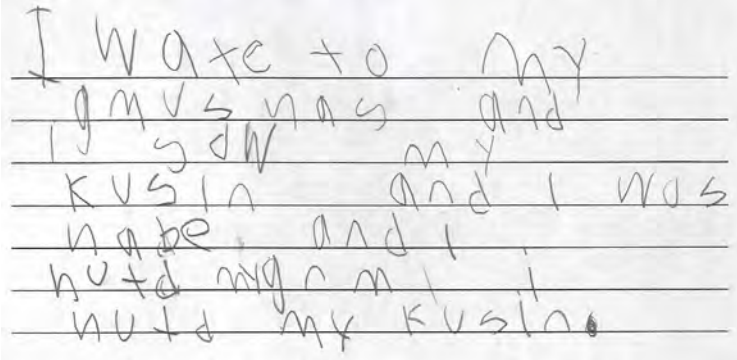


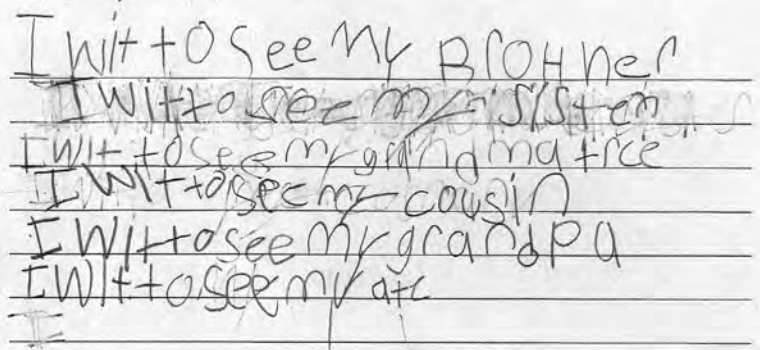
*"My grandpa and grandma came to my house and we slept and eat and see TV and had a good time and my family did the same thing."*

**1:** This response contains an introduction (*My grandpa and grandma came to my house*), but lacks a conclusion. The response lists activities in no particular logical order (*slept, eat*).








**1+:** This student simply integrates a list of general details (*we slept and eat and see TV and had a good time*) and does not include any specific details to enhance or develop the narrative.

**0:** The student does not demonstrate a command of conventions. The response contains incorrect spelling and a lack of capitalization. There is only one period at the end of a run-on sentence.

GRADE 1	P-15	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1	0
 <p><i>"I went to my grandma's and I saw my cousin and I was happy and I hugged my grandma. I hugged my cousin."</i></p>		<p><b>1:</b> This response contains an introduction (<i>I went to my grandma's</i>), but lacks narrative development and a conclusion.</p>		
		<p><b>1:</b> This student minimally integrates general details (<i>saw my cousin; was happy; hugged my grandma; hugged my cousin</i>).</p>		
		<p><b>0:</b> The student does not demonstrate a command of conventions. The responses contains incorrect spelling, a limited use of punctuation, and an inconsistent use of correct capitalization.</p>		

GRADE 1	P-16	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1	0
 <p><i>"I went to see my brother. I went to see my sister. I went to see my grandma, Tracy. I went to see my cousin. I went to see my grandpa. I went to see my aunt."</i></p>		<p><b>1:</b> This response does not contain an introduction or conclusion and lacks narrative development. It is list-like in organization, and uses no temporal language to help the reader determine if these visits were separate or one occasion.</p>		
		<p><b>1:</b> This student simply lists who they went to visit (<i>I went to see my brother. I went to see my sister. I went to see my grandma, Tracy. I went to see my cousin. I went to see my grandpa. I went to see my aunt</i>). There are no details to develop the narrative.</p>		
		<p><b>0:</b> The student does not demonstrate a command of conventions and the response includes spelling errors that demonstrate a lack of phonetic awareness.</p>		

The following optional *First Grade Writer's Checklist* can be used or modified by the teacher to meet the appropriate writing objectives to assist classroom instruction.

<b>First Grade Narrative Writer's Checklist</b>		
I wrote a beginning to my story.		
I used words to describe the characters and setting.		
I connected the events in my story.		
I included details to explain the character's thoughts, actions, and feelings.		
I wrote an ending to my story.		
I double-checked my writing for complete sentences, neatness, correct spelling, and punctuation.		
I tried my best!	