

BC Performance Standards

Grade 1 Writing

Additional Samples

The BC performance standards for Grade 1 writing consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 1 Writing included here generally show two examples of student work for each task:

- one that meets expectations at minimal level
- one that fully meets expectations

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Grade 1: Writing From Experience

Sample 1: Journal Writing

Context

Throughout the year, the teacher prompted students to make connections between ideas and information learned in class and their own experiences. They worked on expressing themselves clearly, using letters to represent specific sounds and listening for these sounds in words. They were also encouraged to use recognizable letters when writing familiar words and to use punctuation.

Students in this class regularly wrote journal entries. Most often, they chose what they would write about and worked uninterrupted, unless they asked for help. The teacher encouraged them to draw pictures to accompany their journal entries.

Process

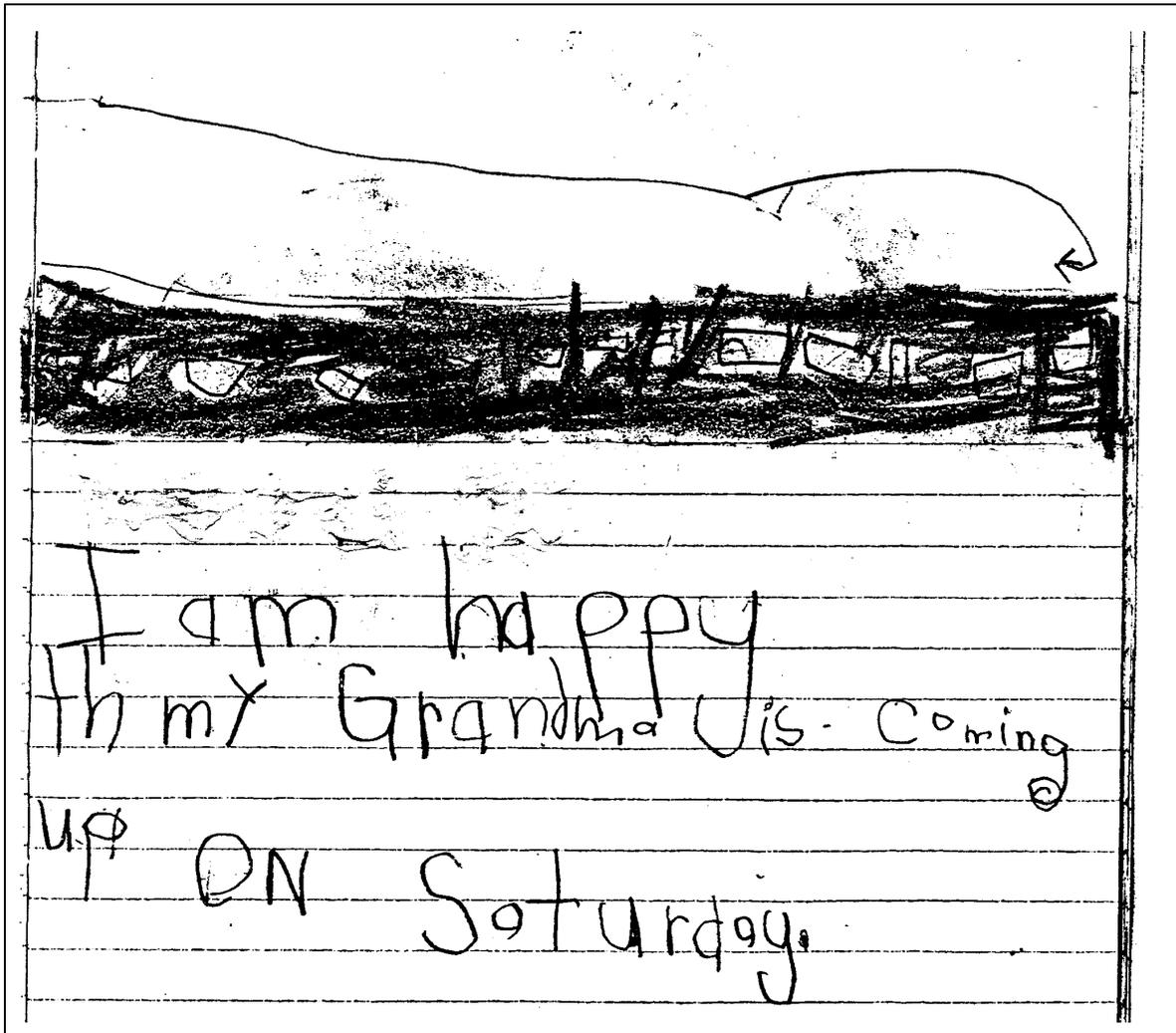
The teacher said, “It’s time to write in your journals. Remember to get your workmats and dictionaries.” Students worked at a table of four students. They sometimes talked to each other about their writing as they worked. The teacher encouraged students to use classroom resources to help them with their spelling (e.g., Word Wall, other classroom lists of words, and personal dictionaries).

Meets Expectations (Minimal Level)

Teacher's Observations

Although the writing is recognizable as conventional writing, there are few ideas or details.

- little development, few details
- conversational language, simple words
- writing is very brief
- most familiar words are spelled conventionally
- legible

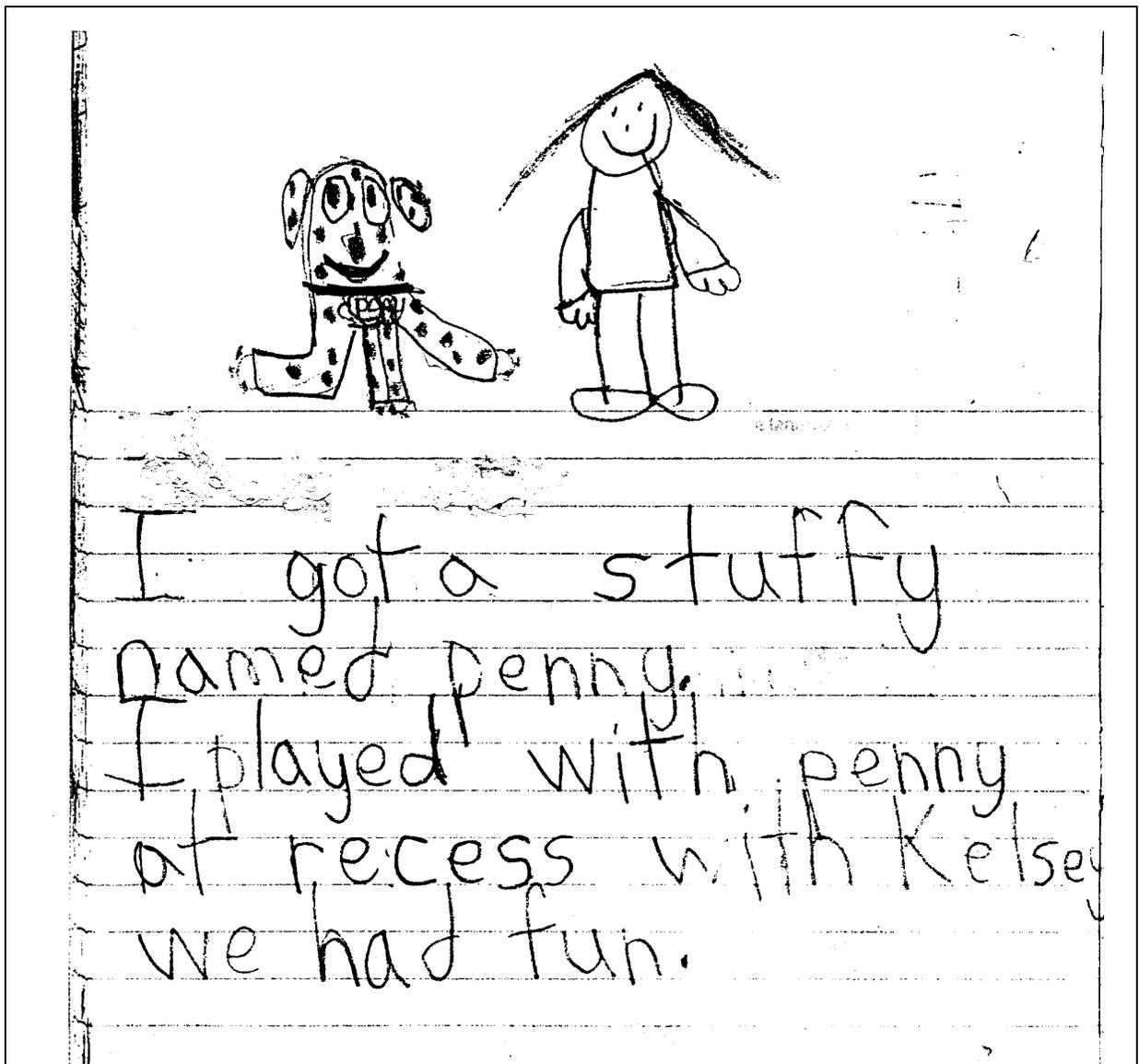


Fully Meets Expectations

Teacher's Observations

The writing is readable and makes sense.

- sentences and ideas are related to each other
- some detail
- repeats simple patterns
- includes a detailed picture that adds information
- many familiar words are spelled conventionally
- generally written in sentences



Grade 1: Writing From Experience

Sample 2: Owl Diaries

Context

Students in this class frequently recorded their ideas, experiences, and feelings in various forms, such as journals and pictures, or demonstrated them through drama activities. The theme in this unit was “Owls.” Over a period of four weeks, students learned about where owls live in the world and about their habitat, food, and enemies. Students collected owl pictures, owl books, and owl words. As a cumulative activity, students completed an owl diary.

Process

The teacher asked students to assume the identity of an owl and complete an owl diary. Students wrote one diary entry each day for five days (30 minutes a day). The class discussed the daily diary topics and what they meant. The teacher encouraged students to use the Word Bank to help them write their diary entries. They also received ongoing teacher support to spell words.

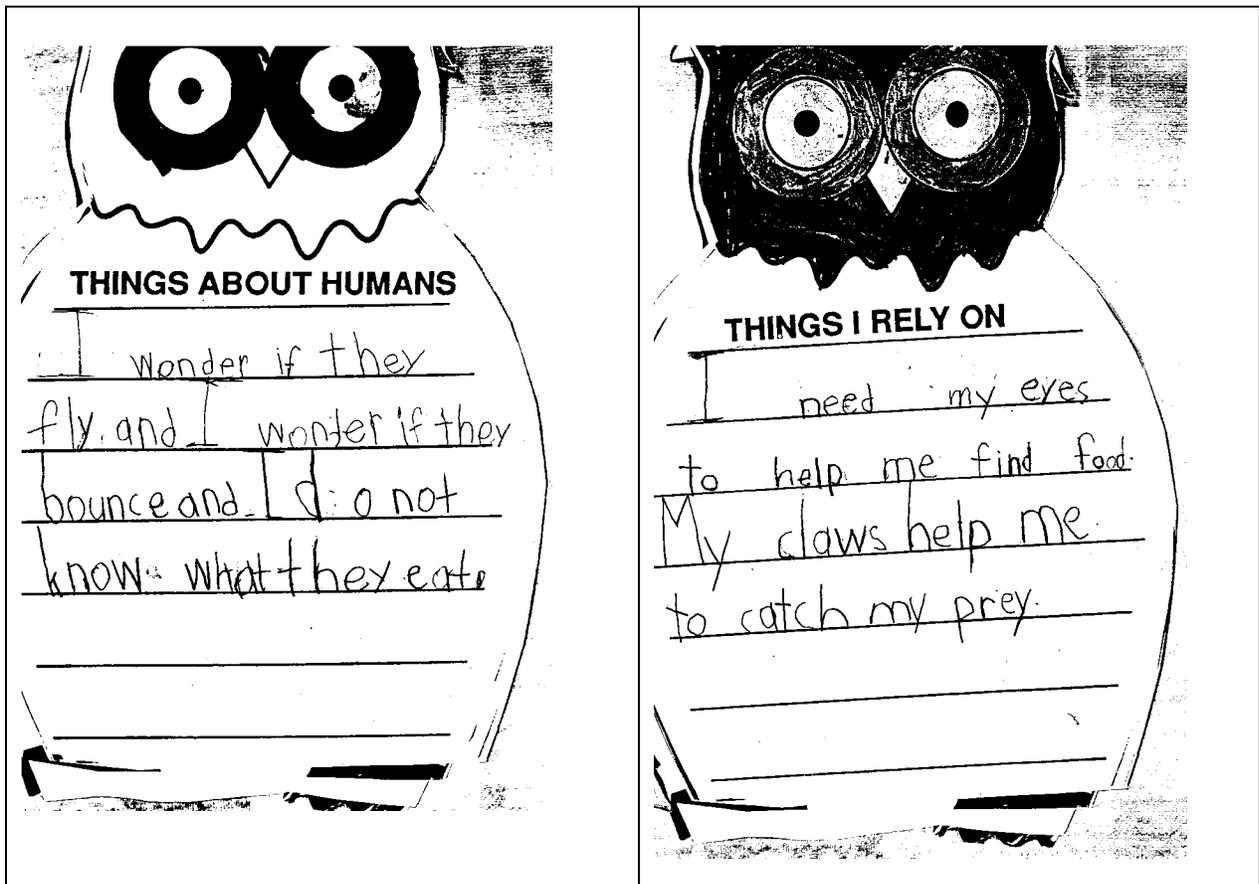
Note: There is only a “Fully Meets Expectations” example of student work for this sample.

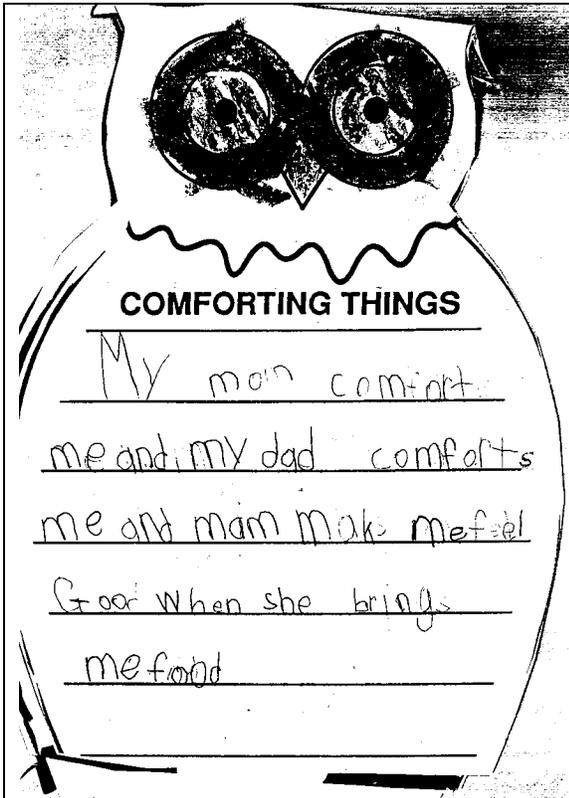
Fully Meets Expectations

Teacher's Observations

The writing communicates ideas and information about owls. Most sentences begin with capital letters and end with periods.

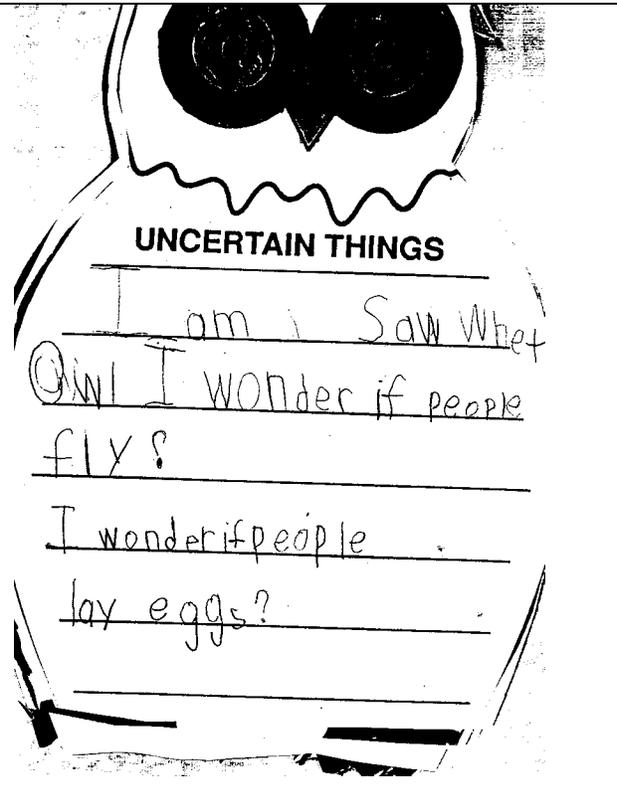
- sentences and ideas are related to each other
- some detail
- includes some description
- follows the form modelled by the teacher
- generally written in sentences
- legible; there are spaces between the words





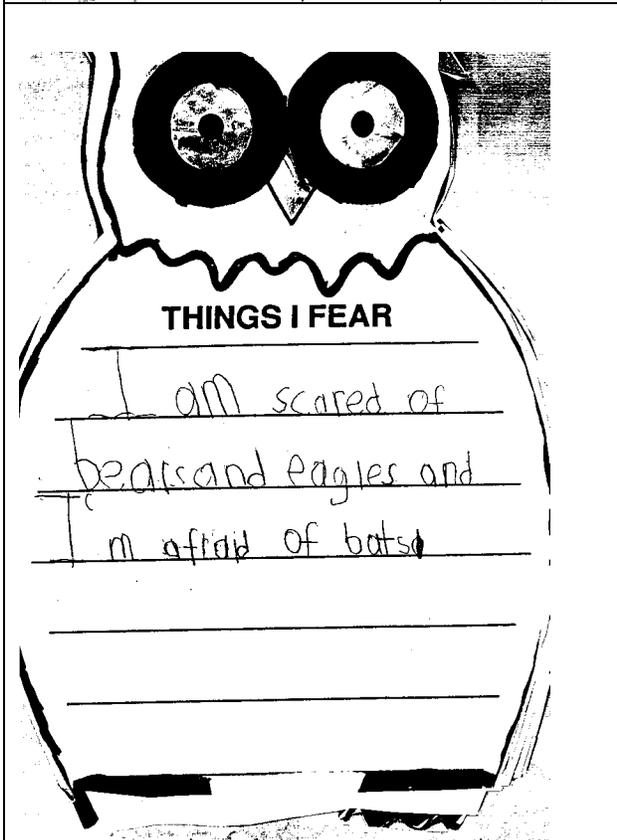
COMFORTING THINGS

My main comfort
me and my dad comforts
me and mam make me feel
good when she brings
me food



UNCERTAIN THINGS

I am i saw what
Qw! I wonder if people
fly?
I wonder if people
lay eggs?



THINGS I FEAR

I am scared of
beats and eagles and
I m afraid of bats

]

Grade 1: Writing From Experience

Sample 3: Sandwich Recipes

Context

Students had previously talked about reading and writing as ways of sharing information.

Process

The teacher asked students to collect various forms of instructions from newspapers, magazines, cookbooks, audio-visual equipment, and toys to create a class collage of instructions. As a class, students practised making various items by following instructions (e.g., pancakes, chalk, and various Lego Dacta creations).

The teacher read the story *Traffic Light Sandwich*, by Diana Noonan. The class discussed the various features in the story that presented the ingredients and procedures required to make a “traffic light sandwich.” Students noticed how the author had clearly divided the story into ingredients and procedures, numbered steps for instructions, and included supporting illustrations. The teacher modelled writing a recipe by recording the ingredients and the procedure for making a “traffic light sandwich” on a classroom chart.

Students were asked to write their own personal favourite sandwich recipes, based on a template provided by the teacher. The teacher emphasized the importance of writing the steps in logical order and remembering to include all of the ingredients needed in each step.

The teacher recorded key vocabulary on the board (e.g., *ingredients* and procedural words) to assist students with their writing and provided extensive support during the activity.

Meets Expectations (Minimal Level)

Teacher's Observations

The writing gives some information about making a sandwich, but many steps are missing.

- little development
- writing is very brief
- attempts to follow the form modelled by the teacher
- most familiar words are spelled conventionally
- no punctuation

Ingredients:	Procedures:
lettuce	1 Put the ingredien
roast beef	tion 1 piece
turkey	of bread and put
bread	the top and eat

Fully Meets Expectations

Teacher's Observations

The instructions are clear and easy to follow.

- sentences are related to each other
- includes some description
- follows the form modelled by the teacher
- writing makes sense standing alone
- uses phonics consistently

Ingredients:	Procedures:
1 ham	1 spread the butter on
2 jam	2 the bread,
3 honey	3 put the ham on the bread,
4 a knife	4 put the jam on the bread,
5 2 slice of bread	5 put the honey
6 butter	6 put the other slice on
	the bread.
	7 eat and enjoy.

Grade 1: Writing Stories

Sample 1: Inventing or Retelling Stories

Context

Students in this class frequently listened to stories, talked about story events, and read independently from a wide variety of books. They retold and illustrated events from the beginning, middle, and end of stories and talked about how authors choose interesting story problems and add colourful details to make the story interesting for the reader.

Process

The teacher collected several versions of “The Three Billy Goats Gruff,” read them to the class, and invited students to find similarities and differences in the stories. The teacher recorded the student responses on a class chart. As a class, they discussed how authors can have different ideas for the same story.

The teacher asked students to work in small groups to retell different parts of the story of “The Three Billy Goats Gruff” (beginning, middle, and end). Students were encouraged to use their ideas or to refer to the class chart if they required support. The teacher asked the groups to retell parts of the story and modelled story writing by recording their responses on the board.

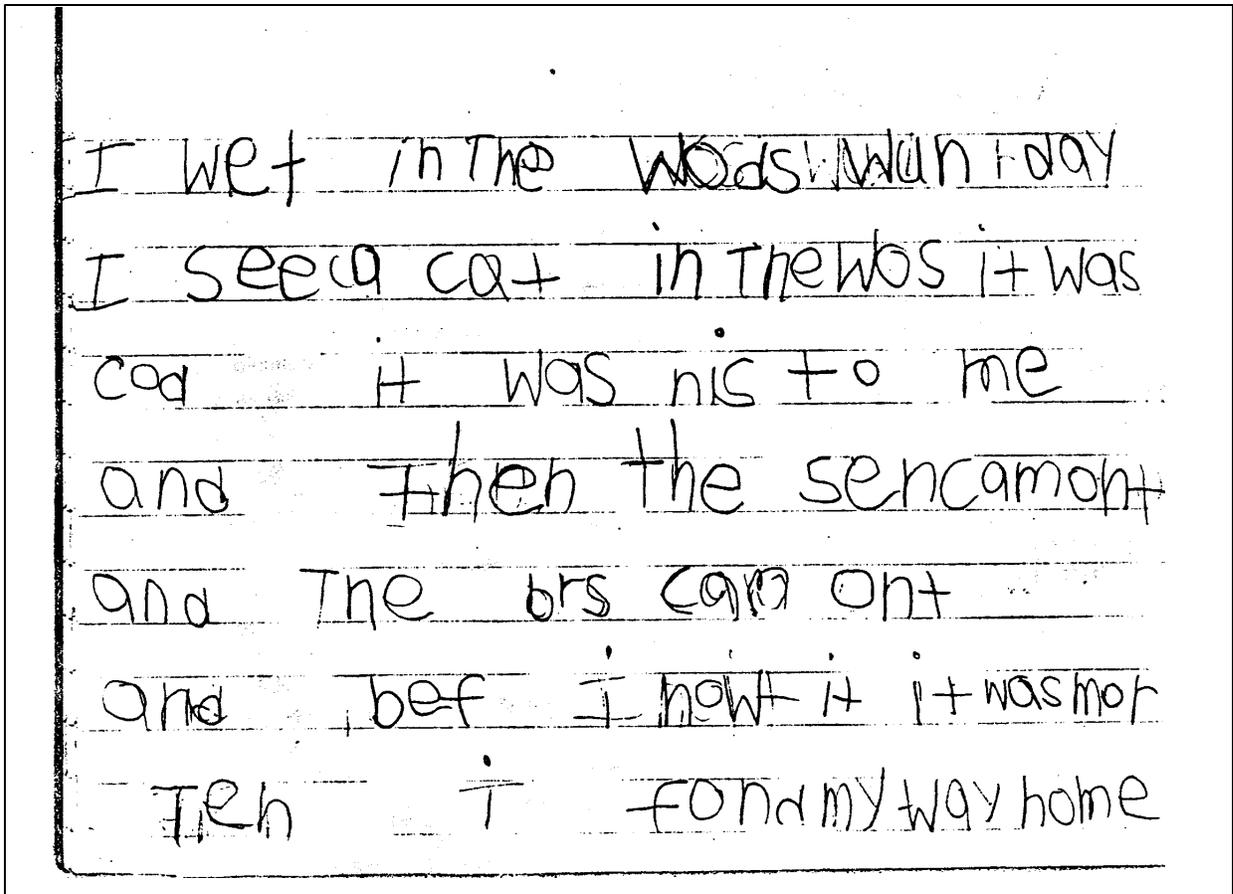
The teacher explained that students were going to write their own stories, asked them to suggest ideas that would make interesting stories, and recorded their ideas on a class chart. The teacher encouraged students to think of their own story ideas or to choose one from the chart. Some students who needed additional support retold familiar stories. The teacher reminded students to put events in a logical order—with a beginning, middle, and end—and to include some punctuation.

Meets Expectations (Minimal Level)

Teacher's Observations

There is a recognizable story situation ("I went in the wood"), but the ideas do not develop into a story.

- little development
- seems unaware of audience
- conversational language; simple words
- overuses *and* to connect ideas
- some conventional spelling

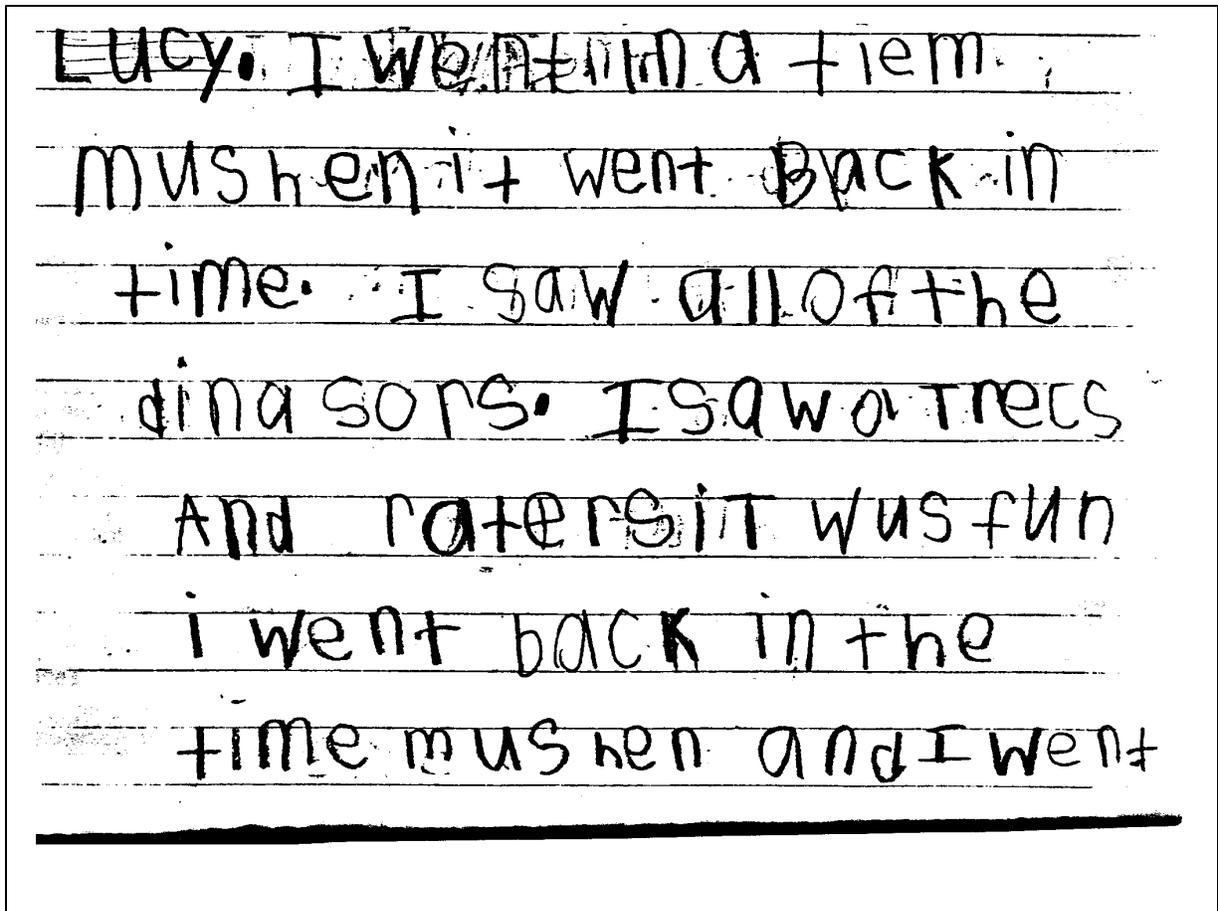


Fully Meets Expectations

Teacher's Observations

The story is readable and shows some evidence of individuality.

- includes some description and “story language”
- repeats simple sentences and patterns
- includes beginning, middle, and end
- many familiar words are spelled conventionally
- uses phonics consistently
- legible; spaces between most words



Back home. The trees
was go for him. It was green
it had sharp teeth
I at the time museum
it did not me.
I made a now.
Time museum. It

work + I went back
home then. I what to
a museum it had
dinosaur bones it had
dinosaur ^{pictures} fossils it had
a trees and a raptor
and then I went to

SUNDAY SCHOOL AND CHURCH

IT WAS FUN AT SUNDAY

SCHOOL AND CHURCH

AFTER THAT I WENT DOWN

STEPS AND I HAD PEANUT BUTTER

PANCAKES AND I HAD

SUNNYS AND ICE CREAM

CREAM CHOCOLATE CAKES

Grade 1: Writing Stories

Sample 2: Bunny Country Stories

Context

Students in this class were frequently asked to retell the sequence of main events in a story orally, in writing, or in pictures. Students wrote, told, and acted-out stories regularly. They were encouraged to choose their own topics, but sometimes the teacher provided part of the first sentence as a story starter.

While students were learning about spring animals (see below), they arrived at school each morning and found a message from the Easter Bunny written on the chalkboard. The teacher recorded the messages on chart paper so students could practise reading them.

Process

The unit theme was “Spring.” Students had listened and responded to many stories about spring animals, including rabbits. The teacher wrote a sentence on the board about living in Bunny Country. (e.g., *In the heart of Bunny Country, there lived several families of bunnies.*) The class worked together to create a story about one of the families that lived in Bunny Country. The teacher recorded the story on a class chart.

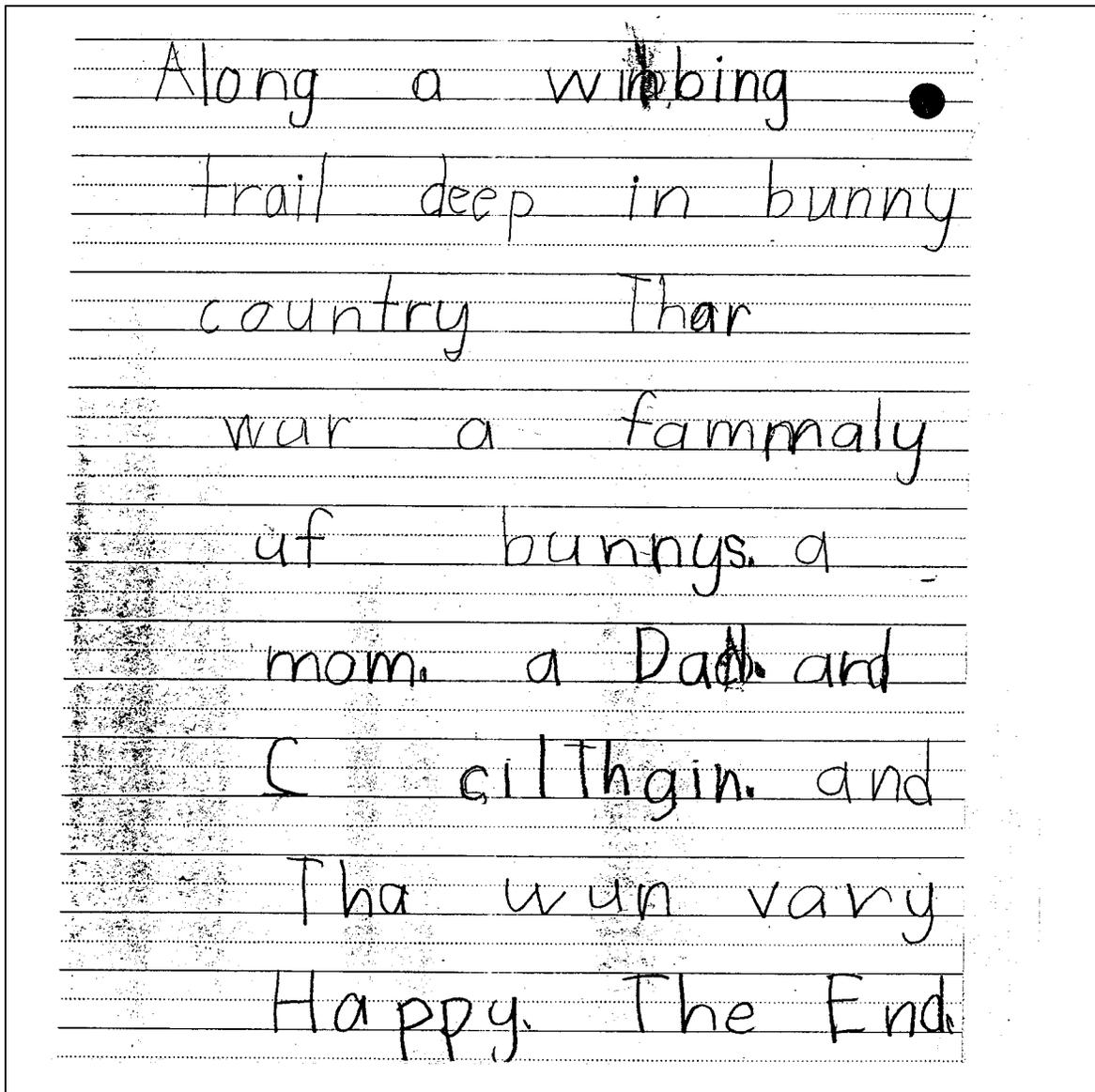
The teacher explained that it was their turn to write stories about bunnies and wrote the first sentence of the story on the board: *Along a winding trail, deep in Bunny Country . . .* Students were invited to share ideas about what might happen down that trail. After some discussion, the teacher asked students to write their own stories. The teacher reminded students to use the charts, the spring Word Wall, and other classroom resources to get help for ideas and correct spelling. The teacher provided assistance as needed.

Meets Expectations (Minimal Level)

Teacher's Observations

The story is recognizable as conventional writing, but has few elements of a story.

- there is no story problem
- little development, few details
- some conventional spelling
- many words spelled phonetically
- legible; there are spaces between the words



Fully Meets Expectations

Teacher's Observations

This story is simple, easy to follow, and includes the elements of a story.

- some evidence of individuality
- includes a problem and solution
- includes some "story language"
- most events are logically connected
- includes both capitals and small letters
- many familiar words are spelled conventionally

Along a winding trail deep
in bunny country the Easter
bunny got lost. He did not
know he was going the wrong way.
That is how he got lost.
I could go back but then
I would ruin Easter for
everyone but me. I could not do
that no I could. I know I

would not do that but it would
be nice for me but that would
not be nice at all for the
children would be sad beside
that would not be nice at all.



Grade 1: Writing Stories

Sample 3: Stories Modelled on The Popcorn Shop

Context

Students previously had several opportunities to write stories with a beginning, middle, and end; retell stories using both pictures and words; and practise beginning sentences with capital letters and ending them with periods.

Process

The teacher read *Alexander's Horrible, No Good, Very Bad Day*, by Judith Viorst, to the class. They talked about ways the story could be changed to create a different version. The students used their ideas and wrote a class story together as the teacher recorded it on chart paper. The teacher explained that they were going to listen to a different story and write their own versions.

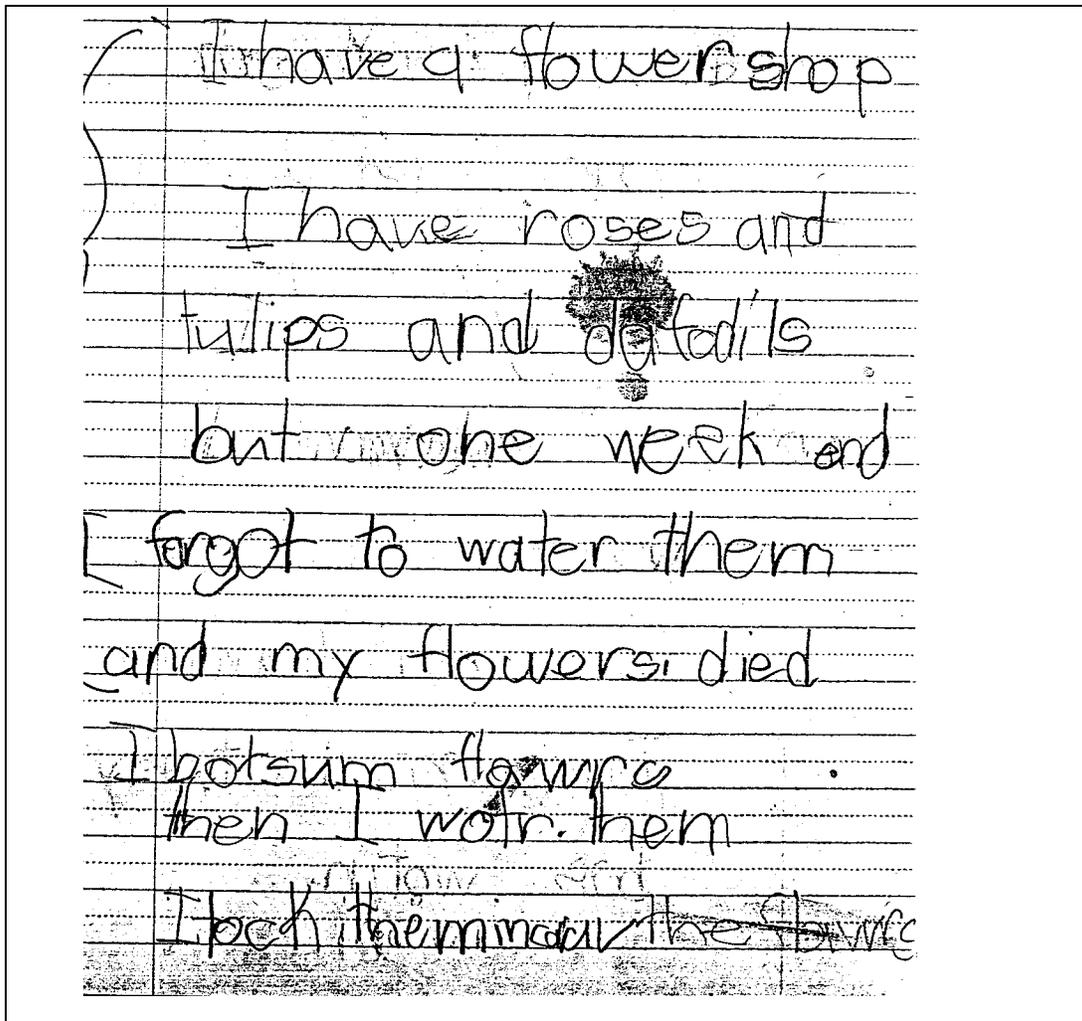
The teacher read the story *The Popcorn Shop*. Students were asked to write their own stories, modelled on this story, but to change the setting, characters, and problem. Students shared some ideas about how to change the story. Before students began to write independently, the teacher reviewed the importance of including a beginning, middle, and end when writing a story.

Meets Expectations (Minimal Level)

Teacher's Observations

The story is recognizable as conventional writing and has some elements of a story. This student needed help getting ideas on paper. The teacher worked with the student to write the first sentence, which the student then copied.

- recognizable story situation
- a string of loosely related events—mostly “middle”—without a real ending
- some conventional spelling
- many words spelled phonetically
- experiments with punctuation



then I tuck them

home and I planted

I wanted to take

some flowers but my

boss won't let me

take some flowers

I am mad at my

boss wot in.

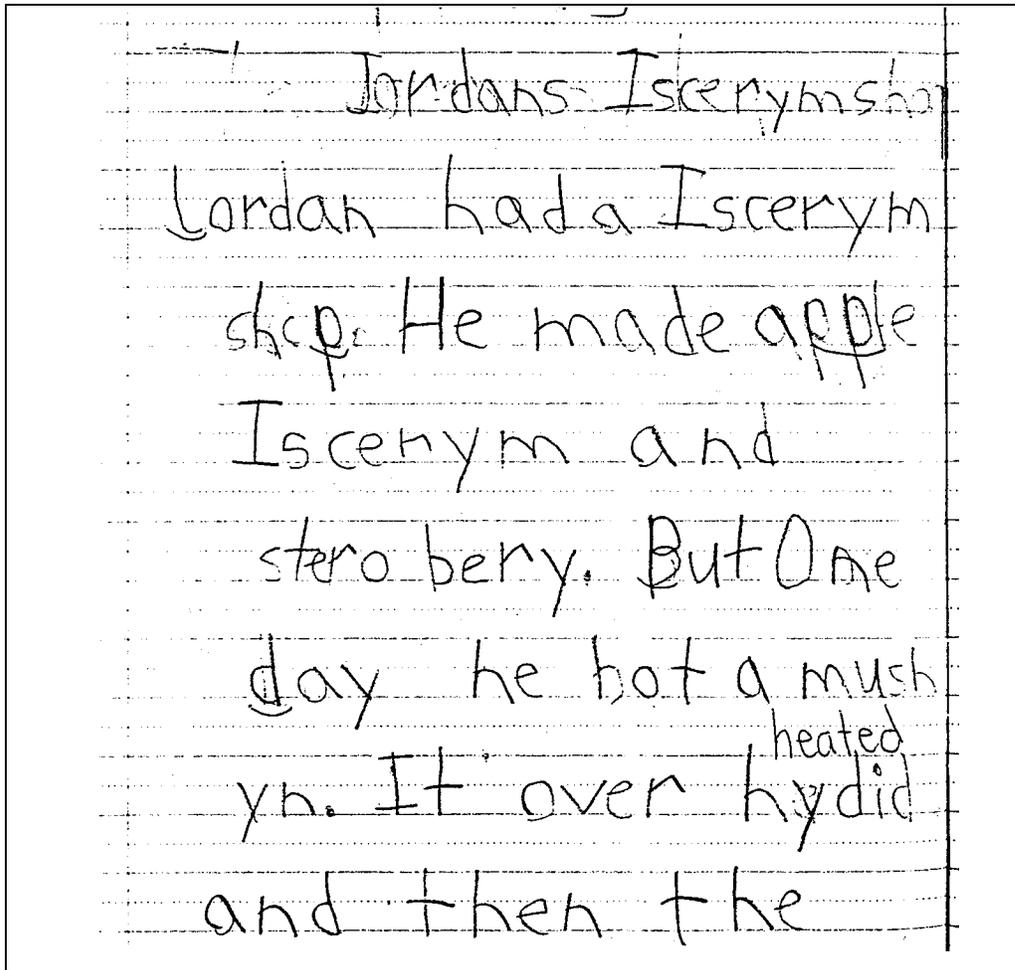


Fully Meets Expectations

Teacher's Observations

The story is complete, readable, and makes sense. This student wrote the story independently.

- includes a problem and solution (solution is abrupt)
- some evidence of individuality
- includes beginning, middle, and end
- most events are logically connected
- uses phonics consistently
- includes some punctuation



Is cerym scadnd

it asq lodid

Then Jord a n

got a pie shop