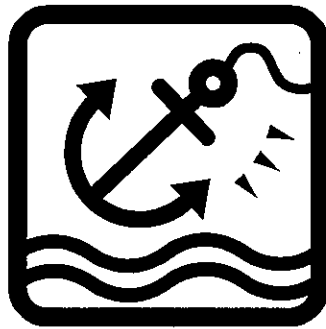


# Oakland Unified School District Writing Proficiency Project



## Process Writing Assessment

### 1<sup>st</sup> Grade Annotated Anchor Papers Winter Prompt: Narrative Narrative Writing: “An Unusual Journey”

Note: Please do not use the anchor papers with students prior to the administration of the Process Writing Assessment

# 1st Grade PWA: Narrative Writing

## Winter Anchor Paper—An Unusual Journey

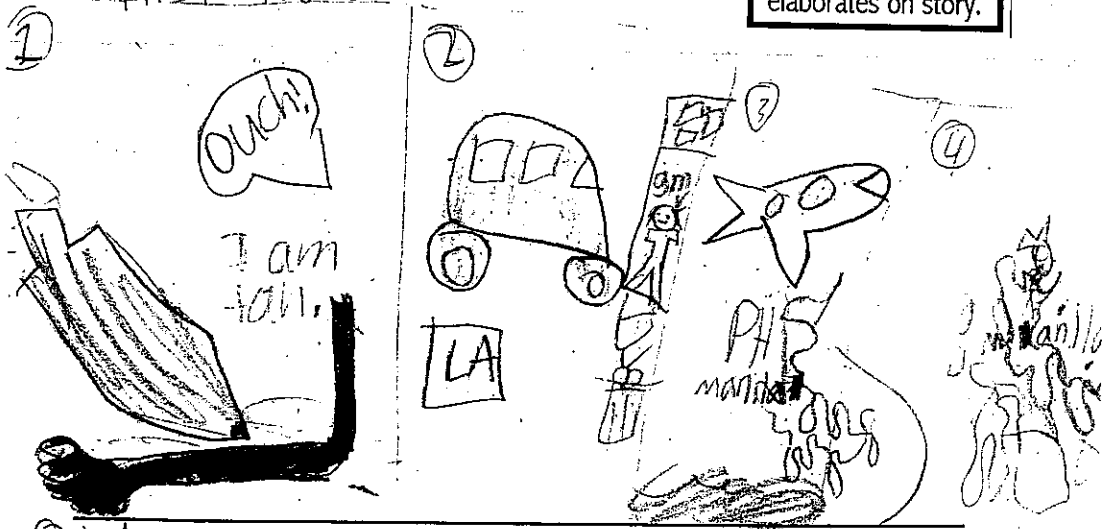
Score Level: 4

Numbered, paneled drawing corresponds to complete organizational plan of narrative.

look for page  
with that number  
before the  
first words

### An Unusual Journey

Detailed drawing labeled with signage and dialogue that elaborates on story.



① When I go to the Philippines  
I will get a shot. I could  
get malaria. Malaria is  
a disease that a certain  
type of mosquito carries.

Uses knowledge of common vowel patterns to spell unknown words (i.e. "ea" and "ai").

Grade-level sight words and CVC words spelled correctly, including "spelling demons" (i.e. "could").

Spelling errors are appropriate for grade level.

Every sentence has ending punctuation.

② I am going to drive to my grandma house for christmas. My grandpa and her a coming to. Were going to stay until it's time to go. Were also getting passport. We are going on the 25th. were coming to there house on the 24th. they live in LA.

Author includes many details about the journey.

With one exception, author consistently capitalizes the beginning of all sentences.

③ We're going to take a plane  
we're going on the plane  
for a few days and nights.

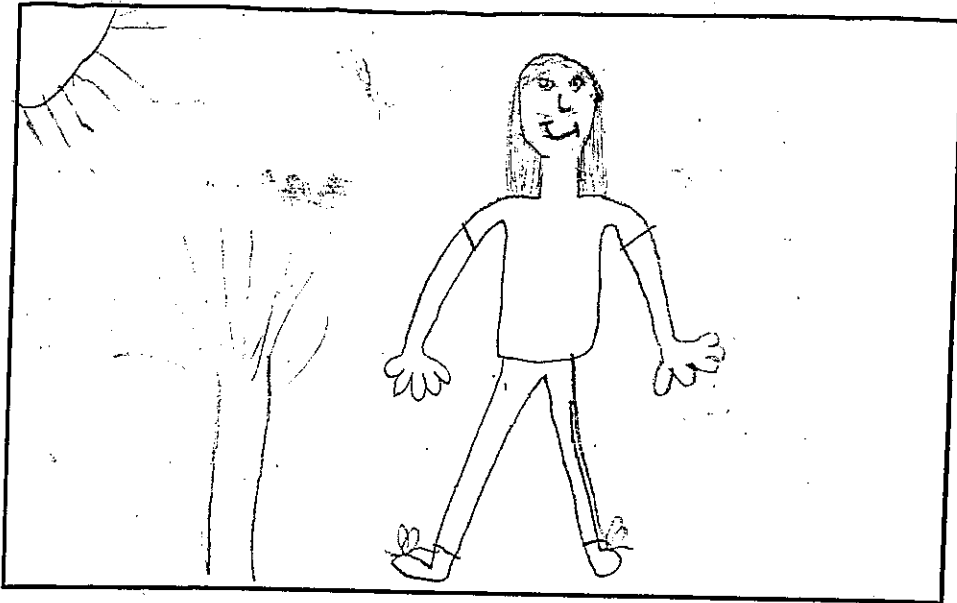
Some sentence  
variety.

That means we're going  
to sleep on the plane.

Author includes  
many details about  
the journey.

Sense of audience  
conveyed in  
author's choice of  
information to  
share.

It's going to take a  
long time because the  
Philippines is the south  
China sea away  
from Cambodia.



picture

When were through with the  
stuff we will be in the  
Philippines. We will be in  
the phillippines for  
about 2 weeks.  
I know the phillippines  
will be fun. We are going in 2010.

Piece ends with a  
big idea.

# First Grade PWA: Narrative Writing Annotated Anchor Paper

## Winter—An Unusual Journey

### Score Level 4

*“When I go to the Philippines...”*

#### **What makes it a 4?**

The author elaborates on a clear, complete idea with a strongly structured narrative reflected both in the illustration and text. Informative details such as the sentences about malaria, acquisition of passports, location of the grandparents’ house, length of the plane trip and exact geographical location of Philippines enrich the narrative. Three full pages of focused writing is an exceptional amount of content for the middle of first grade. The writing conveys a clear sense of audience primarily through the details the author chooses to include: the tone is professorial but also excited.

The author adheres to all grade level conventions of print, such as: neatly using lines to correctly print letters, appropriate spacing words, correctly capitalizing the beginning of sentences, and using ending punctuation for each sentence with no run-ons. The inconsistencies in the spelling are largely appropriate for this grade level. Misspelled words indicate attention to a fairly sophisticated level of conventional spelling patterns (e.g. “disease,” “sertain”). Spelling errors such as “geting,” “carrys,” “becase” and “there/their” should be expected at this grade level, when students have not yet mastered the corresponding spelling rules such as doubling the consonant or plural possessive pronouns. The consistent misspelling of the contraction “we’re” is the only error that deviates from this strong piece of writing. The preponderance of evidence indicates a score of 4.

#### **Recommendations:**

This student might benefit from focused instruction on: developing a strong first and last sentence, lively and descriptive language, deliberate variation of sentence structure and use of alternate ending punctuation (! ?), paragraphing, contractions and editing for spelling errors.

# 1<sup>st</sup> Grade PWA: Narrative Writing Winter Anchor Paper—An Unusual Journey

Score Level: 3

## An Unusual Journey



Sentences all capitalized with ending punctuation.

One day I'll go to Vietnam.

and do all sort of things.

I will take a knapsack.

full of apples, pears, oranges,

a bottle of water and

First sentence introduces topic.

Misplaced period.

Correct use of commas in a series exceeds grade level expectations.

Author often makes spelling errors with word endings: "oranger," "extru," "windo."

Printing legible and letters correctly formed.

extru clothes. I will take

Mrs. pancho-Ash, Erica, Vanessa

and my mom and my Dad.

I'll take a airplane and

look down out the window

and say ahhhhhhhhhhhhhhhhhh

when I get to Vietnam

I'll say home sweet home.

I will love to see

Vietnam.

Concluding sentence conveys a strong sense of ending and audience.

With one exception, capital letters do NOT make correct use of lines.

Compound word spelled correctly.

Although sentence structure does not vary much (4 of 6 sentences start with "I"), sentence variation and experimentation with dialogue are effectively placed in the piece.

Sight words spelled correctly.



# First Grade PWA: Narrative Writing Annotated Anchor Paper

## Winter—An Unusual Journey

### Score Level 3

*“One day I’ll go to Vietnam...”*

#### **What makes it a 3?**

Six complete, coherent sentences all relate elaborate on a focused idea about the topic. The detailed drawing adds to the narrative and conveys a sense of emotion and audience.

Sensory details are limited to the contents of the knapsack. Instead of descriptive language narrator uses exclamations to add interest (“ahhhhhh,” and “home sweet home”).

Sight words and 3- to 4- letter words are spelled correctly. With the exception of the words “knapsack” and “airplane” (which may have been included in a word bank), there is not much evidence that the author is using conventional spelling strategies or phonics rules for unknown words. On the contrary, misspellings like “extru” and “windo” demonstrate the need for more focused study of common ending patterns. Overall, the author takes few spelling risks.

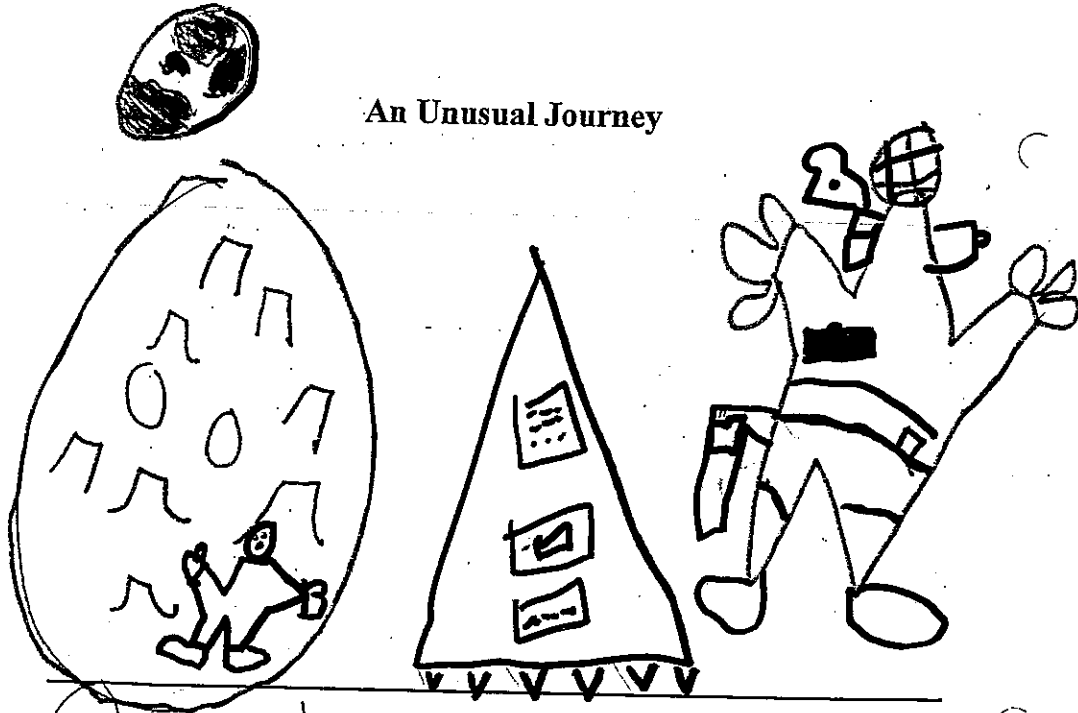
Printing is neat, legible and appropriately spaced, with no reversals or improper capitalization. The author uses lines correctly with the consistent exception of capital letters.

#### **Elements of Level 4**

This piece does exhibit many elements of a score level 4, including a clear beginning, middle and end, the amount of writing, the details such as the knapsack contents and travel companions, and beginning attempts to vary sentence structure effectively. With the addition of lively and descriptive language, correct use of lines for capital letters and more consistent use of conventional spelling patterns, this author will soon achieve a score of 4.

1<sup>st</sup> Grade FWA: Narrative Writing  
Winter Anchor Paper—An Unusual Journey

Score Level: 2



An Unusual Journey

One day a spaceman  
saw a aleeyan, the  
Aleeyan was bad, the  
spaceman took to  
the Aleeyan. A

Sentences not  
capitalized.

Correctly and neatly produces all letters.

Writing switches tense.

Grade level spelling still developing: some sight words spelled correctly but others not.

Sounds like the story is starting over here—sequencing of story is unclear.

Introduction of new character and switch from third- to first-person narrative confusing to readers.

Now the aleeyan  
is nie. I took off  
my helmet but I  
was fin. I got there  
by my rocket ship.  
The aleeyan pickt  
up a fire ball and  
threw it. Omari  
got scker and wit  
home.

Author is unaware of audience: he introduces a new character unexpectedly in the last line, preventing a clear sense of finality to the story.

# First Grade PWA: Narrative Writing Annotated Anchor Paper

## Winter—An Unusual Journey

### Score Level 2

*“One day a spaceman saw an alien.”*

#### **What makes it a 2?**

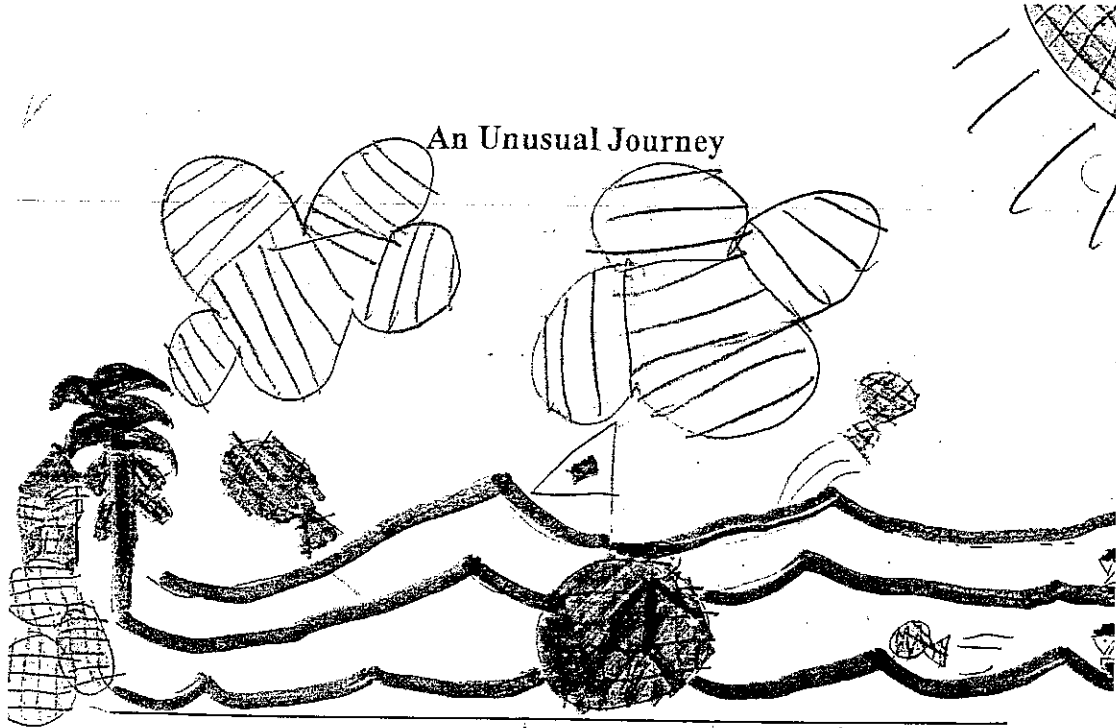
A substantial amount of writing conveys a complete story, although the storyline wanders, shifting tense and introducing characters out of sequence. Some sentence variety is present, but it tends to confuse rather than engage the reader (i.e. switching from third to first person narrative mid-story). The author consistently uses phonetic spelling for beginning, medial and final sounds. Some sight words (“threw,” “home,” “saw”) are spelled correctly; others are misspelled (“talks,” “nice,” “with”).

Handwriting is neat and legible, with correct spacing and use of lines. Beginnings of sentences are often capitalized, but not consistently so. However, the author correctly punctuates the ends of all sentences with no run-ons.

The preponderance of evidence indicates a score of 2.

# 1<sup>st</sup> Grade PWA: Narrative Writing Winter Anchor Paper—An Unusual Journey

Score Level: 1



Correct directionality.

in sad av clouds  
Wof ols. in sad av  
sand Wof ols. in sad  
av cocanas Wof ols.  
in sad av winchs. Wof ols.

Approximated spelling of sight words.

Sentences incomplete and not capitalized.

Inadequate spacing interferes with meaning.

Word incorrectly capitalized.

LOUIS

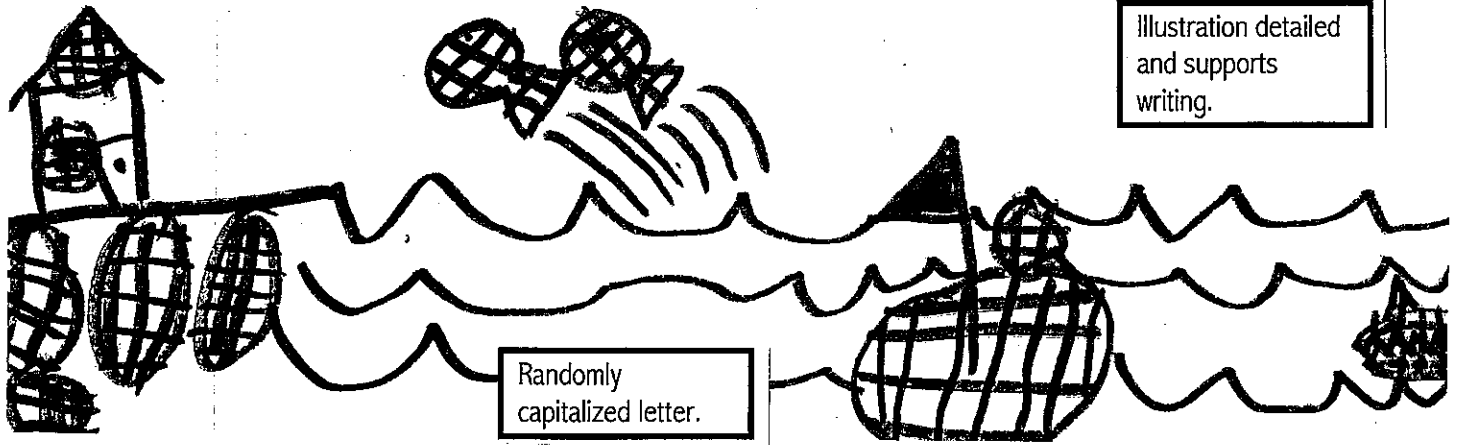
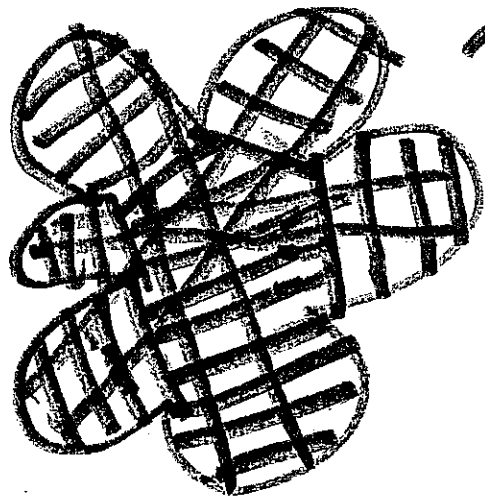
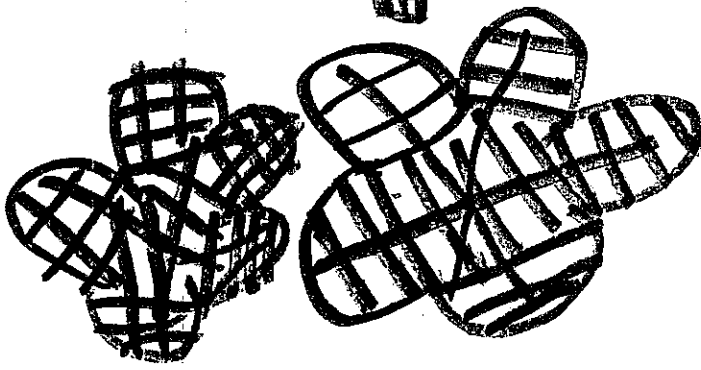


Illustration detailed and supports writing.

Randomly capitalized letter.

Vocabulary and sentence structure repetitive, but deliberately so.

in sad av shark's world  
in sad av fish world  
in sad av the sun world  
in sad av world series

Approximated spelling of beginning, medial and ending sounds.

Letter "p" reversed.

Handwritten practice on lined paper showing the letters 'h' and 'n' written in a cursive style, with the 'n' appearing as a reversed 'p'.

# First Grade PWA: Narrative Writing Annotated Anchor Paper

## Winter—An Unusual Journey

### Score Level 1

*“Instead of clouds, waffles.”*

#### **Transliteration:**

*Instead of clouds, waffles. Instead of sand, waffles. Instead of coconuts, waffles. Instead of wind [?], waffles. Instead of sharks, waffles. Instead of fish, waffles. Instead of the sun, waffles. Instead of water, syrup.*

#### **What makes it a 1?**

It is unclear exactly how the ideas expressed relate to the prompt topic; presumably the author is describing a story setting, but the lack of a problem or characters impedes a complete narrative. Sentences are incomplete and highly repetitive. Sentences are not capitalized and the misspelling of the sight word “of” may be confusing to the reader. Letters are correctly and neatly formed, with only one reversal and proper use of lines, but inadequate spacing makes the writing somewhat difficult to decipher. Periods are missing from the last two lines. Upper- and lower- case letters are sometimes used interchangeably.

#### **Elements of Level 2**

Nine lines of text poetically describe a creative story setting in which everything is made of waffles. All sentences are incomplete, but develop with a deliberate rhythm and repetition, culminating in a very effective variation in the last line: “Instead of water, syrup.” The writing conveys a clear sense of humor, however, lack of attention to narrative elements indicate an incomplete sense of audience.