Student Sample: Grade 1, Informative/Explanatory

This informative report was produced in class.

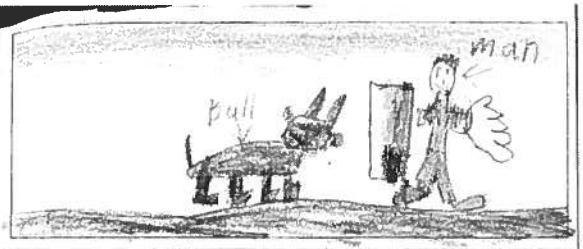
1-28-02

My Big Book

About Spain

By [redacted]

Spain is in Europe. Spain is located in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make food and make special food too. Spain has ball fights and I would want to see one. I think Spain looks like a upside down hat. In



some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbo

Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I am a researcher I am going to go to Spain and write about it!

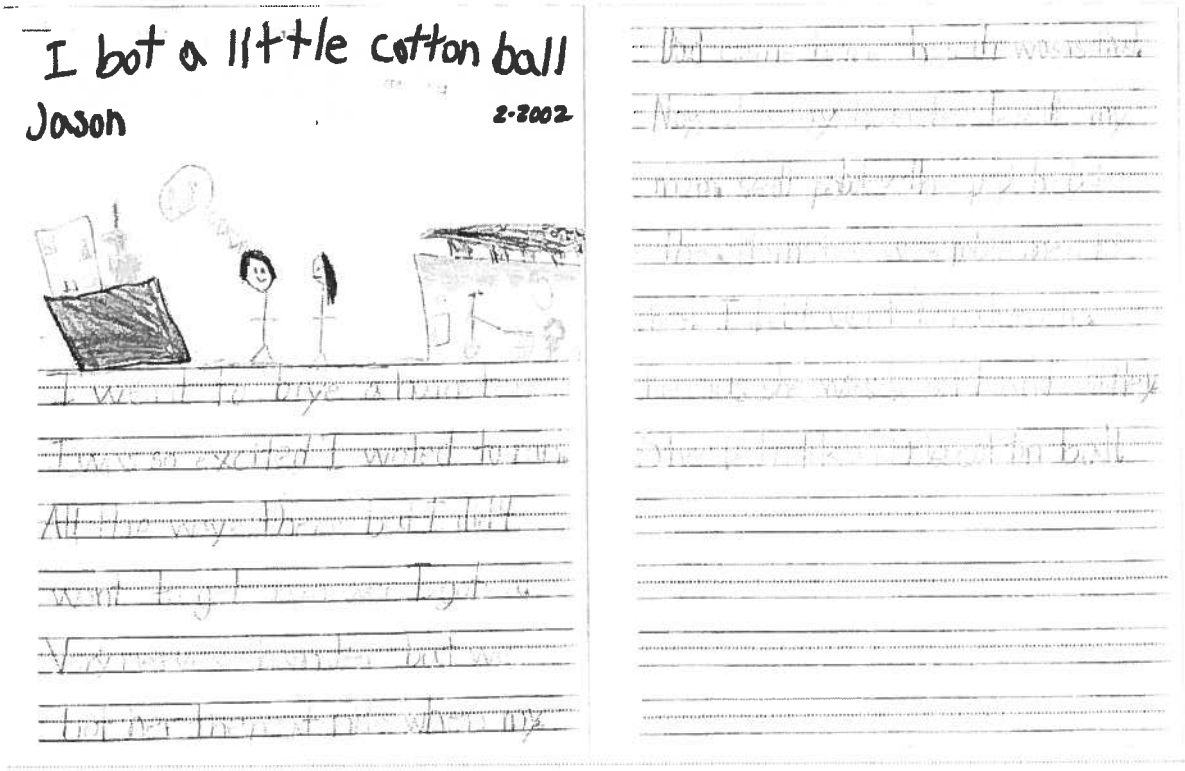
Annotation

The writer of this piece

- **names the topic (in the title).**
  - *My Big Book About Spain*
- **supplies some facts about the topic.**
  - *Spain is loacted* (located) *in the south western tip of Europe.*
  - *Spain has alot of fiestas.*
  - *Spian . . . has bull fights . . .*
  - *Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco.*
- **provides some sense of closure.**
  - *One day when I am a researcher I am going to go to Spain and write about it!*
- **demonstrates command of some of the conventions of standard written English.**
  - This piece illustrates the writer's awareness of beginning-of-sentence capitalization and end-of-sentence punctuation as well as the use of capital letters for proper nouns.

Student Sample: Grade 1, Narrative

This narrative is a process piece that was produced in class.



Annotation

The writer of this piece

- **establishes the situation with the opening sentence.**
  - *I went to biye* (buy) *a hamster . . .*
- **recounts two or more appropriately sequenced events.**
  - *I got a. Very nerves* (nervous) *hamster . . . then at nite* (night) *when my. Dad came home*
- **includes some detail regarding what happened.**
  - *I was so excited I woted* (wanted) *to run. All the waye* (way) *there . . .*
- **uses temporal words to signal event order (though the writer does not consistently include them).**
  - ***then** at nite* (night) ***when** my. Dad came home he sedi* (said) *was* (what) *is that. Noys* (noise) . . .
- **provides some sense of closure.**
  - *I Did't (didn't) wont (want) to ratern (return) her. Becaus she was so soft and cuddley (cuddly). She felt lik (like) a little cotton ball.*

- **demonstrates growing command of the conventions of standard written English.**
    - There is some evidence in this piece that the writer understands various uses of capital letters: frequently sentences begin with a capital letter, and the pronoun I is consistently capitalized. (However, with the exception of the pronoun I, there are no capital letters in the title.) Periods end some sentences but not all and are sometimes introduced in unconventional places.