

One day i went to the store and i got a kite  
and it was big and the colrs wr orange and pourple  
Tenen i put it to getr Tenen I fol it.

“I Got a Kite” / 1<sup>st</sup> Grade / Expository / Beginner's Six Trait, 6-Point Rubric  
 Prompt: Favorite Object

<p><b><i>Ideas and Content</i></b> 3/4</p>	<p>The big idea is clear and focused. A few details are present. Often, the main struggle for an emerging writer is getting the words down on the paper, as his or her thoughts race ahead. This writer has managed to tell a mini story—the “bare bones” with all of the essentials needed, from start to finish.</p>
<p><b><i>Organization</i></b> 3/4</p>	<p>The organization supports the main idea. The sequence is logical and clear. The lead is functional, and while there is no conclusion, there is a sense of closure in the final sentence (<i>Tenen I fol it</i>) (Then I flew it). A title would help. Beginning writers (and their readers) can refer to the title as a thematic focal point. Our suggested format for beginning writers includes a title line.</p>
<p><b><i>Voice</i></b> 3/3</p>	<p>This writer has given us the facts, but readers long to hear voice—the writer's feelings about his subject, and his or her wish to share the joy of building a kite, and then flying it. Here is a place where an illustration could supply the missing voice. Our format for beginning writers also includes a “picture box” to encourage young writers to express their feeling, mood, and fun details.</p>
<p><b><i>Word Choice</i></b> 4/4</p>	<p>The words are functional—they get the job done. Even with spelling errors, readers can easily decode the words. <i>Orange and pourple</i> and <i>big</i> help the reader form a picture.</p>
<p><b><i>Sentence Fluency</i></b> 3/3</p>	<p>If we mentally supply the punctuation that is missing in this piece, and then read it for fluency, we still find problems because of the overuse of the connective <i>and</i> and <i>Tenen</i> (then). When emerging writers begin to form sentences, it is often hard for them to know where to stop, and where to begin again. It is interesting that the capital “T” appears at the right place, but end punctuation is missing—important clues about this writer's developing intuition!</p>
<p><b><i>Conventions</i></b> 3/3</p>	<p>Look for the good! Spelling of <i>orange</i> and a good stab at spelling <i>pourple</i>--Capital letters for sentences beginnings are present. End punctuation is present, but not consistent. Uses past tense correctly. Spelling reflects accuracy in some words, good guesses in others.</p>

“I Got a Kite” / 1<sup>st</sup> Grade / Expository / Common Core Proficiency Check

Prompt: Favorite Object

Key: ☒ Proficient ☐ Not Proficient • Not Evident

<input checked="" type="checkbox"/>	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<input checked="" type="checkbox"/>	L.1.1b	Use common, proper, and possessive nouns.
<input checked="" type="checkbox"/>	L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
<input checked="" type="checkbox"/>	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<input checked="" type="checkbox"/>	L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<input checked="" type="checkbox"/>	L.1.1f	Use frequently occurring adjectives.
<input checked="" type="checkbox"/>	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).
<input checked="" type="checkbox"/>	L.1.1h	Use determiners (e.g., articles, demonstratives).
•	L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).
•	L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<input type="checkbox"/>	L.1.2a	Capitalize dates and names of people.
<input checked="" type="checkbox"/>	L.1.2b	Use end punctuation for sentences.
•	L.1.2c	Use commas in dates and to separate single words in a series.
<input type="checkbox"/>	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<input checked="" type="checkbox"/>	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Student Report

**Smith, Robert**

Robert's Elementary School



Teacher: Sample Instructor

Grade: 1

T2 – 2013/2014 – May 7, 2014

### Six Trait Evaluation

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
3.5	3.5	3	4	3	3

### Comments

The writing tells a mini story from start to finish, in very few sentences. Readers would love to know more details, through pictures and words, about buying, building and flying this colorful kite.

Although there is a sense of closure in the final sentence, more development is needed to provide a satisfying conclusion.

Many readers will remember the thrill of successfully flying a kite. We would love to know how this author feels about the topic; how hard was it to build this kite? Did it fly the first time, or did it nose-dive into the ground? What thoughts come to mind, watching a kite soaring in the sky?

The words are functional-they get the job done.

Overuse of short, simple sentence patterns and the connectives "and" and "Tenen" (then) in this short piece point towards the need for focused work on sentence fluency, through varying the patterns and sentence beginnings.

Capital letters for sentences beginnings are present. End punctuation is present, but not consistent. Uses past tense correctly. Spelling reflects accuracy in some words, reasonable attempts in others.

### Common Core Proficiency Check

Standard		Evaluation or Grade
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Proficient
L.1.1b	Use common, proper, and possessive nouns.	Proficient
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Proficient
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Proficient
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Proficient
L.1.1f	Use frequently occurring adjectives.	Proficient
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Proficient
L.1.1h	Use determiners (e.g., articles, demonstratives).	Proficient
L.1.2b	Use end punctuation for sentences.	Proficient

L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Not Proficient
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Proficient