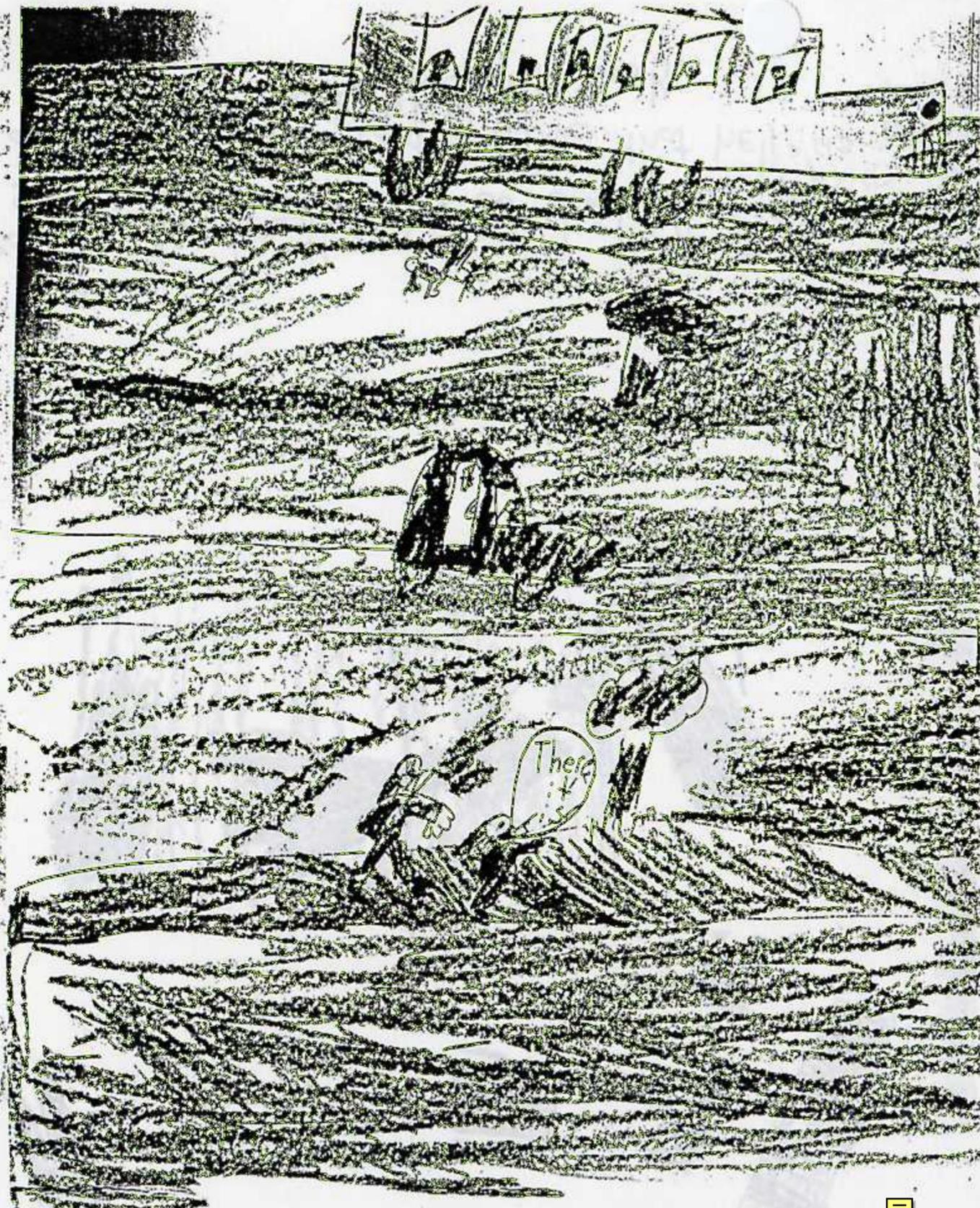
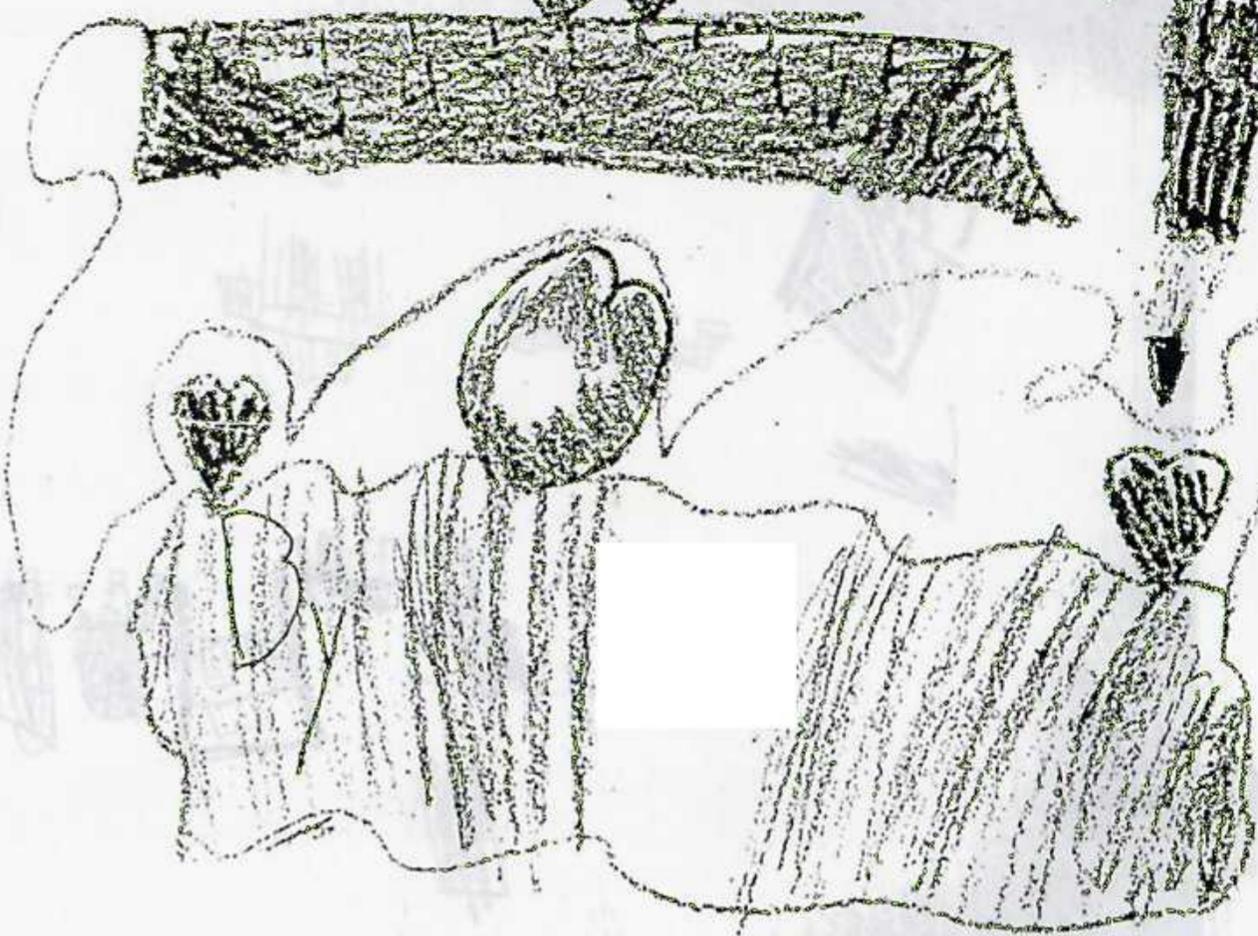
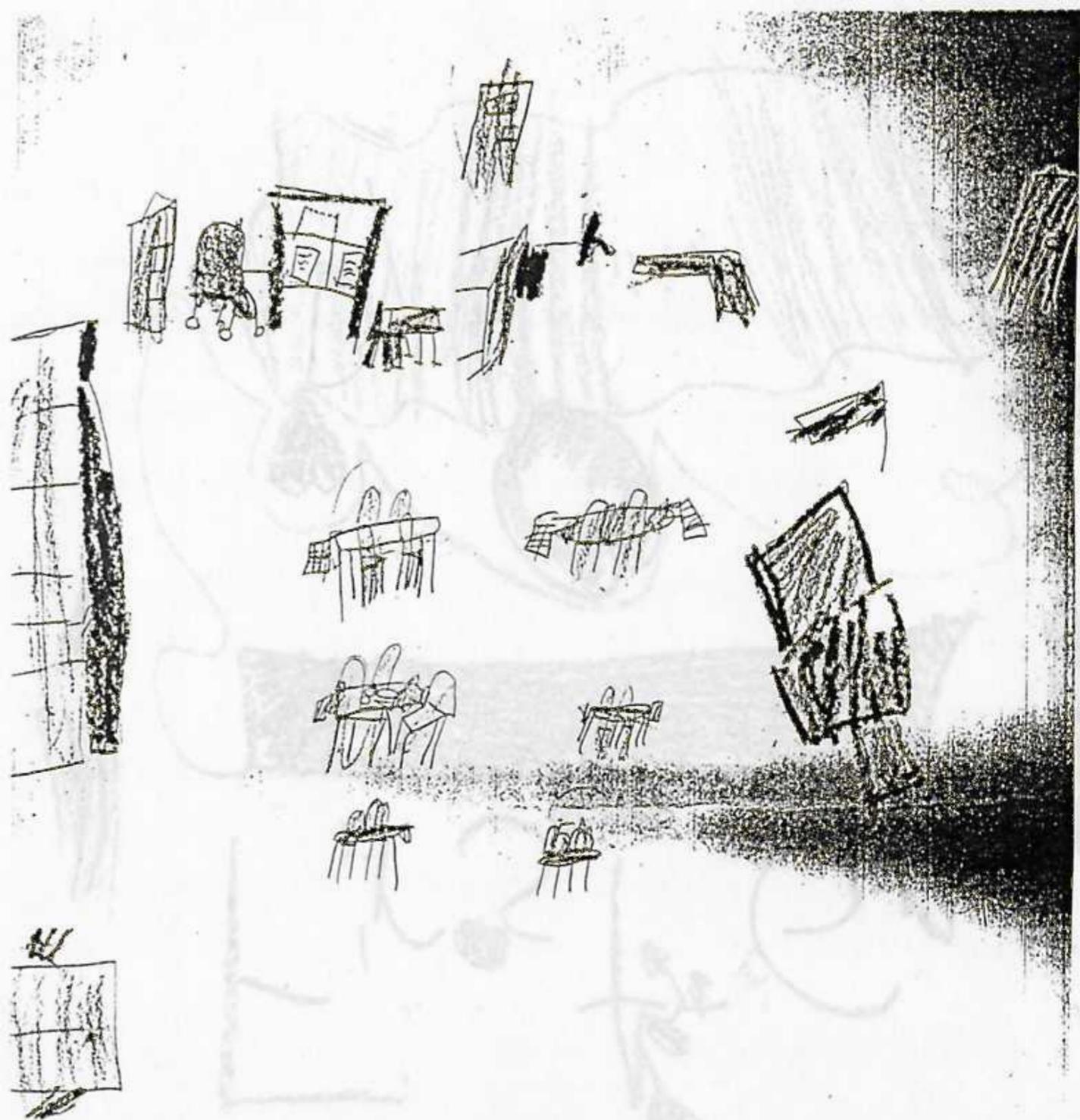


Am A Lot

First Grade



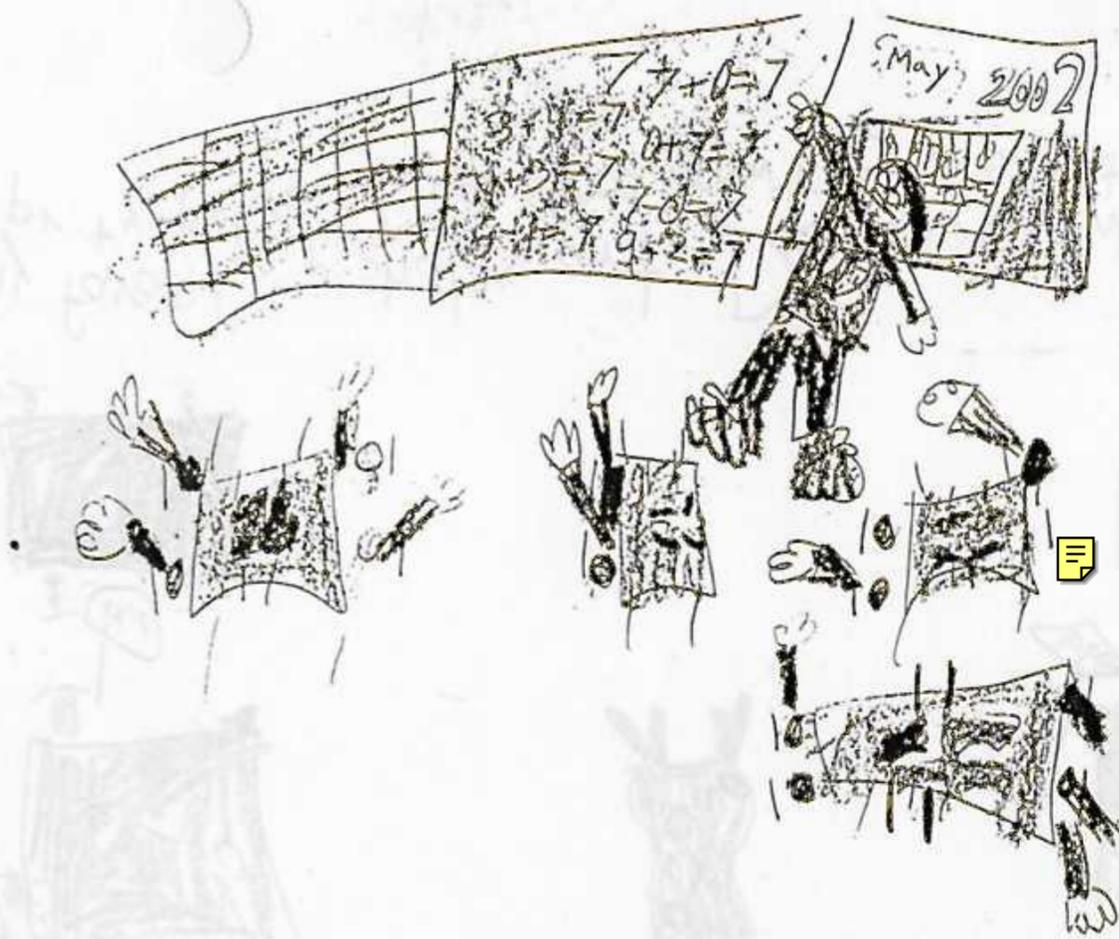
Some chindrin ride buses. Some chindrin walk. And some chindrin ride in their cars. Those are the ways to get to school.



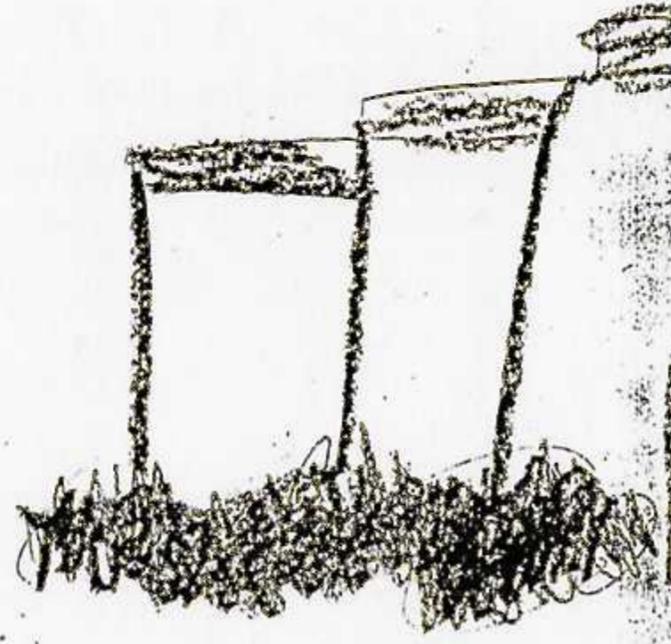
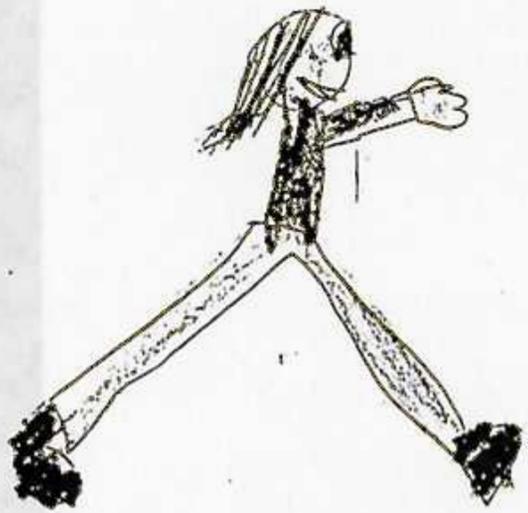
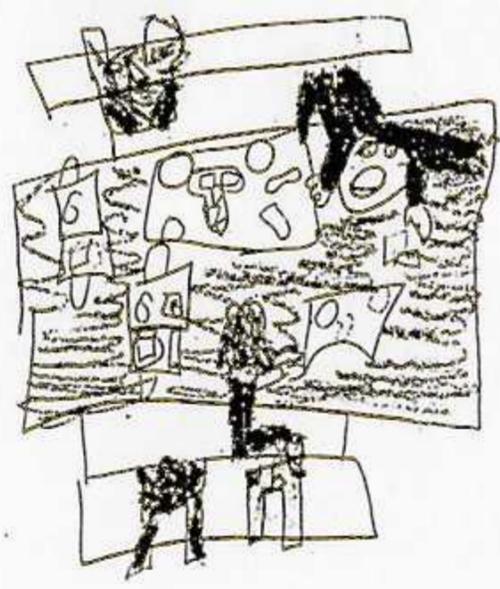
We have desk. We have baskets for are folders.
 We do centers. We have two chock boards.



We read books together. We do doest that helps us ma
 god skills. We play a reading game that help us with
 words. We make eibook like this book.



We do math in school. We learned what
 we do. In math we do fact families.
 We learn how to do hard problems.



We eat lunch in the cafeteria. You have to be
 grwiewto. my fovarit place to play is the mocky bars.
 I run on the playground.



My favorite school's art. Because we make pretty pictures. We do free drawing. I sit at table four

E

The task

Students write a big book to give to the kindergarten students informing them of what to expect in the first grade. Before writing, teachers should chose a prewriting activity to do with the class. This activity could be a brainstorming session asking students what they think Kindergarten students should know about first grade. Teachers could chart the answers. Teacher designed graphic organizers could also be used for the prewrite.

Circumstances of Performance

- | | |
|---|--|
| <input checked="" type="checkbox"/> Alone | <input checked="" type="checkbox"/> In a group |
| <input checked="" type="checkbox"/> In class | <input type="checkbox"/> As a homework |
| <input checked="" type="checkbox"/> With teacher feedback | <input checked="" type="checkbox"/> With peer feedback |
| <input type="checkbox"/> Timed | <input checked="" type="checkbox"/> Extended project |
| <input type="checkbox"/> No opportunity for revision | <input checked="" type="checkbox"/> Opportunity for revision |

What the work shows

E1c.1 Independent and Assisted Reading

Read their own writing and sometimes the writing of their classmates. (A)

- A. In the teacher commentary, it was indicated that each student read their own book to a kindergartener.

E2a.1 Habits and Processes

By the end of the year, we expect first grade students to:

- Generate topics and content for writing; (B)
 - Revise, edit and proofread as appropriate;
 - Apply a sense of what constitutes good writing. (C)
- B. Teacher comments indicate that the students were asked to think about the day before the came to first grade. Students responded with questions they hand, and answers were charted by the teacher,
- C. Students use a graphic organizer as a prewriting tool. (Not included in examples of work.) The writer shows evidence throughout the piece that she

knows that kindergarteners are the intended audience. She writes in a natural child's voice.

E2b.1 Sharing Events, Telling Stories: Narrative Writing

- Evidence a plan in their writing including making decisions about where in a sequence of events they should enter; (D)
- Develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together. (D)
- Frequently incorporate drawings, diagrams or other suitable graphics with written text as well as gesture, intonation and role-played voices with oral renditions. (E)

D. In her narrative there is a logical sequence of events. She begins with coming to school, describes the organization of the room, gives activities that happen before lunch, lunch, and after lunch. The student makes connections and personal reflections within the text.

E. Detailed drawings extend the text. The work denotes understanding of book format and paragraph structure. The student writes one sentence immediately following another on the same topic rather than making a list of individual items.

E2c.3 Spelling

- Produce writing that contains a large proportion of correctly spelled, high frequency words; (F)
- Write text that usually can be read by the child and others-regardless of the scarcity of correctly spelled words-because most of the perceived sounds in unfamiliar words are phonetically represented; (F)

F. There are many examples of spelling that is phonetic; "chokbords"-chalkboards, "lerner"-learner, "speshol"-special, "prity"-pretty, and high frequency words are spelled correctly.

Ex." chokbords"-chalkboards, "lerner"-learner, "speshol"-special, "prity"-pretty

E2c.4 Punctuation, Capitalization and Other Conventions

- Use punctuation accurately. (G)

G. Student work consistently uses correct punctuation. Every sentence in the work ends in a period.

DoDEA Rubric Bank Traits used: Conceptual Understandings, Conventions of Print