

Writing Grade Expectations: Grade 1

Standard 1.5: Writing Dimensions

Writing Process

W1: 1 Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.

Note: Students at this level will only be prewriting and drafting.

Writing Conventions

W1: 2 In independent writing, students demonstrate command of appropriate English conventions by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1: 3 In independent writing, students demonstrate command of conventional English spelling by...

- Correctly spelling own first name
- Correctly spelling grade-appropriate, high-frequency words that include phonetically regular words (e.g., “had,” “can”)
- Using phonemic awareness and letter knowledge to spell independently (using phonetic or temporary spelling when needed)

Standard 5.18: Structures

Structures of Language

W1: 4 Students demonstrate command of the structures of the English language by...

- Distinguishing between letters, words, and sentences

Standard 1.7: Response to Literature, Standard 5.11: Literary Elements and Devices, Standard 5.13: Responding to Text

Writing in Response to Literary or Informational Text

W1: 5 In response to literary or informational text, students show understanding of plot /ideas/concepts by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1: 6 In response to literary or informational text, students make and support analytical judgments about text

by...

- Using prior knowledge or references to text to support a given focus (evidence may take the form of pictures, words, sentences, or some combination)

W1: 7 In response to literary or informational text, students engage readers by...

No GLE at this grade level

Standard 1.8: Reports

Standard 1.19: Research

Informational Writing: Reports

W1: 8 In reports, students organize information by...

No GLE at this grade level

W1: 9 In reports, students effectively convey a perspective on a subject by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1: 10 In reports, students demonstrate use of a range of elaboration strategies by ...

- Identifying details/information relevant to topic and/or given focus (details/information may take the form of pictures with captions, words, sentences, or some combination)

Standard 1.9: Narratives

Standard 5.11: Literary Elements and Devices

Expressive Writing: Narratives

W1: 11 In written narratives, students organize and relate a story line plot/series of events by...

- Creating a clear understandable story line, when given a structure (may take form of words or pictures or some combination)

W1: 12 Students demonstrate use of narrative strategies by...

- Using details (may be in form of words or pictures)
- Identifying character(s)

Standard 1.10: Procedures

Informational Writing: Procedures

W1: 13 In written procedures, students organize steps of procedures by...

No GLE at this grade level

W1: 14 In written procedures, students anticipate the readers' needs by...

No GLE at this grade level

Standard 1.11: Persuasive Writing

Informational Writing: Persuasive Writing

W1: 15 In persuasive writing, students define a significant problem, issue, topic, or concern by...

No GLE at this grade level

W1: 16 In persuasive writing, students present and coherently support judgments or solution(s) by...

No GLE at this grade level

Standard 1.12: Personal Essay

Expressive Writing: Reflective Essay

W1: 17 In reflective writing, students make connections between personal experiences and ideas by...

No GLE at this grade level

Standard 1.23: Poetry

Standard 5.11: Literary Elements and Devices

Expressive Writing: Poetry

W1: 18 In writing poetry, demonstrate awareness of purpose by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing

W1: 19 In writing poetry, use language effectively by...

No formal assessment at this grade; classroom assessment should be done in instructional, supported writing