

First Grade Writing Standards and Alignment

Standard 1: Students write clearly and effectively.

1. Organize text in paragraphs with clear beginning, middle and end.
 - Experiment with sequencing of sentences
2. Develop a main idea through some supporting details.
 - Focus on main idea when writing
3. Demonstrate awareness of personal voice, sentence structure and word choice.
 - **Voice**
 - Attempt to express feelings
 - **Sentence Structure**
 - Write simple sentences
 - **Word Choice**
 - Experiment with interesting words in a natural way
4. Apply conventions of standard written English (e.g. spelling, punctuation, usage) appropriate for grade level and purpose.
 - **Spelling**
 - Spell grade level words in final draft
 - Experiment with spelling higher level vocabulary words
 - **Capitalization**
 - Begin to capitalize name, first word of sentence, pronoun “I” and people’s names
 - Use upper and lower case letters
 - **Punctuation**
 - Begin to use periods and question marks
 - **Grammar/Usage**
 - Compose sentences with subject/verb agreement

Standard 2: Students apply a range of skills and strategies in the writing process.

1. Plan writing by generating and organizing ideas and by considering purpose and audience.
 - Select topic
 - Make a plan for drafting (e.g. talking, drawing, graphic organizers)
 - Write for a variety of purposes
2. Write a draft that captures and organizes ideas.
 - Use pre-writing plan to write draft
3. Revise writing at the word, sentence and paragraph levels using feedback and guidance from others.
 - Confer with instructor for feedback
4. Edit, with assistance, by correcting errors (e.g. grammar, capitalization, punctuation, spelling, usage)
 - Confer with instructor for feedback on editing for capitals and end punctuation
5. Share/publish a legible final product.
 - Produce finished written product to share

Standard 3: Students evaluate and reflect on their growth as writers.

1. Set goals and become aware of success in own and others’ writing.
 - With guidance set personal writing goal
 - Select from a variety of strategies for self evaluation to measure success with teacher assistance
 - portfolio
 - rubric
 - writing inventory
 - reflective journal
2. Share writing with others, listen to responses, ask questions and offer positive comments to others.
 - Share writing with others

- Listen to responses, ask questions and offer positive comments to others with teacher modeling
3. Identify his/her strengths as a writer.
 - Review their work with teacher assistance (reread, peer review, portfolios, rubrics)
 - Consider comments (rubric and peer/group review)

Standard 4: Students write for a variety of purposes and audiences. Identify the purpose for their writing and write appropriately.

1. Identify the purpose for writing and write appropriately.
 - Determine the reason for writing (to entertain, instruct, describe, inform, reflect, persuade) with teacher modeling
2. Choose audience (e.g. self, peers, adults) appropriate to purpose and topics.
 - Decide to whom they are writing with teacher assistance
3. Experience writing in a different genre (e.g. descriptive writing).
 - Explore various types of writing. (e.g. poetry, autobiography)

Standard 5: Students recognize the structures of various forms and apply these characteristics to their own writing.

1. Identify the characteristics of different forms (poetry, fiction, non-fiction, technical, simple report).
 - Identify the characteristics of different forms with teacher modeling (e.g. letter writing and poetry)
2. Write using characteristics of different forms.
 - Compose different forms with teacher modeling (e.g. journal writing, friendly letter, short story)
 - Descriptive writing
 - Narrative writing
 - Expository writing
 - Persuasive writing

Standard 6: Students use the inquiry process, problem solving strategies and resources to synthesize and communicate information.

1. Pose questions or identify problems.
 - Pose questions on topic with teacher assistance
2. Use selected technologies and information sources.
 - Locate and use information from a variety of sources (e.g. books, reference material, media) with teacher assistance
3. Identify explanations or solutions and draw a conclusion based on the information.
 - Explore drawing conclusions based on the information
4. Share information in appropriate ways for intended audiences.
 - Produces finished written material
 - Share with audience in appropriate format (e.g. written, oral)