

1st Grade Writing

Writes with organization, clarity, and focus as appropriate to task, purpose, and audience

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2	Narrative W.1.3	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student sometimes produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Includes: <ul style="list-style-type: none"> • Two or more properly sequenced events • Details regarding what happened • Temporal words to signal order • A sense of closure 	The student is able to produce a clear and coherent recount of a well elaborated event or sequence of events including details to describe actions, thoughts, and feelings, use of temporal words, and a sense of closure.
1, 2	Informational W.1.2	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student sometimes produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Includes: <ul style="list-style-type: none"> • Introducing the topic • Stating an opinion • Providing a reason • Providing a sense of closure 	The student is able to produce a clear and coherent piece where he/she introduces the topic or book they are writing about, states an opinion, supplies reasons that support the opinion, uses linking words to connect reason, and provides a conclusion.
3	Opinion W.1.1	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student sometimes produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student is able to produce a clear and coherent piece where he/she introduces the topic or book they are writing about, states an opinion, supplies reasons that

				Includes: <ul style="list-style-type: none"> • Introducing the topic • Stating an opinion • Providing a reason • Providing a sense of closure 	support the opinion, uses linking words to connect reason, and provides a conclusion.
1, 2, 3	Develops and strengthens writing by planning/researching, revising and editing utilizing grade-level expectations W.1.5,6	The student is seldom able to develop and strengthen their writing by planning/researching, revising, and editing based on strategies taught.	The student sometimes develops and strengthens their writing by planning/researching, revising, and editing based on strategies taught.	The student usually develops and strengthens their writing by planning/researching, revising, and editing based on strategies taught.	The student is able to develop and strengthen their writing by using adjectives, adverbs, strong words, actions, and dialogue as needed to enhance writing.

Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Uses grade-level vocabulary and grammar L.4,5,6	The student is seldom able to determine the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading content, choosing flexibly from an array of strategies taught.	The student sometimes determines the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading content, choosing flexibly from an array of strategies taught.	The student usually determines the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading content, choosing flexibly from an array of strategies taught.	The student is able to determine the meaning of unknown and multiple-meaning words and phrases based on above-grade-level content, as well as produce complete simple and compound sentences, use collective nouns, irregular plural nouns and noun verb agreement correctly.
1, 2, 3	Uses grade-level punctuation and capitalization L.1.2	The student is seldom able to use grade level grammar, punctuation, and capitalization skills that were taught.	The student sometimes uses grade level grammar, punctuation, and capitalization skills that were taught.	The student usually uses grade level grammar, punctuation, and capitalization skills that were taught.	The student is able to use above grade level grammar, punctuation, and capitalization skills (beginning of sentences, names, I, holidays, places,

					abbreviations).
1, 2, 3	Applies grade-level spelling patterns L.1.2	The student is seldom able to use conventional spelling for words with common spelling patterns and for frequently occurring irregular words that were taught.	The student sometimes uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words that were taught.	The student usually uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words that were taught.	The student is beginning to use above grade level spelling strategies.