

First Grade Writing Standards

WS1.1 (Habits and Processes)

- 1.1 write daily
- 1.2 generate content and topic for writing
- 1.3 reread their work often with the expectation that others will be able to read it
- 1.4 solicit and provide responses to writing
- 1.5 revise, edit, and proofread as appropriate
- 1.6 apply a sense of what constitutes good writing
- 1.7 polish at least 10 pieces throughout the year

WS2.1 (Narrative Writing)

- 1.1 Evidence a plan
- 1.2 Two or more appropriately sequenced events
- 1.3 Incorporate drawings, gestures, or other graphics with written text
- 1.4 Employ writing strategies, such as using dialogue, transitions, details, and closure
- 1.5 Imitate narrative elements and derive stories from books they have read or had read to them
- 1.6 Recount reactions signaled by phrases like I wondered, I noticed, I thought

WS2.2 (Report Writing)

- 2.1 Gather information pertinent to the topic and sort into categories
- 2.2 Independently exclude extraneous information
- 2.3 Demonstrate growing desire and ability to communicate by using details, maps, diagrams, and other graphics; and signing off

WS2.3 (Functional/Narrative Procedure)

- 3.1 Gives instructions
- 3.2 Describe, in sequence with details, the appropriate steps
- 3.3 Claim, mark or identify objects and places

WS2.4 (Producing & Responding to Literature)

- 4.1 Re-enact and retell stories, songs, poems, plays, and other literary works
- 4.2 Produce simple evaluations
- 4.3 Make comparisons of the story to events or people in their own lives
- 4.4 Compare two books by the same author
- 4.5 Discuss several books on the same theme
- 4.6 Reference parts of the text when presenting or defending a claim
- 4.7 Present a plausible interpretation of a book

WS3.1 (Style and Syntax)

- 1.1 vary sentence openers instead of relying on the same sentence stem
- 1.2 use a wide range of syntactic patterns typical of spoken language
- 1.3 embed literary language where appropriate

WS3.2 (Vocabulary/Word Choice)

- 2.1 produce writing that uses a full range of words in their speaking vocabulary
- 2.2 select a more precise word when prompted
- 2.3 use newly used words they like from their reading, the books they have read, words on the classroom walls and talk

WS3.3 (Spelling)

- 3.1 produce writing that contains a large portion of correctly spelled, high frequency words
- 3.2 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 of unfamiliar words are phonetically represented.
- 3.3 draw on a range of resources for deciding how to spell unfamiliar words
- 3.4 automatically spell some familiar words and word endings correctly

WS3.4 (Punctuation/Capitalization & other Conventions)

- 4.1 demonstrate interest and awareness by approximating the use of some punctuation, including exclamation points, quotation marks, question marks, periods, ellipses, colons and capitalization of proper names and sentence beginnings
- 4.2 use punctuation accurately and sometimes use conventions that are borrowed from a favorite author to emphasis, suggest mood, be clear and direct readers to use particular intonations