

**Standard 1: Writing**

**First Grade**

**Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 1: The student writes narrative text using the writing process.**

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Chooses an idea about which to write. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>2. Begins to orally communicate and/or write using personal experience. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>3. Uses details in pictures and words to develop a story. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>4. Understands the difference between copying and using ones own words. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>5. Participates in shared writing activities where prewriting strategies are included. (Organization: prewriting, drafting, revising: N,E)</li> <li>6. Writes sentences with ideas presented in a sequential order. (Organization: prewriting, drafting, revising: N,E)</li> <li>7. Writes several complete sentences about one idea. (Organization: prewriting, drafting, revising: N,E)</li> <li>8. Expresses feelings through pictures and words. (Voice: prewriting, drafting, revising: N,E)</li> <li>9. Identifies and uses nouns and verbs in their writing. (Word Choice: prewriting, drafting, revising: N,E)</li> <li>10. Explores the use of new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E)</li> <li>11. Writes a simple sentence that is a complete thought and is easy to read aloud. (Sentence Fluency: prewriting, drafting, revising: N,E)</li> <li>12. <i>Indicator not at this grade level</i></li> <li>13. <i>Indicator not at this grade level</i></li> <li>14. <i>Indicator not at this grade level</i></li> <li>15. Uses correct spacing between words.</li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Provides and uses narrative picture books to model meaning and story sense (e.g. <i>beginning, middle and end</i>).</li> <li>• Uses narrative picture books to model how authors develop ideas, organization and voice to help students in their own writings.</li> <li>• Organizes well-supplied writing centers (e.g. student writing folders, different types of writing paper, various graphic organizers, seasonal activities, narrative writing samples and resources).</li> <li>• Uses pictures from an narrative book or sequencing cards and directs students to sequence the pictures and tell a story about the pictures.</li> <li>• Provides a narrative prompt and has students draw and write a short story using concrete supporting details (e.g. uses technology to create stories with illustrations).</li> <li>• Uses popsicle sticks between words to teach spacing (e.g. student-decorated sticks become "Mr. or Ms. Spacey").</li> <li>• Develops and models use of a word wall to help students recognize and use these words in their writing.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**

**E - Expository text; Assessed at 8<sup>th</sup> grade**

**T – Technical text**

**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

<p>(Conventions: prewriting, drafting, revising: N,E)</p> <p>16. Capitalizes the beginning of a sentence using correct ending punctuation.</p> <p>(Conventions: drafting, revising: N,E)</p> <p>17. Uses correct subject/verb agreement. (Conventions: prewriting, drafting, revising: N,E)</p> <p>18. Spells most words like they sound in student's writing. (Conventions: prewriting, drafting, revising: N,E)</p> <p>19. <i>Indicator not at this grade level</i></p>	<p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**Standard 1: Writing**

**First Grade**

**Standard 1 - Writing: The student writes effectively for a variety of audiences, purposes, and contexts.**

**Benchmark 2: The student writes expository text using the writing process.**

First Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. Chooses an idea about which to write and uses words to express this idea in a basic sentence. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>2. Uses details in pictures and words to develop informational writing. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>3. Begins to orally communicate and write using personal experience to provide information. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>4. <i>Indicator not at this grade level</i></li> <li>5. Understands the difference between copying and using one's own words. (Ideas and Content: prewriting, drafting, revising: N,E)</li> <li>6. <i>Indicator not at this grade level</i></li> <li>7. <i>Indicator not at this grade level</i></li> <li>8. Participates in shared writing activities where prewriting strategies are included. (Organization: prewriting, drafting, revising: N,E)</li> <li>9. Writes sentences with ideas presented in a sequential order. (Organization: prewriting, drafting, revising: N,E)</li> <li>10. <i>Indicator not at this grade level</i></li> <li>11. <i>Indicator not at this grade level</i></li> <li>12. Begins to write and/or draw feelings about the topic with the purpose of informing the reader. (Voice: prewriting, drafting, revising: N,E)</li> <li>13. Identifies and uses nouns and verbs in their writing. (Word Choice: prewriting, drafting, revising: N,E)</li> <li>14. Explores the use of new words to make writing more interesting. (Word Choice: prewriting, drafting, revising: N,E)</li> <li>15. Writes a simple sentence that is a complete thought that is easy to read aloud. (Sentence Fluency: prewriting, revising, drafting: N,E)</li> <li>16. <i>Indicator not at this grade level</i></li> </ol>	<p>The teacher...</p> <ul style="list-style-type: none"> <li>• Provides and uses expository picture books to model meaning and sequential order (e.g. identifies author's purpose).</li> <li>• Uses expository picture books to model how authors develop ideas, organization and voice to help students in their own writings.</li> <li>• Organizes well-supplied writing center (e.g. student writing folders, different types of writing paper, various graphic organizers, seasonal activities, expository writing samples and resources).</li> <li>• Directs students to use pictures from an expository book or sequencing cards and write about the pictures.</li> <li>• Provides expository prompts and student self-selected topics (such as "A dog eats . . .") and has students draw and write using factual supporting details (e.g. uses technology to create stories with illustrations).</li> <li>• Develops and models use of a word wall to help students recognize and use these words in their writing.</li> </ul>

**N – Narrative text; Assessed at 5<sup>th</sup> grade**

**E - Expository text; Assessed at 8<sup>th</sup> grade**

**T – Technical text**

**P – Persuasive text; Assessed in High School**

Revised 11/19/2004

<p>17. <i>Indicator not at this grade level</i></p> <p>18. Uses correct spacing between words. (Conventions: prewriting, drafting, revising: N,E)</p> <p>19. Capitalizes the beginning of a sentence using correct ending punctuation. (Conventions: prewriting, drafting, revising: N,E)</p> <p>20. Uses correct subject/verb agreement. (Conventions: prewriting, drafting, revising: N, E)</p> <p>21. Spells most words like they sound. (Conventions: prewriting, drafting, revising: N,E)</p> <p>22. <i>Indicator not at this grade level</i></p>	<p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	

**N – Narrative text; Assessed at 5<sup>th</sup> grade**  
**E - Expository text; Assessed at 8<sup>th</sup> grade**  
**T – Technical text**  
**P – Persuasive text; Assessed in High School**

**Revised 11/19/2004**