

1st Grade Writing

Quarter 1 Standards

1. **1.L.01a:** The Highly Proficient student can use common, proper, and possessive nouns.
2. **1.L.01b:** The Highly Proficient student can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.).
3. **1.L.01i:** The Highly Proficient student can create a compound and complex sentence using correct punctuation and capitalization.
4. **1.L.01k:** The Highly Proficient student can write a paragraph with a main idea and supporting sentences of student-chosen topic using correct punctuation and capitalization.
5. **1.L.02b:** The Highly Proficient student can independently write sentences, using correct ending punctuation.
6. **1.W.04:** The Highly Proficient student can independently create functional writing and explain how it helps in the real world.

Quarter 2 Standards

1. **1.L.01c:** The Highly Proficient student can use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; we hop).
2. **1.L.01e:** The Highly Proficient student can create a sentence using 2 or more adjectives correctly.
3. **1.L.02a:** The Highly Proficient student can, when given a writing piece, identify all words that need to be capitalized (proper nouns, word 'I', months, days, holidays, abbreviations).
4. **1.L.02c:** The Highly Proficient student can use commas in dates and to separate single words in a series.
5. **1.L.04:** With guidance and support from adults, the Highly Proficient student can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use frequently occurring affixes as a clue to the meaning of a word. b. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). c. Use sentence-level context as a clue to the meaning of a word or phrase.
6. **1.L.05ab:** The Highly Proficient student can independently create categories, using logical attributes, and list words in each category.

- 7. 1.L.05d:** The Highly Proficient student can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
- 8. 1.W.03:** The Highly Proficient student can independently write a narrative that includes a beginning, middle, and end. Must also include two sequenced events, temporal words, details and a sense of closure.

Quarter 3 Standards

- 1. 1.L.01d:** The Highly Proficient student can use personal, possessive, and indefinite pronouns (e.g., I, me; they, them, their; anyone, everything).
- 2. 1.L.01f:** The Highly Proficient student can use frequently occurring conjunctions (e.g., and, but, or, so, because).
- 3. 1.L.01gh:** The Highly Proficient student can use determiners (e.g., articles, demonstratives), and frequently occurring prepositions (e.g., during, beyond, toward).
- 4. 1.W.01:** The Highly Proficient student can write an opinion on a topic of his/her choice, with at least three reasons to support it, and include topic and closing sentences.
- 5. 1.W.07:** The Highly Proficient student can independently select a topic, research it and use the information to write a report using organization, pre-write, edit, and publish.

Quarter 4 Standards

- 1. 1.L.01j:** The Highly Proficient student can create a declarative, interrogative, imperative, and exclamatory sentence using correct punctuation and capitalization.
- 2. 1.L.05c:** The Highly Proficient student can identify real-life connections between words and their use (e.g., note places at home that are cozy).
- 3. 1.W.02:** The Highly Proficient student can independently write an informative/explanatory text in which he/she names a topic, supplies some facts about the topic, and provide a sense of closure, using organization, pre-write, edit, and publish.

Yearly Standards (taught throughout the school year)

- 1. 1.L.06:** The Highly Proficient student can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- 2. 1.W.05:** With guidance and support from adults, the Highly Proficient student can focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- 3. 1.W.06:** With guidance and support from adults, the Highly Proficient student can use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 4. 1.W.08:** With guidance and support from adults, the Highly Proficient student can recall information from experiences or gather information from provided sources to answer a question.
- 5. 1.WF.01abc:** The Highly Proficient student can write a paragraph using correct letter formation, spacing, and with correct grapheme awareness. Students should include correct punctuation.
- 6. 1.WF.02ab:** The Highly Proficient student can demonstrate and apply sound-letter concepts when writing. a. Orally segment the phonemes in any single-syllable, spoken word. b. Demonstrate and understand that each syllable is organized around a vowel sound.
- 7. 1.WF.03a:** The Highly Proficient student can consistently spell common, regular, and single syllable words using a variety of phonemic and word analysis skills.
- 8. 1.WF.03b:** The Highly Proficient student can spell on-level words with inflectional endings that change the base word.
- 9. 1.WF.03c:** The Highly Proficient student can consistently spell multi-syllable words correctly in their writing.
- 10. 1.WF.03de:** The Highly Proficient student can consistently spell on and above grade level words correctly.