

## Grade 1 - E2 Writing

First-grade students write every day, either independently and with a partner or partners. When given blocks of time for writing, students take responsibility for choosing a topic and developing text around it. Students work for more than a single day on creating a piece of writing. Taking selected pieces of their work through the process of planning, drafting, getting response, revising and editing is very much the norm for first-grade writers.

### **E2a: Habits and Processes**

Polished pieces are placed on display, read aloud, presented to someone the child cares about or acknowledged in some public way. Such displays are important ways of recognizing young writers' accomplishments. By the end of the year, we expect first-grade students to:

- write daily;
- generate topics and content for writing;
- reread their work often with the expectation that others will be able to read it;
- solicit and provide responses to writing;
- revise, edit and proofread as appropriate;
- apply a sense of what constitutes good writing (that is, apply some commonly agreed-upon criteria to their own work); and
- polish at least 10 pieces throughout the year.

### **E2b: Writing Purposes and Resulting Genres**

Written and oral work are done with more elaboration and confidence than was evidenced in kindergarten. As writers, many begin to show an intention to really connect with a reader.

#### **E2b.1: Sharing Events, Telling Stories: Narrative Writing**

By the end of the year, we expect first-grade students to:

- evidence a plan in their writing, including making decisions about where in a sequence of events they should enter;
- develop a narrative or retelling containing two or more appropriately sequenced events that readers can reconstruct easily, which the author then often reacts to, comments on, evaluates, sums up or ties together;
- frequently incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions;
- demonstrate a growing awareness of author's craft by employing some writing strategies; and providing some sense of closure;
- imitate narrative elements and derive stories

from books they have read or had read to them; and

- in some cases, begin to recount not just events but also reactions, signaled by phrases like "I wondered," "I noticed," "I thought" or "I said to myself."

#### **E2b.2: Informing Others: Report or Informational Writing**

By the end of the year, we expect first-grade students to:

- gather information pertinent to a topic, sort it into major categories – possibly using headings or chapters – and report it to others;
- independently recognize and exclude or delete extraneous information according to appropriate standards governing what "fits."; and
- demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text; and paying attention to signing off.

#### **E2b.3: Getting Things Done: Functional Writing**

By the end of the year, we expect first-grade students to:

- give instructions;
- describe, in appropriate sequence and with few details, the steps one must take to make or do a particular thing; and
- claim, mark or identify objects and places.

#### **E2b.4: Producing and Responding to Literature**

By the end of the year, we expect first-grade students to:

- write stories, memoirs, poems, songs and other literacy forms;
- demonstrate not only an awareness of but also an ability to reproduce some of the literacy language and styles they hear and read in the classroom;
- imitate a text or write in a genre when they respond to it;
- re-enact and retell stories, songs, poems;
- plays and other literacy works they encounter;

- produce simple evaluative expressions about the text;
- make simple comparisons of the story to events or people in their own lives;
- compare two books by the same author;
- discuss several books on the same themes;
- make explicit reference to parts of the text when presenting or defending a claim; and
- present a plausible interpretation of a book.

### **E2c: Language Use and Conventions**

First graders still write mostly in their own language, producing text that mirrors the sentence structure and vocabulary of their speech. Although they are beginning to develop a sense of writing for a reader, their writers' voices still are mostly egocentric. They can make more choices about which words to use, in which form and in what order. They also may produce text containing fragments of the language of other writers or speakers.

#### **E2c.1: Style and Syntax**

By the end of the year, we expect first-grade students to:

*Take on language of authors:*

- vary sentence openers instead of relying on the same sentence stem;
- use a wide range of the syntactic patterns typical of spoken language;
- embed literacy language where appropriate; and
- sometimes mimic sentence structures from various genres they are reading.

#### **E2c.2: Vocabulary and Word Choice**

By the end of the year, we expect first-grade students to:

- produce writing that uses the full range of words in their speaking vocabulary;
- select a more precise word when prompted; and
- use newly learned words they like from their reading, the books they hear read, words on the classroom wall and talk.

#### **E2c.3: Spelling**

By the end of the year, we expect first-grade students to:

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

#### **E2c.4: Punctuation, Capitalization and Other Conventions**

Although first-grade students will not have consistent control over punctuation, capitalization and other conventions, by the end of the year, we expect first-grade students to:

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