

Outcome (indicators)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p><b>Context</b>  <b>CC1.1: Compose and create a range of written texts that explore and present thoughts on: identity, community, and social responsibility that include:</b>            (b) personal feelings, ideas, experiences, opinions, observations, and reactions            (c) stories, explanations, and poems using known patterns and later developing own patterns            (d) stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.</p>	<p>Composes and creates a range of <b>clear</b> written texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>• Personal feelings, ideas, experiences, opinions, observations and reactions.</li> <li>• Stories, explanations, and poems using known patterns and later developing own patterns.</li> <li>• Stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.</li> </ul>	<p>Composes and creates a range of written texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>• Personal feelings, ideas, experiences, opinions, observations and reactions.</li> <li>• Stories, explanations, and poems using known patterns and later developing own patterns.</li> <li>• Stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.</li> </ul>	<p>Composes and creates rudimentary written texts that explore and present thoughts on: identity, community, and social responsibility that include:</p> <ul style="list-style-type: none"> <li>• Personal feelings, ideas, experiences, opinions, observations and reactions.</li> <li>• Stories, explanations, and poems using known patterns and later developing own patterns.</li> <li>• Stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.</li> </ul>	<p>Attempts to compose and create written texts that explore and present thoughts on: identity, community, and social responsibility that may include some of:</p> <ul style="list-style-type: none"> <li>• Personal feelings, ideas, experiences, opinions, observations and reactions.</li> <li>• Stories, explanations, and poems using known patterns and later developing own patterns</li> <li>• Stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.</li> </ul>
<p><b>Message</b>  <b>CC1.4 Write stories and short informational texts about familiar events and experiences in a minimum of five sentences.</b></p> <p>(d) Write about familiar topics using the learned vocabulary to express ideas.</p> <p>(e) Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.</p> <p>(f) Write brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.</p> <p>(g) Begin to include related details with main idea and edit with teacher support.</p>	<p>Writes <b>clear</b> stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p> <p>Writes about familiar topics using <b>and</b> the learned vocabulary to express ideas.</p> <p>Creates <b>clear</b> short texts including information texts, autobiographical narratives, imaginative stories, and poems with own <b>insightful</b> ideas following a model.</p> <p>Writes <b>clear</b> brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.</p> <p>Includes related details with main idea and edits with or without teacher support.</p>	<p>Writes stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p> <p>Writes about familiar topics using the learned vocabulary to express ideas.</p> <p>Creates short texts including information texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.</p> <p>Writes brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.</p> <p>Begins to include related details with main idea and edits with teacher support.</p>	<p><b>Attempts</b> to write stories and short informational texts about familiar events and experiences.</p> <p><b>Attempts</b> to write about familiar topics using print to express ideas.</p> <p><b>Attempts</b> to create short texts including information texts, autobiographical narratives, imaginative stories, and poems following a model.</p> <p><b>Attempts</b> to add print to pictures to create brief explanations and descriptions of real objects, persons, and places.</p> <p><b>Attempts</b> to include related details with main idea and edit with <b>full</b> teacher support.</p>	<p><b>Attempts to write</b> about familiar topics to express ideas</p> <p>Draws pictures and <b>attempts to add print</b> to communicate ideas about familiar events and experiences.</p> <p>Requires <b>full teacher support</b> to organize an idea.</p> <p>Requires <b>full teacher support</b> to edit.</p> <p>Writing <b>does not follow a model</b> that demonstrates the elements needed for a particular form of text. (CC1.4 E)</p>
<p><b>Use of Strategies</b>            CC1.4 (b) Select and use the appropriate before, during, and after strategies when writing to communicate meaning.</p> <p><i>Note: Grade 1 students write a single draft. They employ a simple writing process (e.g., pre-writing, drafting, and "fixing up") with teacher support</i></p>	<p><b>Consistently</b> selects and uses the appropriate before, during and after strategies when writing to communicate meaning.</p>	<p>Selects and uses the appropriate before, during and after strategies when writing to communicate meaning.</p>	<p><b>Attempts</b> to use the appropriate before, during and after strategies when writing to communicate meaning.</p>	<p><b>Unable</b> to use appropriate before, during and after strategies when writing to communicate meaning.</p>

<p><b>Cues &amp; Conventions</b>  CC1.4 (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.</p> <p>CC1.4 (h) Attempt to choose interesting words in independent writing.</p> <p>CC1.4 (i) Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.</p>	<ul style="list-style-type: none"> <li>Language is <b>clear, concise, and appropriate</b> for purpose and audience</li> <li>Consistently understands and uses the conventions of simple and complex sentences (including word order, capital letters at the beginning of a sentence, period at the end of a statement)</li> <li>Is consistently able to correctly apply the plural of single-syllable word (e.g. Dog/dogs), as well as double-syllable word (e.g. Pony/Ponies)</li> <li>Consistently spells name and grade appropriate high frequency words as well as words above grade level and applies conventions of spelling in writing</li> </ul> <p><b>Consistently</b> chooses and uses descriptive words to add interest</p> <p>Forms letters fluently and automatically, uses upper and lower case letters correctly and automatically</p> <p>Consistently uses capitals <b>appropriately</b></p> <p>Consistently writes <b>complete</b> sentences with six words or more using capitals, correct spacing, and some punctuation.</p>	<ul style="list-style-type: none"> <li>Language is <b>clear</b> and <b>appropriate</b> for purpose and audience</li> <li>Consistently understands and uses the conventions of a simple sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement)</li> <li>Is consistently able to correctly apply the plural of single-syllable word (eg. Dog/dogs)</li> <li>Consistently spells name and uses conventional spelling of high-frequency words and uses a mixture of conventional and temporary (phonetic) strategies to spell three-or-four-letter words</li> </ul> <p>Uses appropriate <b>descriptive</b> words to add interest</p> <p>Consistently uses appropriate letter formation and spacing on lined page in independent writing, uses upper and lower case letters correctly and consistently</p> <p>Consistently uses capitals for the pronoun I, names, days of the week and months</p> <p>Writes a <b>simple, complete</b> sentence with six words or more using capitals, correct spacing, and some punctuation.</p>	<ul style="list-style-type: none"> <li><b>Begins to recognize</b> language needed for purpose and audience</li> <li>Is beginning to understand and use the conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement)</li> <li>Is beginning to correctly apply the plural of single-syllable word (eg. Dog/dogs)</li> <li><b>Inconsistently</b> spells name, is beginning to use conventional spelling of high-frequency words, and uses mostly temporary (phonetic) strategies to spell three-or-four-letter words, and limited use of conventional spelling</li> </ul> <p>Uses some <b>appropriate</b> words and experiments with some descriptive words to add interest</p> <p>Uses appropriate letter formation and spacing on lined page in independent writing, <b>inconsistently</b> uses upper and lower case letters</p> <p>Inconsistently uses capitals for the pronoun I, names, days of the week and months</p> <p>Writes a simple, complete sentence with three or four words, or sometimes uses incomplete sentences inconsistently using capitals, correct spacing, and some punctuation.</p>	<ul style="list-style-type: none"> <li>Shows <b>no awareness</b> of appropriate language for purpose and audience</li> <li>Shows limited ability to understand and use the conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement)</li> <li>Shows <b>limited ability</b> to correctly apply the plural of single-syllable word (eg. Dog/dogs)</li> <li>Unable to spell name and use conventional spelling of high-frequency words, often using invented spelling while attempting to represent some words using temporary (phonetic) strategies</li> </ul> <p><b>Chooses</b> and uses words to add interest <b>based on a model</b> or brainstormed list or environmental print</p> <p><b>Inconsistently</b> uses appropriate letter formation and spacing on lined page in independent writing Is unable to use upper and lower case letters correctly in own writing</p> <p><b>Attempts to</b> use capitals for the pronoun I, names, days of the week and months</p> <p>Uses <b>incomplete</b> sentences or attempts to write simple sentences, and/or uses and copies sentence frames</p>
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