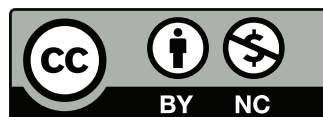


| Outcome (indicators)  | 4 – Mastery  | 3 - Proficient   | 2 - Approaching   | 1 - Beginning   |
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| <p><b>Context</b><br/> <b>CC1.1: Compose and create a range of written texts that explore and present thoughts on: identity, community, and social responsibility that include:</b><br/>           (b) personal feelings, ideas, experiences, opinions, observations, and reactions<br/>           (c) stories, explanations, and poems using known patterns and later developing own patterns<br/>           (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><br/> <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><br/>           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>  |



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| <p><b>Cues &amp; Conventions</b></p> <p>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 and 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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