

# Grade 1 Writing: Grade Level Expectations

## Essential Academic Learning Requirements [EALR] for Writing K-10

### **EALR 1: The student understands and uses a writing process**

Component 1.1 Uses pictures and talk for thinking about planning writing.

Component 1.2 Produces Drafts.

Component 1.3 Revises to improve text.

Component 1.4 Edits Text.

Component 1.5 Publishes text to share with audience.

Component 1.6 Adjusts writing processes as necessary.

### **EALR 2: The student writes in a variety of forms for different audiences and purposes**

Component 2.1 Adapts writing for a variety of audiences.

Component 2.2 Writes for different purposes.

Component 2.3 Writes in a variety of forms/genres.

Component 2.4 Writes for career applications.

### **EALR 3: The student writes clearly and effectively**

Component 3.1 Develops ideas and organizes writing.

Component 3.2 Uses appropriate style.

Component 3.3 Knows and applies writing conventions appropriate for the grade level.

### **EALR 4: The student analyzes and evaluates the effectiveness of written work.**

Component 4.1 Analyzes and evaluates others' and own writing.

Component 4.2 Sets goals for improvement.

Cited from Washington State's Essential Academic Learning Requirements:

<http://www.k12.wa.us/Writing/pubdocs/EALRwritingfinal.pdf>

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## GRADE 1

In first grade, students are able to develop an idea or item of information beyond one sentence, adding some details of description or explanation. Simple sentences are sequenced with some logical development. Students use some prewriting strategies with support from the teacher. Although phonetic spelling is common, there is a marked increase in the number of words spelled accurately, and students demonstrate an awareness of some spelling patterns. As understanding of revising and editing develops, students reread what they write, and the clarity and accuracy of writing increases. Conventions of punctuation, directionality, spacing, and letter formation ensure work is legible.

### **EALR 1: The student understands and uses a writing process**

#### **Component 1.1 Prewrites to generate ideas and plan writing.**

1.1.1 Applies at least one strategy for generating ideas and planning writing.

- Brainstorms, makes lists, and sometimes formulates first sentence before writing.
- Talks or draws to generate ideas and rehearse writing (e.g., class brainstorm, individual drawing).
- Uses multicultural literature (fiction and nonfiction) to stimulate ideas.

#### **Component 1.2 Produces Drafts.**

1.2.1 Produces a draft in sentences.

- Uses a plan from prewriting to write a draft.
- Writes a draft that includes more than one sentence.

#### **Component 1.3 Revises to improve text.**

1.3.1 Revises text by adding words and/or phrases to draft.

Reads own work and makes some revisions in response to teacher questions or peer feedback (e.g., “My dog went for a walk” becomes “My spotted dog went for a long walk” in response to the teacher’s questions: “What does the dog look like? What kind of walk is it?”).

Rereads draft to self, peers, or adults.

Asks others (e.g., librarian, principal, paraprofessionals, day-care provider, family members) to read and make comments.

Recognizes overused words and makes substitutions (e.g., yelled for said).

#### **Component 1.4 Edits Text.**

1.4.1 Applies understanding of editing appropriate for grade level (see 3.3).

- Edits shared text with teacher guidance.
- Reads own work and makes some changes, especially punctuation.
- Uses a simple checklist for editing.

#### **Component 1.5 Publishes text to share with audience.**

1.5.1 Publishes own writing.

- Shares writing with others (e.g., author’s chair, bulletin board, Young Authors’ Day).

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- Illustrates work (e.g., drawings, computer graphics, collages).
- Shares writing in self-published books.

## **Component 1.6 Adjusts writing processes as necessary.**

1.6.1 Begins in Grade 3.

1.6.2 Begins in Grade 3.

1.6.3 Begins in Grade 3.

## **EALR 2: The student writes in a variety of forms for different audiences and purposes**

### **Component 2.1 Adapts writing for a variety of audiences.**

2.1.1 Knows that an audience exists outside of self.

- Writes for self, family, friends, and teacher.
- Identifies the intended audience for a written piece.

### **Component 2.2 Writes for different purposes.**

2.2.1 Demonstrates understanding that writing has different purposes.

- Writes to express own ideas (e.g., scientific observations).
- Writes to communicate with others (e.g., notes, cards).
- Writes to explain how to do something (e.g., how to walk down the hall at school).
- Writes to retell in some detail and in correct sequence.
- Writes to inform (e.g., answers to questions, cultural customs).
- Writes to entertain (e.g., jokes, riddles, funny stories).

### **Component 2.3 Writes in a variety of forms/genres.**

2.3.1 Understands there is more than one form/genre of writing.

- Identifies and uses a variety of new forms/genres.

Examples:

~ notes to others

~ scientific observations

~ answers to questions

~ patterned poetry

~ stories

### **Component 2.4 Writes for career applications.**

2.4.1 Knows important personal information.

- Writes first and last names and contact address.

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## **EALR 3: The student writes clearly and effectively**

### **Component 3.1 Develops ideas and organizes writing.**

#### 3.1.1 Analyzes ideas, selects topic, adds detail, and elaborates.

- Develops ideas for topics orally and visually (e.g., discusses, draws, and/or writes to develop ideas).
- Develops and chooses from a list of general topics for writing (e.g., pets, friends, favorite places).
- Elaborates on ideas using descriptive words and phrases (e.g., My yellow striped cat jumped on my bed.).
- Selects title for a piece of writing.

#### 3.1.2 Organizes multiple sentences on one topic showing beginning, middle, and ending.

- Uses simple conjunctions as transitions (e.g., then, now, and).
- Writes to follow the organization of a mentor text (e.g., *It Looked Like Spilt Milk* by Charles Shaw or *Tops and Bottoms* by Janet Stevens).

### **Component 3.2 Uses appropriate style.**

#### 3.2.1 Understands concept of personal voice.

- Uses detail and color in drawings.
- Uses exclamation points (e.g., I love pizza!).
- Uses size and shape of word for emphasis (e.g., WOW, scary).
- Discusses voice of author in readalouds (e.g., “Bill Martin, Jr., sounds like he’s singing.”).

*Note: Read-alouds should include a multicultural perspective and be continued throughout all grade levels.*

#### 3.2.2 Uses a variety of words.

- Builds a rich vocabulary through listening, talking, signing, writing, and language activities.
- Uses descriptive words (e.g., color words, sensory words, size words).
- Uses classroom resources (e.g., personal dictionaries, word walls, other student/teacher-generated resources).

#### 3.2.3 Understands sentence fluency.

- Participates in shared reading/writing of poems, songs, chants, and prose.
- Uses simple and some compound sentences.

### **Component 3.3 Knows and applies writing conventions appropriate for the grade level.**

#### 3.3.1 Understands and applies spacing and directionality; writes legibly.

- Writes uppercase and lowercase letters.
- Uses spaces between words and sentences.

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- Writes from left to right and top to bottom.

### 3.3.2 Spells phonetically using some conventional spelling.

- Uses spelling rules and patterns from kindergarten.
- Spells first-grade high-frequency words correctly (e.g., the, of, was, they).
- Includes beginning, middle, and ending sounds in phonetic spelling.
- Writes using grade level appropriate spelling patterns.

Examples:

~ Onset and rime (e.g., bat, cat, fat; man, fan, can)

~ Short vowel patterns (e.g., hat, pet, sip, mop, cut)

~ Blends (e.g., st, tr, dr, br)

~ Digraphs (e.g., sh, th, ch)

~ Long vowel silent e (e.g., make, like)

- Uses classroom resources (e.g., word walls, word banks, word charts, peers).

### 3.3.3 Applies capitalization rules.

- Uses capitalization rules from kindergarten.
- Capitalizes first word in a sentence.
- Capitalizes days of the week and months of the year.
- Capitalizes names of people.

### 3.3.4 Applies punctuation rules.

Uses end marks correctly (e.g., periods, question marks, exclamation points).

### 3.3.5 Applies usage rules.

- Explains and uses pronouns as substitutes for nouns.
- Uses singular and plural nouns correctly (e.g., tooth and teeth, boy and boys).

### 3.3.6 Uses complete sentences in writing.

### 3.3.7 Begins in Grade 2.

### 3.3.8 Begins in Grade 3.

## **EALR 4: The student analyzes and evaluates the effectiveness of written work.**

### **Component 4.1 Analyzes and evaluates others' and own writing.**

#### 4.1.1 Understands criteria are used to select a preferred piece of writing.

- Identifies criteria for why stories and authors are preferred (e.g., characters and plots).

#### 4.1.2 Uses specific criteria for analyzing own writing.

- Participates in developing classroom criteria or checklist (e.g., color words, descriptive details, action words).
- Compares own writing to checklist.

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### **Component 4.2 Sets goals for improvement.**

#### 4.2.1 Identifies general goals for own writing.

- Confers with teacher to set goals (e.g., add details to writing, write for a new purpose).
- Monitors progress with a goal sheet (e.g., T-chart — I can ... I am learning to ...).
- Selects pieces that demonstrate new learning (e.g., portfolio entries, collections of drafts).