

# Writing



The following document was pulled together by the GPPSD grade one teacher group 2017-2018. The need arose when grade one teachers were expressing there was inconsistent interpretation of “end of year writing” expectations within the district. This was noticeable to teachers as students were transferring between schools. There was also the need to have an anchor document for grade one teachers when having transition conversations with grade two teachers.

The document was created using the Alberta Education Grade One Curriculum. The work started with what **was expected of students by the end of the grade one year** as written in the Alberta Grade One Curriculum. From there, much discussion, references to documents such as the Learn Alberta Writing rubrics on writing, and the Observation survey were used to create the expectations within this document.

There are a few things to keep in mind and these reminders are on each page.

- This document is not to be used as a checklist.
- Each teacher must use their knowledge of the curriculum and their professional judgement when using this document.
- Always remember that more than one source of writing (triangulation) is a must when determining student marks. Students must be exhibiting more than one characteristic from a column before settling on a mark.

Indicators based on outcomes that are **Conventions, Ideas or Both** are indicated by letters **(C) (I) and (B)**.



# Writing



## GPPSD Grade one Writing Expectations

## End of Year Reporting

Please remember to use your professional judgement when using this document. This is not a checklist. All students are unique and classes each year are diverse. If a student exhibits one characteristic from one column it is not entirely indicative of that child's level.

C – conventions      I – ideas      B - both

By the End of the year Students can independently:

Report Card Indicator (2)	End of Grade One (3)	Report Card Indicator (4)	Grade 2 (end of) <a href="https://bit.ly/2vZ4OyN">https://bit.ly/2vZ4OyN</a>
<p>Student can achieve many of the characteristics of end of year writing but requires support and reminders.</p>	<ul style="list-style-type: none"> <li>• <b>(B)</b> Write simple statements, that make sense, and include some descriptive words               <ul style="list-style-type: none"> <li>* Can generate more than one idea</li> <li>* Does not rely on pattern sentences or repeating topics/ideas</li> </ul> </li> <li>• <b>(C)</b> Utilize periods at the end of their sentences (and making attempts throughout their writing if they have more than one sentence or statement) Students using other punctuation when suitable are not penalized.</li> <li>• <b>(C)</b> Utilize capitals at the beginning of statements, not in the middle               <ul style="list-style-type: none"> <li>* "I" and names of people, places</li> </ul> </li> <li>• <b>(C)</b> Space words appropriately (finger space)</li> <li>• <b>(C)</b> Spell unknown words phonetically</li> <li>• <b>(C)</b> Spell high frequency words and sight words correctly using 'tools' and anchors in the classroom               <ul style="list-style-type: none"> <li>* word walls etc.</li> </ul> </li> </ul>	<p>A four on the report card would indicate that a student is going beyond the description in the third column. This is not GRADE TWO curriculum.</p> <ul style="list-style-type: none"> <li>- Sentences are becoming more complex</li> <li>- Spelling many unknown words and doesn't always have to use anchors and tools.</li> <li>- Students demonstrates focused stamina</li> <li>- Students are comfortable with many <b>forms</b> of writing</li> </ul>	<p>Events, actions and/or ideas are appropriate for the context Presents a clear main idea Details are specific and effective and sustain plot</p> <ul style="list-style-type: none"> <li>• Writing holds the reader's interest</li> </ul> <p>Beginning presents information about events, characters and/or setting</p> <ul style="list-style-type: none"> <li>• Connections and/or relationships between events, actions, details and/or characters are generally maintained</li> <li>• Ending provides an appropriate finish for events and/or actions</li> </ul> <p>Sentences vary in type and length</p> <ul style="list-style-type: none"> <li>• Sentence beginnings vary</li> </ul> <p>Words and expressions are descriptive and enhance writing</p>

	<ul style="list-style-type: none"> <li>• <b>(B)</b> Is developing a list of words they can spell from memory</li> <li>• <b>(C)</b> Print letters legibly from left to right using lines on page as a guide. (kindergarten expectations: letters are recognizable) <ul style="list-style-type: none"> <li>• <b>(B)</b> STILL talking about their writing</li> </ul> </li> </ul>		<p>End punctuation and capitalization are correct</p> <ul style="list-style-type: none"> <li>• Familiar words are spelled correctly; spelling errors are “slips” or unfamiliar words spelled phonetically</li> <li>• Errors that are present minimally interfere with meaning</li> </ul>
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# Writing



## Grade one Writing Expectations for GPPSD

## March Reporting Period

Please remember to use your professional judgement when using your document. This is not a checklist. All students are unique and classes each year are diverse. If a student exhibits one characteristic from one column it is not entirely indicative of that child's level.

C – conventions      I – ideas      B – both

**By March** reporting period students Can:

Report Card Indicator (1)	(2)	Report Card Indicator (3)	(4)
A student at this level is unable to achieve the majority of the characteristics of (2).	<ul style="list-style-type: none"> <li>• (C) Beginning to use periods with reminders</li> <li>• (C) Using capitals is very inconsistent</li> <li>• (I) Generate their own ideas and begins to write simple sentences *Missing words</li> <li>• (C) inconsistently spacing words</li> <li>• (C) beginning to spell one syllable words</li> <li>• (C) Beginning to use strategies such as word wall and personal dictionaries</li> <li>• (B) Begin to develop and use a bank of known words, including some high frequency words</li> <li>• (B) Students are still talking about their ideas and thoughts in writing with prompting</li> </ul>	<ul style="list-style-type: none"> <li>• (C) Use periods at end of sentences with some inconsistencies</li> <li>• (C) Use capitals at the beginning of a sentence with some inconsistencies</li> <li>• (I) Generate their own ideas and write a simple sentence that usually makes sense</li> <li>• (C) Consistently space words appropriately</li> <li>• (C) Phonetically spell one syllable words</li> <li>• (B) Use strategies such as word wall and personal dictionaries</li> <li>• (B) Continues to develop and use a bank of known words, including some high frequency words</li> <li>• (B) Students are still talking about their ideas and thoughts in writing</li> </ul>	See indicator (3 ) at end of year

# Writing



## Grade one Writing Expectations for GPPSD

## November Reporting Period

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C – conventions      I – ideas      B – both

**By November** reporting period students Can:

Report Card Indicator (1)	Report Card Indicator (2)	Report Card Indicator (3)	Report Card Indicator (4)
<ul style="list-style-type: none"> <li>• Struggles to print own name</li> <li>• Does not attend to environmental print</li> <li>• Requires a lot of assistance in generating ideas and information to begin drawing or expressing topics of personal interest</li> <li>• Prefers not to draw and when there is drawing, there are no details</li> <li>• Unable to form most letters or identify them</li> <li>• Has difficulty discussing drawings or letter formations</li> <li>• Has little to no sense of sentence</li> <li>• Has difficulty copying modeled writing</li> </ul>	<ul style="list-style-type: none"> <li>• (C) May print name with errors, reversals, capitals.</li> <li>• (B) Attends to environmental print and scribed words</li> <li>• (I) Requires assistance to share ideas and information about own drawings and topics of personal interest</li> <li>• (I) Draws pictures to illustrate ideas, experiences and information that contains little if any detail</li> <li>• (C) Forms letters (B) With prompts, can talk about own writing</li> <li>• (C) Attempts to write words in isolation using knowledge of letter sounds</li> <li>• (B) With modelling, demonstrates a sense of sentence</li> </ul>	<ul style="list-style-type: none"> <li>• (C) Can print first name, capitalizing first letter</li> <li>• (C) Copies environmental print and scribed words</li> <li>• (B) Shares and talks about ideas, information, drawings and topics of personal interest in their writing</li> <li>• (I) Uses drawings to illustrate ideas, experiences and information, and talks about them</li> <li>• (B) Forms letters that represents words attempting to write own message using a combination of invented spelling, word wall, environmental print, pattern sentences</li> <li>• (B) Attempts to label pictures and drawings</li> </ul>	<p>Approaching “March” like characteristics</p>