

1st Grade Writing Performance Objectives Checklist

Kyrene School District

(from adopted KSD Writing Curriculum, 2005)

Strand 1: Writing Process

Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be repeated as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Prewriting

Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.

	PO 1	Generate ideas through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion).
	PO 2	Discuss the purpose for a writing piece.
	PO 3	Draw a picture or storyboard about ideas generated.
	PO 4	Discuss who the intended audience of a writing piece will be.
	PO 5	Organize ideas using simple webs, maps, or lists.

Concept 2: Drafting

Drafting incorporates prewriting activities to create a first draft that contains the necessary elements for a specific purpose.

	PO 1	Write a draft (e.g., story, caption, letter, observations, message).
--	------	--

Concept 3: Revising

Revising includes evaluating and refining the rough draft for clarity and effectiveness.

(Ask: Does this draft say what you want it to say?)

	PO 1	Reread original draft for clarity.
	PO 2	Add additional details with prompting.

Concept 4: Editing

Editing includes proofreading and correcting the draft for conventions.

	PO 1	<i>Review and edit the draft for errors in conventions, with prompting.</i>
--	------	---

Concept 5: Publishing

Publishing involves formatting and presenting a final product for the intended audience.

	PO 1	Rewrite and illustrate selected pieces of writing for sharing with the intended audience.
	PO 2	Share the writing with the intended audience (e.g., read aloud, display, publish, mail, send, perform).
	PO 3	Print legibly with correct letter formation.

Strand 2: Writing Elements

This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. The order of the concepts and performance objectives is not intended to indicate a progression of writing instruction. Instructional activities may focus on just one concept or on many. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.

Concept 1: Ideas and Content

Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.

	PO 1	Write stand-alone text that expresses a clear message.
	PO 2	Incorporate details in pictures and text.

Concept 2: Organization

Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.

	PO 1	Demonstrate sequencing (e.g., beginning, middle, end) or patterning in written text or storyboards.
	PO 2	Show a sense of beginning (e.g., This is a story of..., One day..., My favorite...).
	PO 3	Write multiple sentences in an order that supports a main idea or story.

Concept 3: Voice

Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.

	PO 1	Create pictures and text that is expressive, individualistic, engaging, and lively.
--	------	---

Concept 4: Word Choice

Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.

	PO 1	Select words that convey a clear, general meaning.
	PO 2	Use a variety of words, even if not spelled correctly, to convey the intended message.
	PO 3	Use expressive or descriptive phrases and short sentences, beyond one or two word labels.

Concept 5: Sentence Fluency

Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.

	PO 1	Write simple sentences.
--	------	-------------------------

Concept 6: Conventions

Conventions address the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.

	PO 1	Incorporate conventions into own text, including: a. spacing between words b. spacing between lines c. consistent left-right and up-down orientation d. placement of title
	PO 2	Use capital letters for: a. the pronoun I b. the beginning of a sentence c. names
	PO 3	Punctuate endings of sentences using:

		<ul style="list-style-type: none"> a. periods b. question marks c. exclamation points
	PO 4	Use common spelling patterns (i.e., onset and rimes, word families, and simple CVC words) to spell words correctly.
	PO 5	Use basic phonetic spelling of unfamiliar words to create readable text.
	PO 6	Spell high-frequency words correctly.
	PO 7	<i>Use resources (e.g., experimental print, word wall, dictionaries) to spell correctly.</i>
	PO 8	<i>Write own first and last names from memory on personal work.</i>
	PO 9	Use the following parts of speech correctly in simple sentences: <ul style="list-style-type: none"> a. nouns b. action verbs
	PO 10	Use subject/verb agreement in simple sentences.

Strand 3: Writing Applications

Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills and ultimately to improve their understanding of content area concepts.

Concept 1: Expressive

Expressive writing includes personal narratives, stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.

	PO 1	Write a narrative that includes: <ul style="list-style-type: none"> a. a main idea based on real or imagined events b. character(s) c. a sequence of events
	PO 2	<i>Participate in writing simple poetry, rhymes, songs, or chants.</i>

Concept 2: Expository

Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience.

	PO 1	Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.
	PO 2	Participate in creating simple summaries from informational texts, graphs, tables, or maps.

Concept 3: Functional

Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.

	PO 1	Write a variety of functional text (e.g., classroom rules, letters, experiments, recipes, notes/messages, labels, directions, posters, graphs/tables).
	PO 2	<i>Participate in writing communications, with the teacher as a scribe, including:</i> <ul style="list-style-type: none"> a. thank-you notes b. friendly letters

Concept 5: Literary Response

Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature and selected elements within it.

	PO 1	Write a response to a literature selection that includes the writer's reaction and identifies the: a. character(s) b. setting c. sequence of events d. main idea
	PO 2	<i>Participate in a group discussion in response to a given piece of literature that connects:</i> a. <i>text to self (personal connection)</i> b. <i>text to world (social connection)</i> c. <i>text to text (compare within multiple texts)</i>

Concept 6: Research

Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.

	PO 1	Write a simple report with a title and three facts, using information sources.
--	------	--