

Grade 1
Writing Academic Standards – End of Year
School District of Fort Atkinson

Conceptual Strand	Skills
Prewriting	<ul style="list-style-type: none"> ▪ Develops an appropriate plan for writing (sketches, story web, story map) ▪ Generates and writes a simple personal narrative and/or simple fictional story independently or with prompt
Drafting	<ul style="list-style-type: none"> ▪ Uses sketches from prewrite to create meaningful text ▪ Develops writing with beginning, middle, and end ▪ Independently rereads while writing to remember ideas ▪ Independently rereads stopping to write/spell words ▪ Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words
Conference / Respond	<ul style="list-style-type: none"> ▪ Conferences with teachers and/or peers about writing ▪ Applies feedback from teacher and/or peers to writing
Revising	<p>With teacher prompting:</p> <ul style="list-style-type: none"> ▪ Adds or subtracts after feedback: (details, events, descriptions, important people/characters) ▪ Rereads to make sure writing is meaningful
Editing	<p>Independently:</p> <ul style="list-style-type: none"> ▪ Rereads to locate errors (spacing, end marks, capitalization) ▪ Edits errors (spacing, end marks, capitalization) ▪ Capitalizes the 1st word of multiple sentences, days of week & months ▪ Uses punctuation at end of most sentences
Spelling	<ul style="list-style-type: none"> ▪ Spells no excuse words correctly in everyday writing all of the time
Genre	<ul style="list-style-type: none"> ▪ With teacher support writes for a specific audience ▪ Independently chooses topic and appropriate paper ▪ Writes in grade level genre
Publish	<ul style="list-style-type: none"> ▪ Consistently writes letters correctly (with the exception of letters b/d/p/q) ▪ Writes correctly on lined paper (letter proportion) ▪ Handwriting is usually neat and easy to read ▪ Consistently uses lowercase letters in writing

Conceptual Strand	Skills
Writer's Workshop	<ul style="list-style-type: none">▪ Follows Writer's Workshop routines▪ Transitions within the Writer's Workshop routine▪ Begins to understand that writing is a process