

English Lang Arts (ELA), Grade 1 Opinion Writing

LA.01.WR.ALT.01: I can write opinion pieces on a topic or book, stating an opinion with a reason.

LA.01.WR.AST.1.1: **Focus and Organizational Structure:** I can give a topic or name of a book I am writing about and state an opinion.

LA.01.WR.AST.1.2: **Elaboration:** I can give a reason for my opinion.

LA.01.WR.AST.1.3: **Conclusion:** I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing gives a topic and states a clear opinion. • Elaboration: Writing gives a compelling and/or multiple reasons for the stated opinion. • Conclusion: Writing provides a strong and relevant sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing gives a topic and states an opinion. • Elaboration: Writing gives a reason for the opinion. • Conclusion: Writing provides some sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing lacks either a topic or an opinion. • Elaboration: Writing gives an unrelated and/or weak reason for the opinion. • Conclusion: Writing attempts a sense of closure (e.g., “The End”). 	<ul style="list-style-type: none"> • Focus: Writing does not state a topic, nor does it have an opinion. • Elaboration: Writing does not include an opinion or preference. • Conclusion: Writing does not have closure.

English Lang Arts (ELA), Grade 1 Informative/Explanatory Writing

LA.01.WR.ALT.02: I can write informative/explanatory texts to name a topic and supply some facts.

LA.01.WR.AST.2.1: **Focus and Organizational Structure:** I can name a topic.

LA.01.WR.AST.2.2: **Elaboration:** I can give some facts about the topic.

LA.01.WR.AST.2.3: **Conclusion:** I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing effectively names a focused topic. • Elaboration: Writing provides pertinent facts about the topic. • Conclusion: Writing provides a strong and relevant sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing names a topic. • Elaboration: Writing provides some facts about the topic. • Conclusion: Writing provides some sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing implies a topic, but is unclear. • Elaboration: Writing provides one fact, or unrelated facts about the topic. • Conclusion: Writing provides a general sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing lacks a topic. • Elaboration: Writing does not provide facts about the topic. • Conclusion: Writing does not provide a sense of closure.

English Lang Arts (ELA), Grade 1 Narrative Writing

LA.WR.01.ALT.03: I can write narratives to recount two or more sequenced events, including some details about what happened.

LA.01.WR.AST.3.1: **Focus and Organizational Structure:** I can recount two or more sequenced events.

LA.01.WR.AST.3.2: **Elaboration:** I can include some details regarding what happened.

LA.01.WR.AST.3.3: **Transitions:** I can use temporal words to signal order.

LA.01.WR.AST.3.4: **Conclusion:** I can provide some sense of closure.

4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • Focus: Writing effectively recounts more than two clearly connected sequenced events. • Elaboration: Writing includes well developed and/or several details about what happened. • Transitions: Writing effectively uses a variety of temporal words to signal order. • Conclusion: Writing provides a strong and relevant sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing recounts two clearly connected sequenced events. • Elaboration: Writing includes some details about what happened. • Transitions: Writing uses temporal words to signal order. • Conclusion: Writing provides some sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing recounts two unconnected sequenced events, or a single event. • Elaboration: Writing includes few and/or unrelated details about what happened. • Transitions: Writing uses some and/or repetitive temporal words to signal order. • Conclusion: Writing provides a general sense of closure. 	<ul style="list-style-type: none"> • Focus: Writing lacks a clear sequence of events. • Elaboration: Writing lacks details about what happened. • Transitions: Writing lacks temporal words to signal order. • Conclusion: Writing does not provide a sense of closure.