

DRAFT

# Writing Guidance Document:

## 1st grade

### Narrative (1st & 6th six weeks)

developed with 2014 Indiana Academic Standards



**Narrative Writing**

NARRATIVE WRITING relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration.

**What students should be making during this unit**

During this unit students will learn skills that will help produce quality narratives in different formats.

Narratives can take several formats including but not limited to these:

Memoirs

Personal Narratives

Stories

Plays

Songs

Fantasy

Poems

Fairytales

## Links to Reading Street

Narrative Lessons		Language lessons	
UR, U1	Writing to Sources	UR.W1	nouns for people, animals & things
U1	Unit Writing Process Project: Personal Narrative	UR.W2	Nouns for places
U4	Realistic Story	UR.W3	Verbs
U1.W1	Story	UR.W4	simple sentences
U1.W2	Fantasy	UR.W5	adjectives
U1.W4	Personal Narrative	UR.W6	Sentences
U1.W5	Realistic Story	U5.W1	imperative sentences
U2.W1	Friendly Letter	U5.W2	pronouns
U2.W4	Poem	U5.W3	pronouns I & me
U3.W1	Realistic Story	U5.W4	more about pronouns
U3.W6	Scene	U5.W5	adverbs
U4.W4	Realistic Story	U5.W6	prepositions & prepositional phrases
U4.W5	Thank-You note		
U5.W1	Animal Fantasy		
U5.W5	Autobiography		

RCS - Writing

Narrative

1st Grade

Exemplar works

These will be collected and added throughout the year

ALL [http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)

First Grade [https://docs.google.com/gview?url=http://old.sandi.net/depts/literacy/writing\\_samples/1.pdf&chrome=true](https://docs.google.com/gview?url=http://old.sandi.net/depts/literacy/writing_samples/1.pdf&chrome=true)

<http://www.ode.state.or.us/search/page/?id=528>

[http://old.sandi.net/depts/literacy/writing\\_samples/3.pdf](http://old.sandi.net/depts/literacy/writing_samples/3.pdf)

## Genre Specific Rubrics

Narrative Writing Rubric					
Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
<b>4</b>	Narrative clearly tells what the character does.	Narrative has an easy-to-follow event (plot).	Narrative includes effective use of details.	Narrative uses sensory language.	Narrative has correct use of conventions.
<b>3</b>	Narrative tells what the character does.	Narrative has an event (plot).	Narrative includes adequate use of details.	Narrative uses some sensory language.	Narrative has a few errors but is completely understandable.
<b>2</b>	Narrative may tell a little about what the character does.	Narrative's event is confusing.	Narrative includes only a few details.	Language in narrative is not sensory.	Narrative has some errors in standard conventions.
<b>1</b>	Narrative may be confusing.	Narrative has little or no apparent plot.	Narrative includes few or no details.	Language in narrative is confusing.	Narrative is hard to follow because of frequent errors.
<b>0</b>	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

## Writing Guidance Document:

### 1st Grade

#### Persuasive (2nd & 4th six weeks)

developed with 2014 Indiana Academic Standards



**Persuasive Writing**

**What students should be making during this unit**

During this unit students will learn skills that will help produce quality persuasive writing

Persuasive writing can take several formats:

Review

Advertisement

Sign/ poster

Persuasive Letter

RCS - Writing Persuasive 1st Grade

Links to Reading Street

Persuasive Lessons		Language lessons	
U3, U5	Writing to Sources	U1.W1	Sentences
U2	Unit Writing Process Project: Letter	U1.W2	Subjects of Sentences
U3.W2	Comments about a story	U1.W3	Predicates of sentences
U5.W4	Advertisement	U1.W4	Declarative Sentences
		U1.W5	Interrogative sentences
		U1.W6	Exclamatory sentences
		U3.W1	Action Verbs
		U3.W2	Synonyms
		U3.W3	Descriptive Words
		U3.W4	Verbs for past and for future
		U3.W5	Verbs am, is, are, was, were
		U3.W6	contractions with NOT



RCS - Writing

Persuasive

1st Grade

Exemplar works

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<http://www.ode.state.or.us/search/page/?id=528>

[http://old.sandi.net/depts/literacy/writing\\_samples/3.pdf](http://old.sandi.net/depts/literacy/writing_samples/3.pdf)

## Genre Specific Rubrics

Argument Writing Rubric					
Score	Statement of Purpose/Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
<b>4</b>	Paragraph clearly states and supports opinion.	Organization includes a clear opinion and strong reasons.	Evidence includes sufficient facts and details.	Linking words are effectively used to connect ideas.	Use of conventions is clearly shown.
<b>3</b>	Paragraph adequately states and supports opinion.	Organization includes an opinion and reasons.	Evidence includes some facts and details.	Linking words are used to connect ideas.	Use of conventions is somewhat shown.
<b>2</b>	Paragraph somewhat supports opinion.	Organization lacks an opinion; unclear reasons.	Evidence does not include facts and details.	Few linking words are used.	Use of conventions is uneven.
<b>1</b>	Paragraph is confusing; opinion is not supported.	Organization lacks opinion and reasons.	Evidence is poor or nonexistent.	There is little or no use of linking words.	There is very little correct use of conventions.
<b>0</b>	The response shows no evidence of the ability to construct a coherent paragraph using information from sources.				

## Writing Guidance Document:

### 1st Grade

Informative (3rd & 5th six weeks)

developed with 2014 Indiana Academic Standards



**Informative Writing**

**What students should be making during this unit**

During this unit students will learn skills that will help produce quality informative writing

Informative writing can take several formats:

Instructions / Directions

Recipe

Thank-You Note

Friendly Letter

Report / Research

Lists

RCS - Writing

Informative

1st Grade

## Links to Reading Street

Informative Lessons		Language lessons	
U2, U4	Writing to Sources	U2.W1	Common nouns
U3	Unit Writing Process Project: Expository Article	U2.W2	Proper nouns
U5	Unit Writing Process Project: Short Report	U2.W3	Special titles
U1.W3	Short Poem	U2.W4	Proper Nouns; Days, Months, & Holidays
U1.W6	Brief Composition	U2.W5	Singular & Plural Nouns
U2.W2	Brief composition	U2.W6	Nouns in Sentences
U2.W3	Explanation	U4.W1	adjectives
U2.W5	Description	U4.W2	adjectives for color & shapes
U2.W6	Expository paragraph	U4.W3	adjectives for size
U3.W3	Summary	U4.W4	adjectives for what kind
U3.W4	Lists	U4.W5	adjectives for how many and articles
U3.W5	Caption & Pictures	U4.W6	adjectives that compare
U4.W1	Friendly Letter		
U4.W2	Invitation		
U4.W3	Descriptive Poem		
U4.W6	Directions		
U5.W2	Letter to a character		
U5.W3	Questions		
U5.W6	Poem		

RCS - Writing

Informative

1st Grade

**Exemplar works**

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## Genre Specific Rubrics

Informative/Explanatory Writing Rubric					
Score	Focus	Organization	Development of Evidence	Language and Vocabulary	Conventions
<b>4</b>	Main idea is clearly stated.	Organization is clear.	Evidence includes many facts and details.	Ideas are clearly and effectively conveyed, using precise language.	Command of conventions is strongly demonstrated.
<b>3</b>	Main idea is adequately stated.	Organization is clear, though minor flaws may be present.	Evidence includes some facts and details.	Ideas are adequately conveyed, using precise language.	Command of conventions is sufficiently demonstrated.
<b>2</b>	Main idea is somewhat stated.	Organization is inconsistent.	Evidence has insufficient use of facts or details.	Ideas are unevenly conveyed, using overly simplistic language.	Command of conventions is uneven.
<b>1</b>	Response may be unfocused.	Organization is poor or nonexistent.	Evidence is poor or nonexistent.	Ideas are conveyed in a vague or confusing manner.	There is very little command of conventions.
<b>0</b>	The response shows no evidence of the ability to construct a coherent expository paragraph using information from a source.				