

First Grade Report Card – Parent Support Writing

Writing	T1	T2	T3
Meets marking period expectation (yes/no)			
Writing			
Uses pictures and words to convey meaning NJSL.S.W.1.8 NJSL.S.W.1.7 NJSL.S.W.1.6	<ul style="list-style-type: none"> With guidance and support from adults, recalls information from experiences or gather information from provided sources to answer a question. 	<ul style="list-style-type: none"> Participates in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). 	<ul style="list-style-type: none"> With guidance and support from adults, uses a variety of digital tools to produce and publish writing, including in collaboration with peers.
Writes opinion pieces NJSL.S.W.1.1		<ul style="list-style-type: none"> The writer wrote her opinion or her likes and dislikes and said why. The writer wrote at least one reason for his opinion. 	<ul style="list-style-type: none"> Writes opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provides some sense of closure.
Writes informative pieces NJSL.S.W.1.2		<ul style="list-style-type: none"> The writer told, drew, and wrote about a topic. The writer used labels and words to give facts. 	<ul style="list-style-type: none"> Writes informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Writes narrative pieces NJSL.S.W.1.3	<ul style="list-style-type: none"> The writer told, drew, and wrote a whole story about when he did something The writer's story had a page for the beginning, a page for the middle, and a page for the end. 	<ul style="list-style-type: none"> The writer wrote a story across three or more pages. The writer's story indicated who was there, what they did, and how the characters felt. The writer thought about how to make an interesting 	<ul style="list-style-type: none"> The writer can write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	<ul style="list-style-type: none"> The writer drew and wrote some details about what happened. 	beginning and ending for the story.	
Applies learned writing strategies and begins to edit and improve own writing NJSL.S.W.1.5	<ul style="list-style-type: none"> With guidance and support from adults, focuses on a topic 	<ul style="list-style-type: none"> With guidance and support from adults, responds to questions and suggestions from peers 	<ul style="list-style-type: none"> With guidance and support from adults, adds relevant details to strengthen writing as needed.
Provides details (standards W1.1, W1.2, W1.3, W1.5)	<ul style="list-style-type: none"> The writer used words, labels, and detailed illustrations help to tell the story. 	<ul style="list-style-type: none"> The writer writes multiple sentences or pages to expand his topic. 	<ul style="list-style-type: none"> The writer uses adjectives to describe his writing. The writer chose strong words that would help the reader picture his story.
Uses transition words (standard W1.3)	<ul style="list-style-type: none"> Writing has a beginning, middle, and end 	<ul style="list-style-type: none"> The writer sequences the writing using first, next, last 	<ul style="list-style-type: none"> The writer expands use of transition words to include phrases such as: in the beginning, then, after that, finally The writing has a flow and sequence that makes sense
Applies learned spelling skills NJSL.S.L.1.2.E	<ul style="list-style-type: none"> Writes regularly spelled one-syllable words (CVC) Uses the knowledge that every syllable must have a vowel sound to write a vowel in each spelled word Uses the word wall to write 	<ul style="list-style-type: none"> Writes words using common consonant digraphs and blends Uses the word wall to spell 	<ul style="list-style-type: none"> Knows and applies final -e and common vowel team conventions for representing long vowel sounds Decodes and attempts to spell two-syllable words following basic patterns by breaking the words into syllables Spells all word wall words correctly and uses the word wall to help spell other words
Shows understanding of correct grammar and usage in writing NJSL.S.L.1	<ul style="list-style-type: none"> Prints all upper- and lowercase letters. Uses determiners (e.g., articles (a, the), demonstratives (this, 	<ul style="list-style-type: none"> Uses frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). Uses frequently occurring adjectives. 	<p>CCSS.ELA-LITERACY.L.1.1</p> <ul style="list-style-type: none"> Demonstrates command of the conventions of standard English grammar and usage when writing or speaking. Produces and expands complete

	<p>that)).</p> <ul style="list-style-type: none"> • Uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). 	<ul style="list-style-type: none"> • Uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). • Uses frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). • Uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). • Uses common, proper, and possessive nouns. 	<p>simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>
<p>Writes in complete sentences using end punctuation NJSL.S.L1.2 NJSL.S.RF.1.1a</p>	<ul style="list-style-type: none"> • The writer put spaces between words. The writer has made an attempt at punctuation. 	<ul style="list-style-type: none"> • Most sentences end with punctuation. 	<ul style="list-style-type: none"> • Most sentences end with punctuation. There is an attempt to try different types of punctuation.
<p>Uses different types of sentences NJSL.S.L1.2 NJSL.S.RF 1.1a</p>	<ul style="list-style-type: none"> • The writer put spaces between words. • The writer has attempted at least one sentence. 	<ul style="list-style-type: none"> • The writer writes declarative sentences that are a complete thought. 	<ul style="list-style-type: none"> • Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
<p>Capitalizes dates, names, and the beginnings of sentences NJSL.S.L1.2 NJSL.S.RF 1.1a</p>	<ul style="list-style-type: none"> • The writer wrote capital letters to start every sentence. 	<ul style="list-style-type: none"> • The writer uses capital letters correctly at the beginning of sentences, in names, and the letter I. 	<ul style="list-style-type: none"> • Lowercase letters were used unless capitals were needed. Capitals were used correctly.