

Writing Development Checklist: Grade One

Student's Name: _____ Date: _____

Record the stage of development when the student demonstrates the characteristic. (Use of coloured markers for different time periods would be helpful.)

| COMMUNICATION (Content, Purpose, Voice and Audience) | | |
|---|---|---------------------|
| | Prompts | Observations |
| <ul style="list-style-type: none"> combines pictures and text to communicate ideas to others | <ul style="list-style-type: none"> I like the way you have used pictures to tell us more about your Dad. (reinforcement) Can you write about your picture and tell us more? | |
| <ul style="list-style-type: none"> tries writing for different purposes (e.g., letters, stories, persuasive accounts, lists, and greeting cards) | <ul style="list-style-type: none"> Why did you choose to write a story (letter, poem, etc.)? How is this list going to be useful? Is it just for you? Why are you sending this card (note)? | |
| <ul style="list-style-type: none"> is developing an awareness of an different audiences for writing (e.g., <i>He'll like this card</i> and <i>Mom will use this recipe</i>) | <ul style="list-style-type: none"> Who did you write this for? Who are you trying to persuade? Who will enjoy this? | |
| <ul style="list-style-type: none"> shows some awareness of voice in writing (e.g., an expressive, personal voice for a social letter and an informative, more impersonal voice for writing directions) | <ul style="list-style-type: none"> This piece of writing really sounds like you. You have strong feelings about ... and I can really hear that when I read your writing. If you were trying to persuade your Mom or Dad, what would you say? I'll pretend to be your Mom, now try to persuade me. (role playing to stimulate the development of voice) | |
| <ul style="list-style-type: none"> writes accounts using a range of text types (e.g., retellings, descriptions, and narratives) | <ul style="list-style-type: none"> Maybe you could write a letter about... That would make a good story for you to write. You've told us about playing hockey. Can you read us your report? | |
| <ul style="list-style-type: none"> uses some forms of writing (e.g., letter, story, poem) | <ul style="list-style-type: none"> I like the way you made your writing into a letter. Do you want to try a story like the one we wrote in our project on <i>I Promise</i>. You could write a question-and-answer report on those dinosaurs you like. | |

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COMMUNICATION (Content, Purpose, Voice and Audience) continued

| | Prompts | Observations |
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| <ul style="list-style-type: none"> initiates own writing for personal purposes, to tell a story, to write a message, or to write down information | <ul style="list-style-type: none"> You've a good reason for writing this note. You wanted to tell us about... That's a good reason for writing it down. | |
| <ul style="list-style-type: none"> chooses topics that are of personal interest to write about | <ul style="list-style-type: none"> It's a good idea to write about something you know about/something that's happened to you. You're writing about... because they really interest you. That's a good plan. | |
| <ul style="list-style-type: none"> begins to make written responses to literature, often accompanied by a picture | <ul style="list-style-type: none"> You thought that book was so good you wanted to tell us about it. You didn't like that book very much. Write and tell us why. I like the way you have put pictures in your letter. They really help to explain things. | |
| <ul style="list-style-type: none"> records observations with pictures and some supportive text: may offer some explanations, but needs support | <ul style="list-style-type: none"> You've written about how you made ice cream. Can you tell us why you needed to wear mittens? I like your picture about growing a carrot top. Write about how you did it, underneath. | |
| <ul style="list-style-type: none"> expresses a brief opinion without necessarily supporting the viewpoint | <ul style="list-style-type: none"> In your journal, you've said you like swimming. Tell us why it is so much fun. Well done! You've written about two things that show us that winter is coming. | |
| <ul style="list-style-type: none"> develops an idea into a brief account (may need support to finish it) | <ul style="list-style-type: none"> I like your report on soccer. What would be a good way to finish it? Could you add something to tell us more about your trip? How did you get there? | |

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COMMUNICATION (Content, Purpose, Voice and Audience) continued

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| <ul style="list-style-type: none"> writes a story with a setting, characters, problems, and resolution (may need support) | <ul style="list-style-type: none"> You've told us what characters are in your story. Where does it take place? You wrote that the problem was that the magic pot wouldn't stop making candy. Your ending needs to tell us how the problem was solved. How did they stop the pot? | |
| <ul style="list-style-type: none"> writes a report using pictures and sentences. Does basic research by asking others and reading simple texts on the topic | <ul style="list-style-type: none"> Can you ask someone who has a dog, how they trained it? Could you check it in this book about dogs? Where could you add pictures to give us more details? | |

LANGUAGE STRUCTURE

| | Prompts | Observations |
|---|--|--------------|
| <ul style="list-style-type: none"> rereads own writing | <ul style="list-style-type: none"> Read your writing out loud to yourself. Then you can think about what you'd like to add (or miss out). I usually reread my first sentences before I add something new. Then I can be sure my ideas all fit together/stay on topic. I'm glad to see you reading your writing through to see if your sentences make sense. That's a good idea! | |
| <ul style="list-style-type: none"> uses repeated, familiar language patterns to create accounts (e.g., <i>I like...</i>, <i>I like...</i>) | <ul style="list-style-type: none"> Maybe you could use this sentence pattern for your writing. Using a sentence pattern from a book can help you with your writing. | |

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| LANGUAGE STRUCTURE (continued) | | |
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| | Prompts | Observations |
| <ul style="list-style-type: none"> begins many sentences with <i>I/We</i> | <ul style="list-style-type: none"> That's a good sentence. (reinforcement for early writing when "I" and "We" are celebrated as sentence beginnings) Is there another way you could start that sentence? (encourage students to add more variety) | |
| <ul style="list-style-type: none"> uses a variety of sentence beginnings | <ul style="list-style-type: none"> I like the way you have written three sentences and got different beginnings for each. It would be a good idea to think of a different beginning for your next sentence. How could you start it in another way? (model if necessary) | |
| <ul style="list-style-type: none"> uses simple, compound, and complex sentence structures | <ul style="list-style-type: none"> I like the way you added <i>but</i> to join those two ideas together. (Student wrote: "When he went home, he found his soccer ball.") That's a lovely clear sentence. It tells us when he found the ball. (reinforcement) | |
| <ul style="list-style-type: none"> uses first-person but changes to third-person for stories and reports (needs support) | <ul style="list-style-type: none"> You wrote "I" because you are writing about your own trip/party/friend, etc. (reinforcement) When people write reports they usually write, he/she/they because they are not writing about themselves. Let's look in this book about eagles and see what the author does. | |
| <ul style="list-style-type: none"> language tends to be "talk written down" | <ul style="list-style-type: none"> Tell me about... Can you write that down? | |
| <ul style="list-style-type: none"> uses age-appropriate grammar most of the time (irregular past tenses and plural agreements will be inconsistent) | <ul style="list-style-type: none"> Read it to me. Does that part sound right? Would you say it like that? | |
| <ul style="list-style-type: none"> tenses may be inconsistent (present and past) | <ul style="list-style-type: none"> Can you read that part to me? Did you do that last weekend? So you <i>played</i> the video game and <i>went</i> to the park after... (model) | |

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| LANGUAGE STRUCTURE (continued) | | |
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| | Prompts | Observations |
| <ul style="list-style-type: none"> • often uses "and" or "then" to link two ideas | <ul style="list-style-type: none"> • Is there another way you could say that without writing <i>then</i>? | |
| <ul style="list-style-type: none"> • writes in sentences (may need support at times) | <ul style="list-style-type: none"> • You wrote "hits the ball." It would be a good idea to write who hits the ball. Can you fit it in there? (Point to the first part of the sentence) • That's a strong sentence! (reinforcement) | |
| <ul style="list-style-type: none"> • uses a small selection of verbs in accounts (needs support to increase the variety and to include adjectives and adverbs) | <ul style="list-style-type: none"> • You wrote "He goes to first base. He goes to second base." How did he get there? Did he run? Did he walk? If you add that, it helps me picture it in my head. • I love your story about the cat. Can you tell me more about how he looked/moved? Details like that can help to make your writing even more interesting. | |
| WRITING PROCESS | | |
| | Prompts | Observations |
| <p>Planning and Research</p> <ul style="list-style-type: none"> • talks about ideas for writing (e.g., with a buddy, a group, parents, and people in school) | <ul style="list-style-type: none"> • It's a good plan to talk with a buddy about your ideas for your report. • I like to hear you discussing your ideas as you plan your writing. Talking things through helps you to think about what you want to write. | |
| <ul style="list-style-type: none"> • draws pictures and makes visual plans | <ul style="list-style-type: none"> • Sketch your ideas and add a few words as you plan what you are going to write about. • If I was writing about... I'd make a few notes and draw a few ideas. (model in a craft lesson) • What a good idea to make notes with quick sketches. | |

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| WRITING PROCESS (continued) | | |
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| | Prompts | Observations |
| <ul style="list-style-type: none"> jots down ideas (possibly using a graphic organizer) | <ul style="list-style-type: none"> Using this organizer helps you to plan your ideas before you write. It's good to see you using that planner. How do you find it helps you? | |
| <ul style="list-style-type: none"> gathers information by: <ul style="list-style-type: none"> asking others using picture books with simple texts using charts and diagrams watching visual media (films, videos, and DVDs) | <ul style="list-style-type: none"> How can you find out more about... Is there anybody you could ask about this topic? Which books might help us? Sometimes it helps to watch a movie to find out more about... Let's watch this movie to find out about... (set a specific purpose, e.g., to find out about how polar bears stay warm) | |
| <p>Drafting</p> <ul style="list-style-type: none"> writes a first draft with or without an organizer | <ul style="list-style-type: none"> The most important thing is to get down your ideas in your writing. I can see your organizer (sketched notes/list) is really helping you to write your ideas. | |
| <p>Revising</p> <ul style="list-style-type: none"> adds or deletes ideas after discussion with others | <ul style="list-style-type: none"> It helps to read your writing aloud to yourself (or to others). Then you can hear if it makes sense or if you need to add more. What do you think needs to be added? What part of your writing didn't fit in? Is that why you crossed it out? | |
| <ul style="list-style-type: none"> revises ideas with a buddy (will need support) | <ul style="list-style-type: none"> Read it out loud to your buddy. Is there anything you can add? What does your buddy think? What part did your buddy like? Did he/she suggest any changes? | |

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| WRITING PROCESS (continued) | | |
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| | Prompts | Observations |
| <p>Editing</p> <ul style="list-style-type: none"> uses classroom resources for checking spellings (e.g., Word Wall, wall charts, picture dictionary) | <ul style="list-style-type: none"> Can you check the Word Wall for that spelling? I think a picture dictionary would help you to fix that word. (model use of dictionary) It would be a good idea to check "Tuesday" on the calendar. | |
| <ul style="list-style-type: none"> checks for simple punctuation conventions (e.g., capitals and periods) | <ul style="list-style-type: none"> Remember, you need a period at the end of your sentence. What do you need at the beginning of your sentence? Great, you have capital letters to start your friends' names! (reinforcement) | |
| <ul style="list-style-type: none"> prints clearly | <ul style="list-style-type: none"> Your final copy needs really clear printing so that other people can read your poem easily. That's nice clear printing! (reinforcement) | |
| <ul style="list-style-type: none"> checks that pictures support the information provided in the account | <ul style="list-style-type: none"> Would another picture help here? Your picture really makes that clear. (reinforcement) | |
| <p>Sharing/Publishing</p> <ul style="list-style-type: none"> chooses a favourite text for publishing | <ul style="list-style-type: none"> Why did you choose this piece of writing? What was special about it for you? You chose a story last time. Maybe you could choose a different type of writing this time. | |
| <ul style="list-style-type: none"> shares writing in an oral presentation | <ul style="list-style-type: none"> Practise reading your writing to a buddy before you share it with the class. Thank you for sharing your writing. I really liked... What did everyone else like? What was your favourite part of your writing? | |

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| | Prompts | Observations |
| <ul style="list-style-type: none"> publishes writing in simple book form | <ul style="list-style-type: none"> Think about the paper you want to use/the neatness of your printing as other people will want to read it/ where you need pictures. I like your author biography on the back cover and your drawing of yourself. | |
| CONVENTIONS | | |
| | Prompts | Observations |
| <p>Form</p> <ul style="list-style-type: none"> prints letters clearly: uses upper and lowercase letters more conventionally | <ul style="list-style-type: none"> Use the letter strip on your desk to help you make that letter. That's a lovely clear "s." Let's try that "k" together. (model by guiding the child's pencil) I'm happy to see that you only used a capital letter for the first letter of your name. | |
| <ul style="list-style-type: none"> incorporates directionality conventions into writing (e.g., left to right, and line movement down a page) | <ul style="list-style-type: none"> Put your finger on the spot where you are going to start writing. When the line is full, you need to move to the beginning of the next one. (model by putting a dot where the next line of printing should start) | |
| <ul style="list-style-type: none"> uses spaces between words | <ul style="list-style-type: none"> Use your finger to remind you to leave a space between each word. | |
| <ul style="list-style-type: none"> copies words from classroom resources (e.g., Word Wall and charts) | <ul style="list-style-type: none"> Sometimes it really helps when you find a word you need to spell on the Word Wall (or on the calendar or a chart). | |
| <ul style="list-style-type: none"> title of written account is clear and helpful for a reader | <ul style="list-style-type: none"> That's a nice clear title for a reader! (reinforcement) Remember to add a title. It tells a reader about your topic. | |

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| CONVENTIONS (continued) | | |
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| | Prompts | Observations |
| <ul style="list-style-type: none"> illustrations support the text | <ul style="list-style-type: none"> Your picture really fits that part of the story. What will you draw to illustrate your poem? What kinds of things would tell us the most about your topic? | |
| <p>Spelling (First half of Grade One)</p> <ul style="list-style-type: none"> uses letters to represent consonant sounds in words | <ul style="list-style-type: none"> Say the word slowly. What sound can you hear at the beginning/at the end/in the middle of the word? That's a good try at spelling... You have the beginning sound and the ending sound. | |
| <ul style="list-style-type: none"> adds vowels to words and syllables | <ul style="list-style-type: none"> I like the way you have remembered that every word needs a vowel. Can you hear a sound in the middle of that word? That word rhymes with <i>can</i> (man). Let's look at <i>can</i>. Can you think what letter you need in the middle of "m-n"? | |
| <ul style="list-style-type: none"> uses simple high-frequency words from the Word Wall (e.g., <i>I, the, you</i>) | <ul style="list-style-type: none"> I'm glad you looked at the Word Wall to check that word. You're right, that is a Word Wall word. Check that out on the Word Wall. Which letter would you look at? | |
| <p>(Second half of Grade One)</p> <ul style="list-style-type: none"> incorporates visual cues into spelling (e.g., double letters, final "e"s on words, vowel digraphs) | <ul style="list-style-type: none"> That word does look right. You spelled <i>goat</i> so well. Were you thinking it looked like <i>boat</i>? | |
| <ul style="list-style-type: none"> uses a range of high-frequency words from the Word Wall | <ul style="list-style-type: none"> You don't even need to check on the Word Wall for these words because now you remember how to spell them! I'm glad to see you fixed that Word Wall word. Can you check that word on the Word Wall? | |

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| | Prompts | Observations |
| <ul style="list-style-type: none"> generates new words by comparing them with familiar word patterns (e.g., <i>If I know cat, I can work out how to spell sat.</i>) | <ul style="list-style-type: none"> If you know how to spell <i>hand</i>, how will that help you to spell <i>band</i>? It helps to think of word patterns you know when you are working out how to spell new words. | |
| <p>Punctuation and Capitalization</p> <ul style="list-style-type: none"> usually uses capitals for names, places, and beginnings of sentences (may need support) | <ul style="list-style-type: none"> Remember to check for capital letters for the beginning of sentences. (for people's names or places) Good job! You have capital letters for the name of the school. | |
| <ul style="list-style-type: none"> may start to use question marks and exclamation marks (usage may not always be accurate) | <ul style="list-style-type: none"> If it is a question, we need to put a question mark at the end. (model and show one in a Shared Reading or Read Aloud text) Sometimes somebody says something very surprising when they write, so we put an exclamation mark at the end. (model and show one in a Shared Reading or Read Aloud text) | |