

Writing Proficiencies Grid, Grade 1

Directions: Fill in dates on which you have observed each target understanding in students' writing. See filled-in sample on page 18.

STUDENT NAMES ▶		TARGET UNDERSTANDINGS ▶		GET STARTED												BUILD STRONG SENTENCES											
				Say Message, Write Message (page 19)												Write Complete Sentences (page 43)											
				Visualize and Draw Before Writing (page 23)																							
				Spell Phonetically (page 27)																							
				Include All Words (page 31)																							
				Watch Word Spacing (page 35)																							
				Use Entire Page (page 39)																							
				Write Complete Sentences (page 43)																							

Expand Short Sentences (page 47)													
Compound Sentences (page 51)													
Exclamatory Sentences (page 55)													
Vary Sentence Beginnings (page 59)													
Vary Sentence Lengths (page 63)													
Strong Leads (page 67)													
Strong Conclusions (page 71)													
POWER UP GRAMMAR AND WORD KNOWLEDGE													
Adjectives to Add Details (page 75)													
Powerful Verbs (page 79)													
Shades of Meaning (page 83)													
Onomatopoeia (page 87)													

Temporal Words (page 91)												
Comparatives (page 95)												
Prepositions (page 99)												
Plural Nouns (page 103)												
Possessive Pronouns (page 107)												
Subject-Verb Agreement (page 111)												
Verb Tenses (page 115)												
Personal Pronouns (page 119)												
Pronoun Order (page 123)												
Demonstratives (page 127)												
Compound Words and Words With Affixes (page 131)												

		MASTER PUNCTUATION AND CAPITALIZATION													
		Question Marks/ Interrogative Sentences (page 139)						Capitalize Proper Nouns (page 143)							
		Commas in a Series (page 147)						Apostrophes/ Possessive Nouns (page 151)						EDIT LIKE AN EXPERT	
		Root Words and Endings (page 135)												Layout and Spacing (page 155)	
														Rereading for Editing Points (page 159)	
														Syllabication for Spelling (page 163)	
														Taking Advantage of Resources (page 167)	